



## student and parent **handbook**

2014-2015



# UNIS STUDENT AND PARENT HANDBOOK 2014-2015

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# SCHOOL MISSION

Under the auspices of the United Nations and guided by its ideals, UNIS provides an inclusive and diverse learning environment in which rigorous international programs foster academic excellence, innovation, creativity and cross-cultural communication to educate and inspire its students to become an active force in shaping a better world: peaceful, compassionate and sustainable.

## GUIDING PRINCIPLES

The United Nations International School provides an environment for optimal learning and teaching in an international setting that fosters understanding, independence, interdependence and cooperation.

Within this context we believe that:

**A. UNIS students are committed to the spirit of the UN Charter by:**

- Demonstrating respect for human rights
- Demonstrating respect for the principle of equal rights irrespective of race, sex, language or religion
- Developing skills for the peaceful resolution of conflict
- Practicing tolerance and living together in peace
- Understanding individual responsibilities within society
- Understanding the relationship between rights and responsibilities
- Acquiring knowledge of universal ethics
- Providing leadership that demonstrates awareness of ethical and moral issues

**B. UNIS students benefit from an international education whereby they:**

- Gain historic and contemporary knowledge and understanding of the world through intellectual endeavor
- Acquire international understanding through interaction with the uniquely diverse school community and by studying and experiencing other cultures and belief systems
- Maintain the fluency of their mother tongue while valuing the acquisition of other languages

**C. UNIS students strive for academic excellence by:**

- Learning how to learn
- Discovering the joy of learning
- Attaining depth and breadth of academic knowledge and understanding
- Acquiring the skills that support intellectual endeavor and academic success
- Solving problems independently and in cooperation with others
- Acquiring aesthetic appreciation
- Understanding modern technologies and using them wisely and effectively
- Preparing themselves for the demands of higher education

**D. UNIS students must be part of a caring community which encourages them by example to:**

- Share, cooperate and contribute responsibly to a global society
- Develop sensitivity to appropriate work and social relationships consistent with the principle of equal rights, including gender equality
- Display sound decision-making skills by reflecting on choices and consequences

- Think and act critically, creatively and independently
- Lead a positive, healthy life
- Care for others, as they would have others care for them
- Share resources
- Build understanding and trust

**E. UNIS students, being individually and culturally diverse, appreciate the significance of:**

- Developing personal values
- Respecting the values of others
- Valuing one's own culture
- Understanding and demonstrating respect for the culture of others
- Understanding multiculturalism within a global society
- Being able to make a difference

# ACADEMICS

## CURRICULUM

The international curriculum at UNIS from Junior A to Tutorial Four is designed to reflect the guiding principles of the UN Charter, which are enshrined in the constitution of the school.

Students discover a welcoming atmosphere of friendliness, warmth and security, which soon evolves into a diverse and challenging environment. They have the opportunity to work and learn with peers from different countries, cultures and backgrounds. UNIS teachers, with their equally diverse origins, understand and respect these differences and respond to the needs of a vibrant international community of learners by designing a curriculum that meets the needs of individual students. From the very first year, the social, intellectual, aesthetic, emotional and physical needs of the student are central to the curriculum, so that the classroom becomes a world in which the acquisition of skills goes hand in hand with freedom to create and explore. The integrated learning that characterizes school life in the early grades is developed and diversified in the intermediate years. A rigorous, but flexible and broad-based basis for learning is maintained, to embrace the acquisition of knowledge, the development of skills and attitudes and their complex application across the disciplines.

As students move to the high school, the focus in the curriculum shifts from a more interdisciplinary focus to academic specialization, in recognition of the subject-based knowledge and understandings that are required for the UNIS Diploma, the International Baccalaureate (IB) Diploma and Certificates and college admissions. Students study across a broad and balanced range of subject domains including languages, humanities, sciences, mathematics, technology, the arts, and physical education, drawing on content from educational cultures across the world. Tutorial House students are provided with intellectually challenging learning experiences, enabling them to examine the central ideas of an issue, question and share ideas and knowledge and use higher-order critical thinking skills to solve and construct new meanings and understandings.

When students graduate from UNIS, they leave not only with a solid academic foundation but they also take with them a genuine understanding of global interdependence and a respect for differences, both cultural and academic. Their education has equipped them with a sense of academic responsibility and independence and encouraged them to be responsible, informed and caring members of society.

## ASSESSMENT

### Philosophy

Teaching, learning and assessment are fundamentally interdependent. Assessment is seen as evidence of teaching and learning. It validates UNIS' guiding principles by providing feedback about progress to our students as they strive to become informed, responsible, creative and reflective participants in our global society. As students analyze and reflect on their learning, they become able to conceptualize, acquire and transfer knowledge and skills, gain an appreciation of perspective, communicate and develop a sense of social responsibility. In turn, evidence of student learning becomes the basis for ongoing reflection and evaluation of curriculum and instruction.

### Definition

Assessment is an ongoing process of systematically gathering, analyzing, interpreting and reflecting on evidence of students' understanding as they develop concepts and skills, in order to inform instruction and support learning. A comprehensive assessment program includes a variety of assessment components and processes that align with expectations for teaching and learning and meet the needs of all users (student, teacher, department, school).



## REPORTING PROCEDURES TO PARENTS

### Progress and Grade Reports: M3 – T4

The school year is divided into two semesters. The first semester ends in January, and the second in June. Reports are available on the portal twice a year, with additional interim reports for middle and high school students in October and March, respectively. These reports are to outline the student's major strengths and areas in need of improvement, and to recommend action for any desired improvement. At the close of each semester, parents receive final semester grades and comments from teachers.

### Grading Scale: M3 – T4

The grading scale follows the International Baccalaureate system with grades from 1 to 7.

<u>UNIS GRADE</u>	<u>LETTER GRADE</u>	<u>4-0 SCALE</u>
7+	A+	4.6
7	A+	4.4
7-	A	4.2
6+	A	4.0
6	A-	3.8
6-	A-	3.6
5+	B+	3.4
5	B	3.0
5-	B-	2.6
4+	C+	2.4
4	C	2.0
4-	C-	1.6
3+	D+	1.4
3	D	1.0
3-	D-	0.6
2, 1	F	0.0

In addition, non-cognitive skills are defined for all grade levels (JA – T4):

### Learning Skills

Student progress is indicated for a clearly defined set of learning skills (responsibility, organization, independent work, collaboration and initiative). Performance is reported upon using the following values range - Developing, Succeeding, Exceeding.

### Subject Progress Reports: JA – M2

Student progress and performance in each subject area is assessed. A clearly defined set of skills for each subject is reported upon using the following values range: working **Toward** grade expectations, working **At** grade expectations, working **Above** grade expectations.

## GUIDANCE COUNSELING

The guidance counselors work closely with the principals, teachers and learning specialists to provide support to all aspects of learning. Counselors provide individual personal and academic counseling, and small group sessions, and facilitate workshops devoted to social, personal and academic topics for students and faculty.

## SHORT-TERM PHYSICAL DISABILITIES

Short-term accommodations can be granted to students who have difficulty performing academically because of a temporary physical problem (a broken wrist, for example). Any number of people—the student, his or her parents, a teacher, the mentor or principal—can bring the need for short-term accommodations to the attention of the school nurse, counselor, or principal. The nurse, in consultation with the student's own doctor, determines if accommodations are needed and shares his/her findings with the counselor and principals. The recommended accommodations are then shared with the student's mentor and teachers.

## **STUDENT RECORDS**

UNIS ensures the privacy of student educational records. Only faculty and officers of the school have access to a student's academic file. No other person may have access to this information without written authorization or a legal order.

# **STUDENT AND PARENT RESPONSIBILITIES**

## **GUARDIANSHIP AND PARENT ABSENCES FROM CITY**

Under no circumstances are students permitted to live alone while attending UNIS. When single parents, or both parents, travel out of New York City while their child is attending school, a legal guardian must be assigned for the duration of their absence, and the Guardianship Contract must be filed with the principal's office. The guardian must be living with the student. A student may not live with siblings, relatives, or with friends of the family who have not been specified in the legal Guardianship Contract and who do not also meet the age and language criteria set UNIS.

## **CHILD ABSENCES FROM SCHOOL**

It would be impossible for UNIS to provide equal and adequate recognition of all major holidays from the multiple nations, cultures, and religions represented in the student body. For these reasons, our schedule generally follows the holiday period of the host country. UNIS is aware of and sensitive to the wide range of cultures that enrich the community environment and respects individual national and religious holidays.

## **SECURITY**

The perimeter of each campus is surrounded by chain link fence, is well lighted, and electronically monitored. A security guard is posted at each front gate. At the Manhattan Campus there is additional support from an officer of the New York City Police Department. All visitors are expected to sign in when visiting the building and parents should wear identification badges at all times. Parents' cooperation is essential if adequate security is to be maintained.

## **DRESS CODE**

The responsibility for student dress and general appearance rests with each individual student and his or her parent(s) or guardian(s). The purpose of dress standards is to ensure maximum safety for everyone, encourage students, faculty, and staff to dress for successful teaching and learning, and attend school properly prepared to participate in the educational process. Importantly, the following are not permitted:

- Any clothing bearing an expression or insignia which:
  - is obscene
  - encourages, or intends to encourage, violence or violent conduct
  - is derogatory to an individual or group
  - promotes the use of drugs, alcohol or tobacco

The Principal, Assistant Principal or any faculty member has the authority to require a student to change his or her attire should it be deemed inappropriate under the above guidelines.

## **LOST AND FOUND**

Lost items are placed in the lost and found bins located on the first floor near the elevators in the Manhattan Campus, and at the gym entrance in Queens. Items are kept for three weeks, after which they are donated to local charities.

## **FIRE PROCEDURES**

UNIS conducts both announced and unannounced fire drills throughout the school year in compliance with New York City fire regulations. UNIS will also conduct regular lockdown drills to secure classrooms and students when there is a suspected intrusion.

## **NO SMOKING POLICY**

There is no smoking on the school grounds or within sight of the school.

## **LITTER AND GUM**

Members of the school community are expected to keep the campus and surrounding property free of litter. Gum chewing is not allowed during school at any time or athletic competitions or practices.

## **USE OF MANHATTAN CAMPUS ELEVATORS**

Students are not permitted to ride the elevator without a pass from the school nurse. Students cannot take a friend with them unless the nurse has given specific written permission for sick students to have a person with them. Students riding the elevator without a pass will be warned and assigned detention for repeated violations.

## **VISITING THE SCHOOL ON WEEKENDS**

Students are not permitted in the building on weekends unless they are participating in a scheduled school activity. In addition to regularly scheduled hours, students may be permitted on campus provided prior arrangements have been made for adult supervision.

## **CELL PHONES**

While we recognize that cell phones have become a part of everyday life the student use of these phones at UNIS is restricted. Phones should be “off and away” during the school day, except in cases where a teacher has designated their use for academic purposes.

In the event of a family emergency, you may call your child’s divisional office and we will get a message directly to him or her. Violations of cell phone use policy can result in confiscation of the phone during the school day.

## **SCHOOL JURISDICTION**

UNIS school rules apply to all students while they are under the jurisdiction of the school. Students are considered under school jurisdiction while at school, during all school trips and functions, and while traveling to and from school unless off-campus in the company of their parents.

## **DISCIPLINE**

Students will be counseled when concerns of a general nature are brought to the school’s attention by faculty or other students. When any direct information reveals that a rule or code violation has harmed someone else (e.g. stealing, harassment, providing drugs or alcohol), it may necessitate intervention of a disciplinary nature.

**Warnings:** A student may be given a warning as a disciplinary response. A warning is normally accompanied by assigned meetings with the student’s mentor, counselor, and/or principal to discuss and evaluate the student’s behavior. In some cases, a warning may be accompanied by a period of disciplinary probation.

**Out of School Suspension:** Under certain conditions, students may need to be temporarily removed from the UNIS community. An out of school suspension is a serious disciplinary response and the school reserves the right to place conditions on a student’s return to campus.

**Expulsion:** In all cases of violations of major school rules, dismissal from UNIS may be the penalty. Final decisions regarding dismissal are made by the Executive Director.

## **CONFIDENTIALITY**

Students are encouraged to seek the counsel and assistance of faculty members at any time. In order for this counseling to be effective, the principles of confidentiality will be observed. Faculty members are obliged to refer confidentially held information to the principal, when:

- an individual’s health or well-being is in danger.
- the security or welfare of the School is at stake.

- the problems being discussed are beyond the experience and expertise of the faculty member.

### **LOCAL AUTHORITIES**

Students may find themselves in situations in which the local authorities are involved, or where the school is obligated under state or national law to notify those authorities. The school takes its responsibilities to protect its students very seriously. The school will notify parents as soon as possible whenever the local authorities are involved, and will take all necessary steps to ensure that our students are protected in legal situations.

### **TECHNOLOGY USE AGREEMENT**

With the proliferation of devices in school and access to different content, we have developed agreements we ask students and parents to follow when it comes to use of computers at school. The Technology Use Agreement can be found in the Appendix to the General Section beginning on page 13

## **STUDENT HEALTH**

A nurse is always available during the school day at the Manhattan Campus Health Center between the hours of 8:00 and 6:00 pm. At the Queens Campus, all health matters are referred to the principal.

The following apply to both campuses:

### **PRESCRIPTION MEDICATIONS**

The Manhattan Health Center or the Queens Campus principal must be notified of any and all prescription medications used by students, and arrangements must be made with the nurse or Queens principal for their administration. It is crucial that the school be informed of the name, dose, and amount of any medications used in order to avoid interactions with other medication that may be given and to recognize any side effects that might occur. All such information will be kept confidential in the student's health records. Under no circumstances may students give their medication to other students.

### **MEDICAL LEAVE OF ABSENCE POLICY**

UNIS either requires medical leaves of absence or grants medical leaves of absence for students who are unable to engage constructively in school life for medical or psychological reasons. In those situations in which the school feels that a student's safety or well-being or the safety or well-being of other students may be in jeopardy, a leave may be required. For those students who have engaged in suicidal behavior, are deemed at risk for suicidal behavior or persist in self-harming behavior, the school will require a medical leave of absence. The length of time for other medical leaves of absences shall be determined on an individual, case-by-case basis.

### **MEDICAL FORMS**

All new students must submit completed medical documentation (which includes immunization dates) through Magnus Health, located on the Parent Portal at the beginning of the school year. Returning students are expected to complete a physical examination every year. All forms must be submitted through Magnus Health on the [UNIS Parent Portal](#).

**Please refer to the Appendix on pages 12-18 for Health and Safety Policies**

## **PARENT RESOURCES**

### **COMMUNICATION WITH PARENTS**

The UNIS web site has a parent portal section that serves as the primary means of communication with parents. Signing in to the parent portal of the UNIS web site provides parents with the following:

- Messages to parents
- Private access to information specific to their family including report cards, tuition statements, students schedules, biographical data (only those in your family who have a valid parent user name and password will be able to see this information).
- A searchable student/parent directory that is always up-to-date.
- Online calendars
- News by subscription: All the different school newsletters and publications in one place.
- An extensive Athletics section that lists all the games, teams and scores.

The weekly e-mail parent newsletter, *InUnison*, and other periodic e-mail messages contain important information. It is the responsibility of parents to review relevant, weekly e-mail messages to keep fully informed. **It is important that parents keep their contact information and e-mail addresses current.** Please do so by editing your biography information in the parent portal, or by contacting the UNIS Registrar, [evanaken@unis.org](mailto:evanaken@unis.org).

### **CURRICULUM EVENINGS AND COFFEE MORNINGS**

Each school offers curriculum evenings when parents can meet with teachers and walk-in coffee mornings for more informal discussion. Please see the individual school pages for more information and the school calendars for the exact dates.

### **COMMUNICATION OF PARENTAL INTERESTS, CONCERNS OR COMPLAINTS**

The school recognizes that from time to time parents or guardians have the need to communicate with UNIS regarding their interests, concerns or complaints. In general, complaints are best resolved at the level where they arise.

In expressing interests, concerns or complaints, the following procedures should be followed:

#### **Classroom Concerns**

If a problem exists between parent and teacher or student and teacher, every effort should be made to resolve the problem at the classroom level. Should a parent feel that a classroom problem has not been properly resolved, he/she should request a meeting with the division principal. Parents are invited at any time to schedule a meeting with the principals and/or the assistant principal.

#### **Non-Academic Concerns**

Non-academic concerns about a teacher, administrator, or other staff member should be brought to the attention of the principal of the division your child attends. The principal will discuss the complaint promptly and openly with the person about whom the complaint was made, or refer the complaint to that individual's supervisor, who will do the same.

### **CHANGE OF ADDRESS OR STATUS**

Changes of address, phone number, or personal circumstances must be submitted immediately to the registrar, in writing, at [evanaken@unis.org](mailto:evanaken@unis.org).

### **CALENDAR OF EVENTS**

Parents will receive a printed calendar of events by mail at the beginning of the school year. This calendar lists important dates for parents and students. Please use this as a guide to the activities offered at the school. Parents should always consult the calendars on the UNIS website for the most up to date information.

### **DIRECTORY**

The parent portal section of the UNIS web site provides the following phone, e-mail, and address directories after parents have signed in:

- A searchable "Faculty and Staff Directory"
- A "Who to Contact" listing

- A searchable “Student/Parent Directory”

The “Student/Parent Directory” can be printed if desired (See directions on the website under “Parent Portal FAQ”).

## **EMERGENCIES**

Please make sure that you have given the registrar all necessary information to contact you in an emergency. If your child is ill, or has had an accident, we will need to contact you quickly, so please make certain that you have given us your emergency contact number, and that it is up to date and accurate. If you use voice mail, it will help in an emergency if your message gives a second number where you can be reached. The school registrar can be reached at [evanaken@unis.org](mailto:evanaken@unis.org).

## **EMERGENCY CLOSING OF THE SCHOOL**

From time to time, the school may close due to an emergency situation, such as inclement weather. School closings will be announced on the front page of the UNIS website ([www.unis.org](http://www.unis.org)) and/or by using email, phone and/or text messages. In the unlikely event of an emergency (such as a water main break) occurring during the school day, the same procedures will apply.

## **PARKING**

During school hours, parking is for faculty members only with the exception of limited visitor spaces, which should be reserved in advance. At the Manhattan Campus, parking is available at a public garage at Waterside Plaza, next to the school. On-street parking is available at the Queens Campus.

## **OFFICE OF SPECIAL PROGRAMS**

The Office of Special Programs offers a variety of after school programs to Junior School, Middle School and High School students. These programs benefit external constituencies as well. More information including registration information can be found [here](#)

### **The After School Programs**

The After School Programs offer an array of activities each week for students at both campuses. The after school activities brochure is distributed to all students in September.

### **The Care Program – Manhattan and Queens**

The Care Program is designed to meet the needs of working parents of Junior and Middle School students who want their children to do their homework and be engaged in relaxing and creative activities after school hours. It provides a dependable daily program in a warm and safe environment. It is offered every day from 3:00 PM to 6:00 PM in Manhattan and from 3:00 PM to 6:45 PM in Queens.

### **The Mother Tongue Program – Manhattan and Queens**

The Mother Tongue Program provides instruction for Junior 1 to Middle 2 students who already possess good oral and comprehension skills in the language and need to work on their reading and writing skills. Classes (subject to enrollment) are offered in Arabic, Chinese, French, German, Italian, Japanese, Russian, Spanish and Swedish. French and Spanish are offered at the Queens Campus

### **The Manhattan Campus Summer Program**

The summer program offers a comprehensive day-camp program for 4 to 14 year-old students. It includes an intensive sports program in soccer, basketball, softball, tennis, badminton, volleyball, swimming, etc. It also offers intensive English Language Learners (ELL) program. A variety of artistic activities are available to all students. In addition, students coming from abroad have the opportunity to enjoy the cultural enrichment program as they tour the city, visit museums and go to sports games. More information can be found [here](#).

### **The Manhattan Campus Spring Break Care Program & Sports Camp**

During the spring break, a two-week care program with a variety of activities is offered. The care program runs every day from 8:30 AM to 5:30 PM. A two-week sports program is also offered for students interested in physical activities. The sports program runs every day from 9:00AM to 4:00PM.

For more detailed information about any of these programs please call:

Dr. Lidana Jalilvand, Director of Special Programs at (212) 584-3083 or [ljililvand@unis.org](mailto:ljililvand@unis.org)

### **PARENTS ASSOCIATION**

UNIS enjoys the benefits of an active Parents Association which is responsible for many events during the year. Anyone who would like to become involved in the parent activities should contact the Parent Association office at [unispa@unis.org](mailto:unispa@unis.org).

## **APPENDIX TO THE GENERAL HANDBOOK**

### **SAFE SCHOOL POLICY**

The Mission Statement and Guiding Principles of the United Nations International School emphasize the right of all individuals to be treated with respect and dignity, and to co-exist peacefully with one another. As members of a caring community, UNIS students have the right to feel safe within the school environment and have the responsibility to demonstrate understanding and respect for others. In light of the UNIS Guiding Principles and commitment to sustain a caring community, it is the responsibility of all members of the school community to respond to incidents of bullying. Bullying between any individuals in any form will not be tolerated and will be treated seriously.

#### **Definition of Bullying**

Bullying is considered to be a form of abuse. Bullying undermines the dignity of the individual and occurs when an individual repeatedly uses power or influence to hurt or intimidate others, or encourages others to engage in such behavior. Bullying can be verbal, physical, emotional, electronic or sexual. It may be direct or indirect, planned or spontaneous.

#### **Bullying Behavior**

Examples of bullying behavior include the following categories:

- **Verbal:** Verbal harassment and name calling, including but not limited to: "put-downs"; taunting; hurtful personal comments about another's appearance, or another's social, cultural or religious beliefs; threats; offensive acronyms; spreading malicious rumors; belittling others' abilities and achievements; negative references to family or ethnic background.
- **Physical:** Negative physical contacts, including but not limited to: hitting; poking; pushing; punching; kicking; tripping; spitting; invading personal space; taking, hiding or damaging belongings; non-verbal signs and gestures such as 'dirty looks' designed to intimidate.
- **Emotional:** Intentionally hurting the feelings of others, including but not limited to: excluding; ostracizing; alienating; influencing others not to like or associate with someone; controlling or dominating someone by withdrawing or threatening to withdraw friendship; pressuring others to act against their will – such as giving up possessions, money; providing homework for copying or stealing; circulating offensive notes; offensive graffiti.
- **Electronic:** Using technology to intimidate, including but not limited to: sending offensive text messages, instant messages or e-mails; putting offensive material on the Internet; putting someone's personal information or material on the Internet without their consent or knowledge. It is a violation of the school's [Technology Use Agreement](#).
- **Sexual:** Sexual harassment, including but not limited to: taunts about body parts and development; taunting about actual or perceived sexual orientation; notes or pictures depicting sexual content; inappropriate physical contact; comments of a sexual nature.
- **Retaliation:** Retaliation includes, but is not limited to, any form of intimidation reprisal or harassment in connection with the filing of a complaint or assisting with an investigation under

this policy. Retaliatory or intimidating conduct is specifically prohibited, and as detailed in this policy, shall be treated as another incident of bullying.

### **Bullying Policies and Expectations**

UNIS is committed to provide:

- An environment conducive to promoting positive relationships between all its members - students, staff and parents.
- Curriculum materials, programs and opportunities which help develop appropriate social skills, positive relationships, respect and resilience.
- Counseling to both parties in a bullying situation; and to provide students with support and strategies for conflict resolution.
- Communication from all teachers to students about the policy.
- A safe and confidential place to report the actions of bullies.
- Provide opportunities for education about bullying for parents, students and staff

UNIS expects all students to:

- Refuse to be involved in any bullying situation.
- Take preventative action and report actions of bullies.
- Help break the code of silence which often surrounds bullying by speaking out about incidents of bullying they experience or observe.
- Be accountable for their actions

UNIS expects all staff to:

- Provide a positive and caring environment for all.
- Model appropriate language and actions.
- Respond sensitively to signs of distress or suspected incidents of bullying.
- Be observant regarding the actions and interactions of students you encounter in and out of class during your time in school.
- Identify possible bullying situations and persons.
- Intervene in situations where bullying is directly observed.
- Report and follow the procedures for all incidents of bullying.
- Discourage activities which enable exclusion e.g. distribution of invitations in class, choosing of working groups by students; saving of seats.

UNIS expects parents to:

- Promote respect for others and accountability for behavior; model behavior that treats others with dignity and respect.
- Communicate with the school any signs of distress in their children.
- Discuss with their children any incidents of bullying and appropriate strategies and/or relationship skills to deal with them.
- Support the school in its endeavors to assist your child if they are aware or involved in a bullying situation.
- Take advantage of resources provided by the school and other avenues outside of school

### **Intervention**

Procedures will be in accordance with the disciplinary policy of each division.



## HEALTH AND WELLNESS POLICIES

UNIS policy related to health and wellness is based upon a review of best practices recommended by the Center for Disease Control, the New York City Board of Education, as well as policy followed by many other independent schools.

The school nurse will present all health related policies twice a year at Parent Association meetings, through an email message to parents, and via the website portal.

For any questions about the policies, please contact the school nurse, Nadia Benson R.N., at: 212-584-3078

## ALLERGIES

There are a number of students attending UNIS who suffer life threatening allergies, especially resulting from reactions to peanuts and tree nuts. Exposure to even a tiny amount these nuts could be potentially serious and life threatening.

**Due to the risk posed to some members of our community by these types of foodstuffs, we are an Allergy Aware School. We are not a nut free school.** This means that we cannot rule out the presence of nuts altogether but we can let the UNIS community know that we are aware of nut allergies.

Our students are taught about allergies beginning in the JA. They are taught to recognize the signs and symptoms of an allergic reaction and how to tell an adult if they notice anything different about their classmates who have a known allergy. Students and teachers are taught that hand washing is key and is pivotal at lunchtime. Students are also taught not to give their food to a classmate because of the potential harm to another student with a known or unknown allergy.

Teachers with students in their class with allergies are taught to use an ***Epi-pen or Epi-pen Jr*** (injection used to treat an anaphylactic reaction). Parents who wish to bring food to school are reminded of our Allergy Aware status and are encouraged to provide food that everyone can enjoy without the fear of an allergic reaction.

Parents who supply food for school events, such as bake sales, are asked to keep the school's policy in mind. Please refrain from using allergic ingredients such as nuts, and clearly label any food that contains a potential allergen.

If you know or suspect that your child has an allergy, please inform the school nurse so that we can keep your child safe while he or she is at school.

## UNIS CAFETERIA FOOD ALLERGY POLICY (Provided by the Director of Dining Services)

Flik Independent School Dining at UNIS is an "Allergen Aware" food service provider. However the company states that it would be irresponsible on their part to guarantee an "allergen free" environment in our school when so many variables are beyond their control.

The diagnosis of food allergies is increasing in prevalence and many School Dining Education units deal with allergies every day. It is Flik's responsibility as the campus food service provider to provide safe and appropriate meals for *all* students and faculty/staff on campus when possible, regardless of the food allergy.

Food allergies are not food preferences, they are a medical diagnosis which must be taken seriously. Anyone with food allergies must avoid the offending food to prevent a reaction. Allergic reactions can vary greatly from hives, swelling and itching to severe symptoms including anaphylactic shock, where the patient can no longer breathe. Severe reactions require immediate medical attention and caution must be taken to help avoid those reactions. Therefore, it is critical that any food allergy related question be taken

very seriously and the student provided with all the information available so they can make an informed decision. Allergies differ from food intolerances as allergies can cause the severe symptoms described above, where intolerances typically cause gastrointestinal distress but do not threaten life.

To handle food allergies on the UNIS campus, Flik Independent School Dining has developed the following policies and procedures:

Flik has a strict policy against preparing special foods for their customers with food allergies. Flik Independent School Dining will adhere to this policy in most instances, but please keep in mind they provide the majority of meals for resident students. If an appropriate meal is not available, Flik advises their staff to ensure an alternative at each meal time. In some instances, only slight modifications which are easily accommodated may be necessary, but most often the appointed manager can suggest alternatives.

Any time a student or other customer asks about food ingredients for purposes of dealing with a food allergy, the Food Service Director or Chef will be notified immediately, even if another manager has been assigned to deal with these questions. At no time will any Flik associate attempt to answer allergy/ingredient questions. Only the Chef or Director may answer allergy related questions, or appoint a trained associate to deal with food allergy questions.

At no time shall any Flik associate or representative make any determination regarding the safety of a food related to food allergies. Flik will only answer questions as to whether or not a food contains a specific ingredient based on the information available on the product ingredient list. Upon request, the customer shall be provided a copy of the recipe and access to any processed food ingredient labels for purposes of review. This will happen at the time of the request, even during high volume service, as their customer is trying to make a meal decision.

Flik uses many common allergens daily in regular food preparation and serves many common allergens in public service environments; therefore they cannot prevent all cross contact of food regarding allergens. Good cleaning practices will reduce the possibility of cross contact from allergens, but cannot eliminate the risk entirely. Flik does not guarantee an allergy-free environment or food.

In any made to order station (sandwich bars, stir-fry, Chef's tables, etc.) all reasonable requests by students with allergies will be accommodated. This may include but is not limited to: use of clean cookware and utensils, a change of gloves and wash of hands, using food from clean containers or unopened packages (all to reduce cross contact), and elimination of any ingredients requested and possible addition of alternative ingredients as availability allows.

If a customer has a severe allergic reaction while at UNIS, or reports an allergic reaction after dining, Flik personnel are instructed to dial 911 immediately. The school nurse is alerted to the allergic reaction and reports to the cafeteria. Flik's policy is to report any incident to the campus administration, to Flik's parent company, and to the school nurse. The school nurse will contact the parent to alert parent of the incident. Student will be taken to closest emergency room.

## **BED BUGS**

Weekly pest control/prevention measures are performed at the UNIS buildings and grounds. Parents are notified if bed bugs are found in the classroom, and bed bug prevention literature is provided.

## **COMMUNICABLE/CONTAGIOUS DISEASES**

If your child is diagnosed with a communicable/contagious disease, a doctor's note of clearance to return to school must be submitted to the nurse and the attendance office before returning to class. The New York City Health Code requires that parents notify the school and the school nurse within 24 hours if your child is absent due to an infectious disease, has been exposed to, is a carrier of, or has recently been a carrier of the following infectious diseases: Chicken Pox, Conjunctivitis, Diphtheria, Food Poisoning,

Hepatitis, Hemophilus influenza type B infection, Impetigo, Measles, Meningitis, Meningococcal disease, Mumps, Pertussis (Whooping cough), Poliomyelitis, Rubella (German measles), Salmonella, Streptococcal disease (Strep throat, including Scarlet fever), Tetanus, Tuberculosis. A advisory will be sent to the grade to alert parents/guardians that their child may have been exposed to the one of the above.

## **CONCUSSION**

Any student suspected of sustaining a concussion during a game or practice will be removed from play. At no time should a student suspected of sustaining a concussion be returned to physical activities until at least 24 hours have passed without symptoms and the student has been assessed and cleared by a licensed Physician to begin a graduated return to physical and cognitive activities. Students removed from athletic and/or other physical activities at school for a suspected concussion must be evaluated by and receive written and signed authorization from a physician in order to return to physical activities in school.

## **FEVER**

When a student is ill, parents must ensure that he/she is fully recovered before returning to school. If your child has a fever of 100 degrees or above, please keep the child home from school. Students must be fever free (without fever-lowering medications) for 24 hours before they can return to school. If the student presents to the infirmary with a fever, a parent/guardian will be called.

## **FLU**

A memo is sent out to parents and students to remind them when it is flu season and inform them that the Department of Health states the flu vaccine is the single best way to prevent the flu. Children and adults with compromised immune systems and asthma are strongly advised to be inoculated. The school nurse will disseminate information related to prevention and hygiene at a PA meeting, through email and on the portal. Homeroom teachers should also discuss this with their students in homeroom.

Parents can also consult a doctor or local health clinic to find out about immunizations. Many drugstores and Kmart offer the flu vaccine and advertise this fact before and during flu season.

## **HEAD LICE**

The school currently has a no lice/no nit policy. Children with nits are allowed to finish out the day in school while children with lice will be excluded from classroom activity. Several at home kits are available for the parent to remedy the situation at home. If the student has a particularly heavy case of lice or nits, the parent may be referred to a specialized company for professional delousing. In either case, the student is advised to return to school the next day so he or she can be inspected. If the student is lice/nit free he or she may return to class. If lice or nits are found, the student will have to return home for further delousing. Students will be re-examined within 10-14 days to ensure they have remained lice free.

- Parents will be notified via email, letter and a phone call and provided instructions on treatment. Parents may pick up their child at the end of the school day.
- If the student in in the Junior School, the entire class will be notified. If the student is in the Middle School, the entire Middle School will be notified.
- Unless we are informed that a child has been professionally treated, all students sent home with head lice are rechecked by the school nurse when they return to school.. If lice are still present, parents are called and the child is sent home again.
- We continue to do this until we are as sure as we can possibly be that a child has no remaining nits. Students will not be allowed to return to school until they are lice/nit free
- At school we advise students not to wear or use other students' clothing and to avoid getting their hair too close to other students
- The school nurse and designated agents will perform lice checks as needed
- The school nurse maintains a list of head lice/nit exclusions to ensure the control of infestations

## **HEALTH ADVISORIES**

When a communicable disease (such as strep throat or chicken pox) is reported in your child's grade, UNIS will send out an advisory notifying you of the signs and symptoms to watch for in your child. If your child is ill, please notify the school nurse so the appropriate steps may be taken to limit its spread among his or her classmates. The information will always be kept confidential. The policy is to disclose only to the grade level of an affected student in health advisories.

## **HEALTH FORMS**

Health forms including: Annual Physical Examinations, Immunization Records, Consent to Treat, Prescription Medication Administration (if applicable to your child), Permission to Administer Over-the-Counter Medication, and all relevant Action Plans for asthma, diabetes, allergies and seizures must be submitted each year. As some of these require physician signatures, please make appointments for physicals in a timely manner to avoid activity restrictions at school resulting from incomplete or late medical records. These forms are located on the [UNIS Parent Portal](#). If you have any questions contact the Director of Health and Nursing.

## **MEDICAL EMERGENCIES**

If a student is injured or becomes ill at school the school nurse will contact the parent/guardian and ask that the child be picked up. In cases of serious or life threatening injury or illness, 911 will be called and students will be taken to the nearest emergency room- Bellevue or NYU Langone Medical Center.

## **MEDICATIONS**

If a student is on a prescribed medication, the school nurse must be made aware of this medication and the medication will be kept in the school nurse's office and administered by the school nurse appropriately. It must be in the original packaging with a copy of the prescription and a medication administration form must be completed. It is also important that parents notify the school nurse of any medications the student is taking even if administered at home. Such medications include: antibiotics (Penicillin, Ampicillin) mood-altering drugs (Prozac, Zoloft), and stimulants ( Ritalin, Dexedrine) . The notification is important to ensure the child's safety should there be an adverse reaction during school hours. The information will be kept confidential and will only be shared with school personnel as necessary. For students with chronic conditions such as asthma or allergies, we request that back up medications and inhalers be left with the school nurse as well as the student carrying a supply in his/her backpack if cleared to self-administer.

## **STUDENT EMS TRANSPORT POLICY**

In all cases where a student needs to be transported from the school to the emergency room via 911/EMS services, a parent or guardian is immediately contacted. If the parent or guardian is unable or unavailable to accompany the student, the school nurse will request that an adult ride with the student in the ambulance. If the EMS personnel refuse to allow an adult who is not the next of kin (NOK) to accompany the student, an adult will be sent to meet the ambulance at the emergency room (ER). The adult is present strictly for support until a parent or guardian arrives, and will not be responsible for decisions made by ER personnel in relation to the injured student.

The school nurse provides EMS with a copy of the student's medical form, which has been signed by the parents and gives permission for medical treatment.

The closest emergency rooms are Bellevue and NYU Langone Medical Center.

## **MANHATTAN CAMPUS INJURY PROTOCOL**

Nurse: Nadia Benson, R.N.

Nurse Assistant: Norma Muñiz-Barjoud Telephone: 212-584-3078

The following procedures are in place for each student who visits the nurse's office due to an injury incurred during the academic day or during the after school/aftercare program:

For each student who visits the nurse's office, the nurse or nurse assistant will write an email which includes a form describing the injury and care provided, and send it to the designated contact(s) in the student's school:

- **Junior School**  
*Danae Adam and Ugyen Pedon* will file the email in the student's folder and print a copy to be given to the homeroom teacher and sent home in the child's homework folder.
- **Middle School**  
*Rose Montanye and Phyllis Murray* will file the email in the student's folder and notify the Principal and/or Assistant Principal. The Middle School Administrative Assistants will forward the email to the parent with a brief introductory sentence, e.g., "Today your child visited the nurse's office. Please feel free to contact the nurse at 212-584-3078 if you have any questions."
- **Tut House**  
*Michele Lessa* will file the email in the student's folder.

The same procedure is in effect during the after school programs. For each student who visits the nurse's office the nurse or nurse assistant will write an email which includes a form describing the injury and care provided, and send it to the designated contact in the program in which the student is enrolled:

- **After School Program**  
*Gina Casella* will file the email in the student's folder and print a copy to be given to the Director of Special Programs and to the above listed persons or individual.
- **After Care Program**  
*Perry Clemons* will file the email in the student's folder and print a copy to be given to the Director of Special Programs and to the above listed persons or individual.

Parents will be called in cases involving the following:

- Head injuries
- Serious abrasions or profuse bleeding
- Possible broken bones/dislocations
- Concerns involving levels of consciousness

In the event that the nurse is unsure a limb is broken or a wound requires stitches, she will send the student to the emergency room. Any student sent to the emergency room must be accompanied by a UNIS representative. If the student travels to the emergency room via ambulance, a UNIS representative will accompany the student if EMT personnel allow. If not, the representative will meet the ambulance at the emergency room. Regardless of the mode of transport, the nurse or nurse assistant will make a copy of the student's medical record which will be sent with the student to the emergency room.

### **Accident Reports**

These reports will be written by the person who witnesses the accident:

- **Playground Supervisors**  
The accident report will be shared with the Principal and/or Assistant Principal, the Director of Special Programs, and Nurse (or the Nurse Assistant in the absence of the nurse).
- **Athletic Coaches**  
As soon as the athlete is stabilized, the coach must first contact the parent/guardian, and then the Athletic Director. An accident report must be completed within 24 hours and given to the Athletic Director.

### **STUDENT INSURANCE**

Student insurance is available in the instance where a family's personal insurance has already reached its maximum. Forms related to student insurance can be sourced through *Isabel Cruz* in the business office.

## PHYSICIAN REFERRALS

A physician referral list is available to parents through the nurse's office. The physicians provided on this list have no relationship to UNIS. UNIS is not responsible for the care provided by these physicians.

## QUEENS CAMPUS INJURY PROTOCOL

All accidents or illnesses are reported to the administrative assistants and to the principal. A written record of all accidents and injuries is kept.

The Queens Campus has several staff members with CPR and First Aid certification. Our Health Care Coordinator is responsible for the co-ordination of student healthcare in consultation with the Manhattan Campus nurse. The self-administration of medicines is monitored after written permission from parents and/or a physician, and by arrangement with the Coordinator or the principal.

Serious injuries are recorded on official report forms; every effort is made to contact parents or guardians immediately. It is important that you provide us with the telephone numbers we will need to get in touch with you. An ambulance will be called when emergency room care is considered necessary.

Parents of children with conditions that suggest the need for follow-up care will be contacted and advised to consult with their physician. A child with a fever will be kept out of class, and parents will be contacted to arrange for the child's transportation home.

Injuries and illnesses that occur outside school premises should be treated at home or by the family's own physician.

Any child who is seriously injured is not moved. In emergencies 911 is called, as well as parents and plans for further care discussed.

A student with a suspected contagious illness is isolated and parents are contacted to take the child home as soon as possible. Children may resume classes twenty-four hours after they are free of fever, or when the doctor says they can.

In rare instances students must be sent to the hospital for emergency treatment. In Queens, either Long Island Jewish Hospital (New Hyde Park) or North Shore Hospital (Community Drive, Manhasset) is used in most cases.

Each year all parents are required to complete and return to school a health form detailing immunization and other records. **Please return this form to school before the school year starts in September. Information about the school's accident insurance is given to parents in September. It is a violation of state requirements to admit students to school without completion of the health form.**

## SOCIAL MEDIA - RESPONSIBLE USE GUIDELINES FOR STUDENTS

UNIS recognizes the value of social media and encourages students to participate in online communities. However, students should be aware of the impact their online conversations can have on themselves and others in their community. Students should be aware of the positive potential of social media, as well as the possible dangers. Students who interact with UNIS on social media are expected to set and maintain high standards and properly represent the UNIS community.

Since social media reaches audiences far beyond the school, students must use social sites responsibly and be accountable for their actions.

If a student sees anything of concern on a fellow student's social networking page or account, they should immediately contact a member of the UNIS faculty, or another adult within the UNIS community.

- UNIS encourages students to interact with UNIS on social media and encourages students to share UNIS posts and other online information with their own online communities.
- UNIS students should conduct themselves in the online environment, as they would in the classroom. Students must abide by the UNIS mission and guiding principles ([www.unis.org/mission](http://www.unis.org/mission)) and comply with all guidelines and policies outlined in the Student and Parent Handbook ([www.unis.org/handbook](http://www.unis.org/handbook)).
- Think before you post. UNIS asks students to use discretion when posting to the internet.
- UNIS reserves the right to remove any content related to the school at its discretion without prior notice or authorization.
- Do not misrepresent yourself.
- Do not express your own opinions as the opinion of UNIS. Be sure to identify your opinion as your own, and indicate your relationship to the UNIS community.
- Social media venues are public and information can be shared beyond your control. Be conscious of what you post online as you will leave a long-lasting impression on many different audiences.
- Do not post or link anything (photos, videos, web pages, audio files, forums, groups, fan pages, etc.) to your social networking sites that you wouldn't want friends, peers, parents, teachers, college admissions officers, or future employers to access. **What you present on social networking forums represents you forever.**
- When responding to others, remember to be respectful and avoid comments that may be hurtful. Do not use profane, obscene, or threatening language.
- Only accept invitations to share information from people you know. Utilize privacy settings to control access to your network, web pages, profile, posts, blogs, wikis, podcasts, digital media, forums, groups, fan pages, etc.
- Online stalkers and identity thieves are a real threat. Never share personal information, including, but not limited to, Social Security numbers, phone numbers, addresses, exact birthdates, and pictures with parties you don't know or on unsecure sites.
- Users should keep their passwords secure and never share passwords with others. If someone tampers with your blog, email, or social networking account without you knowing about it, you could be held accountable.
- Cyberbullying is considered an act of harassment. Never bully another person online, and immediately report any online activity that could be interpreted as bullying to a member of the UNIS faculty or another adult member of the UNIS community.

Resources: (<http://www.pingry.org/page.cfm?p=887>)  
(<http://socialmediaguidelines.pbworks.com/w/page/17050879/FrontPage>)

## **WHISTLEBLOWER POLICY**

### **Purpose**

The United Nations International School is committed to maintaining the highest ethical standards, including complying with all applicable laws, regulations and UNIS policies, and fostering an environment that is free from all forms of intimidation and retaliation. This document is one of a number in place to help ensure maintenance of the high ethical standards to which we are all committed. UNIS will endeavor to address appropriately all serious concerns brought to its attention about legal, financial, accounting or business improprieties. If improper conduct is found to have occurred, UNIS will take appropriate corrective action.

### **Reporting Wrongful Conduct**

Because UNIS encourages high standards of conduct, any employee, trustee, officer, consultant, student, parent or guardian, contractor or volunteer ("Reporter") who has a good faith belief that financial, accounting or business related wrongdoing or unlawful or unsafe activity has occurred or will occur may bring his or her concern to the administration without fear of harassment or retaliation.

Observed or potential wrongful conduct may include, but is not limited to:

- Instances of fraud (deceit or misrepresentation in order to secure unfair or unlawful gain);
- Unethical business conduct;
- Violations of state or federal laws;
- Taking or using property belonging to UNIS for one's personal benefit;
- Substantial and specific danger to the Reporter's or the public's health and safety; or
- Other violations of UNIS' finance-related, auditing, conflict of interest or document retention policies

The disclosure of such information is sometimes known as "whistle blowing". This Whistleblower Policy is intended to encourage and enable each Reporter to raise serious concerns within UNIS prior to seeking resolution outside UNIS.

### **Reporting Procedures**

UNIS has an open door policy and suggests that each Reporter share his or her questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, a Reporter's supervisor is in the best position to address an area of concern. However, if the Reporter is not comfortable speaking with their supervisor or is not satisfied with their supervisor's response, they are encouraged to speak with any senior administrator, or with any Officer whom he or she is comfortable in approaching.

Situations may exist where members of our community feel uncomfortable utilizing the aforementioned reporting alternatives. To assist with these particular situations, UNIS has contracted with EthicsPoint, a firm that provides ethics hotline services to a variety of organizations, to act as an independent intermediary for the reporting of concerns about wrongful conduct. Such complaints can be made either by phone at 1-855-208-8576 or on the [web](#). The EthicsPoint application is designed to ensure that any communications will remain as confidential as possible, in accordance with the wishes of individuals who make reports using this option. Information submitted to EthicsPoint is reviewed by UNIS senior administrators other than those, if any, against whom allegations have been made. All reports submitted, based upon violation category, will be reviewed by a specific UNIS program report recipient who will be responsible for initial review, follow up and recommended resolution. If presented with reasonable evidence of suspected wrongful conduct, UNIS will conduct an investigation to determine if the reported suspicions of wrongdoing are valid. All reported confirmed incidents will be reviewed at the senior-most level and, if and when deemed appropriate, with the UNIS Board of Trustees.



UNIS has other policies in place which contain specific complaint and reporting procedures such as its harassment and discrimination policies. To the extent employees have complaints of violation of other policies, their concerns should be addressed in accordance with the procedures set forth in those other policies or procedures.

### **Anonymity**

Reporters are encouraged to put their names to allegations because appropriate follow-up questions and investigation may not be possible unless the source of the information is identified. Concerns expressed anonymously will be investigated, but consideration will be given to the likelihood of confirming the allegation from attributable sources.

### **Prohibition Against Retaliation**

No Reporter who (i) in good faith reports wrongful conduct pursuant to this Whistleblower Policy, (ii) provides information, causes information to be provided or otherwise assists in any investigation, including investigations by local, state or federal government bodies, regarding any suspected wrongful conduct, or (iii) files, causes to be filed, testifies, participates in or otherwise assists in a proceeding filed or about to be filed that alleges wrongful conduct (together, "Protected Actions") shall suffer harassment, retaliation or other adverse action (including, without limitation, any adverse employment action) as a result of engaging in such Protected Actions. Any person who retaliates against someone for engaging in a Protected Action shall be subject to discipline, up to and including termination or removal.

### **Acting in Good Faith**

Anyone reporting a suspected violation of law or UNIS policy must be acting in good faith and have reasonable grounds for suspicion of illegal, dishonest or inappropriate activity. Allegations that prove to have been made frivolously, maliciously, recklessly or with knowledge that the allegations are false, or as an attempt to treat a personal grievance or personnel dispute as an allegation of wrongdoing, will be viewed as a serious disciplinary offense and may result in serious disciplinary action, up to and including termination or removal.

The Whistleblower Policy was approved by the Board of Trustees in September 2012

# JUNIOR SCHOOL

## ACADEMICS

### PROGRESS AND GRADE REPORTS

The school year is divided into two semesters. The first semester ends in January, and the second in June. Reports are available on the UNIS portal twice each year. These reports are intended to be thorough and specific, to outline the student's major strengths and areas in need of improvement. At the close of each semester, parents receive final semester grades and comments from teachers. Parents are also invited in twice a year for parent conferences, where detailed discussions related to the academic and socio-emotional development are discussed.

### ACADEMIC HONESTY

The principle of academic integrity is the cornerstone of a school community. In all our actions at UNIS we encourage students toward a life governed by the values of academic honesty and respect for the work of others. Cheating, plagiarizing, or giving or receiving unacknowledged assistance in academic work are unacceptable behavior in this community.

### ACADEMIC PLANNERS FOR J3 AND J4

School life is busy, and students are expected to attend all their commitments, complete all of their assignments, and to develop the self-discipline necessary to perform to the best of their abilities in all of their endeavors. To help them accomplish these goals, students are given an academic planner in J3 and J4 to help them organize and prepare for their school activities, both academic and extracurricular, throughout the year.

### HOMEWORK PHILOSOPHY AND PROCEDURES

In the UNIS Junior School homework is a tool and process used to reinforce skills and concepts learned in the classroom. We use homework to consolidate and extend knowledge of a subject area. Homework provides an opportunity for students to share with their parents what they have learned in class.

#### **Weekday work:**

The duration of time spent on homework assignments increases as a child progresses through the Junior School.

*Daily reading* is a key component of homework in the UNIS Junior School and is incorporated into the daily time allotted to homework by each grade level.

*Project work* is increasingly a part of children's classroom work as they move through the Junior School. These projects take place over an extended period of time and the home aspects of this work are incorporated into the time allotted to homework by each grade level.

#### **Time allocation per grade level:**

Junior A students focus primarily on literacy skill reinforcement. JA homework will take approximately 20 minutes daily.

Junior 1 students continue to focus on literacy skill reinforcement with the addition of other core subject work as well as the beginning of project based assignments. J1 homework will take approximately 20 minutes daily.

Junior 2 Junior 2 is an extension of the Junior 1 focus areas. Nightly homework will reference classroom activities in the areas of math, reading and spelling with a weekly literacy response activity given independently once per week. J2 homework will take approximately 30 minutes daily.

Junior 3 work is a consolidation of skills developed during homework from JA-J2. There is an additional component added as children are expected to take home unfinished class work to be completed. J3 homework will take approximately 45 minutes daily.

Junior 4 homework focuses on all core subject area reinforcement of skills as well as long term project work. In J4 there is an additional focus on time-management and planning for project work. J4 homework will take approximately 1 hour daily.

### **Mother Tongue Language, Modern Language and ELL Homework:**

The time allocated for homework in these areas is incorporated into the noted time above and *is not* in addition.

- JA-J2 French and Spanish: No home study
- J1 Mother Tongue French: 7-10 minutes per day
- J2 Mother Tongue French: 10-15 minutes per day
- J2 Mother Tongue Spanish 10-15 minutes per day
- J3 approximately 10 minutes per day for French and Spanish/ 10-15 minutes for Mother Tongue French and Mother Tongue Spanish
- J4 approximately 15 minutes per day for French and Spanish/ 10-15 minutes for Mother Tongue French and Mother Tongue Spanish

### **Weekend work:**

While we recognize that homework is a valuable tool to implement the UNIS curriculum, we are also committed to developing the whole child. We view weekends as important time for children to be with their families developing other areas of interest and solidifying social skills through play and interaction.

### **Homework during absence from school:**

At times children are out from school either for illness or due to family circumstances. During these absences, students are expected to read daily and write a travel or daily journal. Teachers will not create make-up work or homework packets for these time periods.

### **PROBATION/DISMISSAL OF STUDENTS FOR ACADEMIC REASONS**

Students who demonstrate an inability to meet UNIS academic standards will be placed on academic watch, academic probation, or may be dismissed from school. In particular, two or more grades of performing below grade level expectation in core courses at the end of a semester will lead to a student being placed on academic watch. Academic watch includes an individual education plan and close parent interaction to encourage improvement. A repeat of similar poor grades will lead to academic probation. Failure to improve grades following a probationary period will lead to dismissal from UNIS.

### **PROBATION/DISMISSAL OF STUDENTS FOR BEHAVIORAL REASONS**

Students who demonstrate an inability to meet UNIS behavioral standards will be placed on behavioral watch, behavioral probation, or may be dismissed from school. Behavioral watch includes an individual behavioral plan and close parent interaction to encourage improvement. A repeat of similar poor behavior will lead to behavioral probation. Failure to improve behavior following a probationary period will lead to dismissal from UNIS.

### **TUTORING**

In some cases the Principal, the Resource Specialist, or a teacher may recommend to parents that a student receives academic tutorial help outside school hours. Permitting, arranging, and paying for such tutorial assistance will be the responsibilities of the parents. Any tutoring of students for pay by UNIS staff will be (1) done outside regular school hours, (2) off school premises and without the use of school materials or equipment unless specific approval is obtained from the Principal, (3) arranged entirely between the parents and the teacher (s) involved.

# STUDENT LIFE

UNIS offers a warm and caring environment for the many students and faculty from around the world who study and work at the school. Students and faculty work together in a variety of capacities to build close relationships, which are the basis of the UNIS community. Through the many co-curricular and extracurricular activities offered at the school, students have the opportunity to develop and explore their talents and interests.

## CLUBS AND SPECIAL INTEREST GROUPS

Extracurricular life at UNIS includes a variety of clubs and student organizations ranging from academic or special interest to political or community-service related. At the beginning of the school year, students have opportunities to explore, express interest, and enroll in clubs, through the after-school programs. A sampling of the wide variety of interests represented includes:

- **Student Council:** The Student Council consists of representatives from J3 and J4 classes who work together to advance the quality of student life. As liaisons between the students and the administration, members are responsible for effectively and accurately representing the student body's interests. The Student Council promotes unity and cooperation in the community by planning, conducting, and overseeing activities that foster school spirit. Members of the Student Council change each semester to allow for maximum participation
- **Green Team:** Students in J3 and J4 have the opportunity to join a group of like-minded students in a club focused on creating a better world through environmental activism and creating a sense of awareness among junior school students about the importance of environmental sustainability. Members of the green team participate in parades, assemblies and the running of initiatives such as waste free Wednesdays.
- **Orffestra:** The Orffestra is an intermediate-level percussion ensemble open to Junior Three and Junior Four Students who have completed the introductory year in Junior Two. For more information please contact Ms. Sharon Tan at (212) 584-3168 or [stan@unis.org](mailto:stan@unis.org).

## FIELD TRIPS

UNIS offers other extracurricular trips under faculty supervision. These are scheduled during the academic day and are related to the curriculum. Teachers may use New York City as a classroom by arranging class trips to visit places of interest in conjunction with the subjects students are studying. Various neighborhoods, community organizations, the American Museum of Natural History, the Metropolitan Museum of Art, Ganesh Temple, China Institute, Brooklyn Museum, the Cloisters, and the United Nations are just some of the sites classes may visit as a part of experiential learning in the Junior School.

## SPORTS

We believe that athletics plays an integral part in the intellectual and social development of each of our students. Our aims are to foster within students a positive attitude and pride in doing their best—regardless of the outcome or the score – and to develop within them a commitment to a team and the dedication and sacrifice that such a commitment entails.

## PERMISSION SLIPS

Parents are required to sign permission slips for their children to join a school trip. Students will not be allowed to participate without signed parental permission slips.

## PICTURES

Each year the Junior School makes arrangements for individual and class group photographs of our students. The purchase of individual and/or group pictures is voluntary.

# STUDENT AND PARENT RESPONSIBILITIES

Whether in class or participating in extracurricular activities, UNIS encourages and expects students to aspire to the highest standards of behavior. Students are expected to uphold the standards of the School at all times and have a responsibility to encourage their peers to do the same. Ignorance of a rule is not an acceptable excuse. Students have a responsibility to advise the faculty when there is a dangerous situation. Students are expected to be honest in all matters.

## SCHOOL DAY

Students are expected to arrive at school around 8:30 a.m. to be able to be present at 8:45 a.m. at the start of the homeroom. Students may enter the Junior School section of the building at 8:30 a.m. The School's insurance policy prohibits children being left in the lobby or in any other location in the school before or after the end of the normal school day unless supervised by school personnel or a parent. UNIS security personnel are not employed to supervise children, nor are they trained to do so. *Under no circumstances are students allowed to leave campus without the written permission of the Junior School office or the Nurse.*

Parents who pick up their children at 2:55 p.m. each afternoon should wait in the first floor lobby by the school entrance. Children are brought downstairs by their teachers. JA children, however, should be picked up from their homerooms. If you wish to pick up your child before 2:55 p.m., please collect a pass from the Junior School Office. Please try to inform the homeroom teacher in writing the day before if there are changes in your child's normal going home procedure.

Children attending extra-curricular activities should be picked up promptly at the end of the activity. They should not be left in the lobby unattended. Children not picked up promptly at the end of their activity will automatically be placed in the CARE program and parents will be billed accordingly.

## ATTENDANCE

The primary educational and social goals of the school are best achieved when students arrive for all of their commitments on time and prepared. Students are expected to attend all assemblies, classes, and curricular trips. Teachers take and report attendance regularly.

If a student is going to be absent from school, it is essential that a parent call or email the Junior School Office before 9:00 AM. If a call is not received, the Junior School office will contact the parent or guardian via phone or email.

Parents are advised that taking their children out of school for extended periods is disruptive to the educational process. If there is a need for your child to miss school for an extended period, please contact the Junior School Office. Generally, extended absence will be excused only for medical reasons, illness or death in the family, marriage in the immediate family, or other specified family obligations. All reasons will be reviewed by the Principal.

## LUNCH AND PLAY PERIODS

Thirty minutes each day are allocated for lunch and there are up to two (depending on the day's schedule) outdoor play periods of 15 and 30 minutes, weather permitting. Junior A students bring their lunches from home and eat in their classrooms. Children in Junior 1, 2, 3, and 4 also eat lunch in the River Cafe. They may bring their lunch or parents may purchase a cafeteria lunch for the school year. Please contact Mr. Melwyn Rodrigues, Cafeteria Director, at (212) 584-3069 for more information on the school lunch program.

## PLAYGROUND SAFETY RULES

For the safety of the entire school community, the following rules apply in the playground:

- The steps are to be used for sitting
- Children are to go down slides feet first and are not permitted to run up or hide inside them

- The yellow bars are for swinging, not for standing
- Avoid hitting the windows while playing ball games
- Shoes must be worn at all times
- Supervisors must be asked for permission before leaving the playground
- Students must return to their class line immediately upon hearing the first bell
- Gymnastics take place only in the assigned area (weather permitting)
- Students may stay indoors only with a written note from parents or permission from the nurse

## VISITORS TO UNIS

You may bring visitors for a brief tour of the school before 8:30 or after 2:55 with advance arrangements made through the Principal's Office. Visiting children will not be permitted to attend classes.

## STUDENT DISCIPLINE

Students at UNIS are developing young people in an intense period of personal growth and physical and emotional development. They are seeking an identity, searching for a clear sense of purpose, learning new competencies and assuming a new role of autonomy. UNIS, therefore, attempts to instill a strong sense of communal values as the core of its behavioral education. These values will help shape and complement the students' own emerging values systems.

UNIS students learn to take responsibility for their actions and the consequences of their decisions. Discipline at UNIS is carried out with individual development and personal growth in mind. The goal of discipline at UNIS is to reinforce and enhance self-respect and understanding and to help students live up to the best standards of behavior at all times. We expect and need both students and parents to cooperate with UNIS in following the School's policies and rules.

## MAJOR SCHOOL RULES

Major school rules cover conduct that makes a student subject to serious disciplinary response, including possible referral for dismissal. They include but are not limited to the following:

- **Honesty:** Students are expected to be honest in all matters. Dishonesty, which can occur in the form of plagiarism, cheating on tests or quizzes, withholding information, supplying false information, or lying, is considered a very serious breach of the trust essential to community life and is contrary to the goals and ideals of UNIS. Students who are dishonest are subject to a disciplinary response.
- **Theft:** Theft of school or personal property, including shoplifting from the Cafeteria, is not in keeping with the ideals of the School. The willful destruction of school or personal property is also considered theft. Students found in possession of another person's property without permission, or who have engaged in the willful destruction thereof, are in violation of major school rules and are subject to dismissal.
- **Fighting/Threatening:** Students must never resort to physical confrontation to resolve their differences. Fighting for any reason will not be tolerated. Fighting includes (without implied limitation) the throwing of punches or serious physical struggle. Likewise, threatening another student will not be tolerated. Threatening includes any behavior, including writing or speaking, which purposely places or attempts to place another in fear of imminent bodily injury or physical contact. Any student found to have engaged in fighting or threatening is subject to a disciplinary response up to and including referral for dismissal.
- **Bullying:** Bullying is not tolerated at our school. Bullying occurs when a student is the target of negative actions, usually in the form of intentional, repeated hurtful acts, words, or other behavior, such as:
  - intimidation such as name-calling or threatening
  - social alienation such as shunning or spreading rumors
  - physical aggression such as spitting or pushing

This policy includes cyber bullying, which has been defined by the National Crime Prevention Council: “When the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person.” It is a violation of the school’s [Technology Use Agreement](#). Students who believe that they have been a victim of bullying should report the incident to the Director, Principal, Assistant Principal, Counselor, the School Nurse, or their Homeroom teacher. Any student found to have engaged in bullying is subject to a disciplinary response up to and including referral for dismissal. The *Safe School Policy* further details the definition of bullying and the School’s approach to intervention.

- **Possession of Weapons or Other Dangerous Objects:** Students may not possess a weapon or other dangerous object in the school building or on school property, school provided transportation or at school functions. Dangerous objects include (without implied limitation) fire arms, explosive devices, pellet guns, and knives. Any student found to be in possession of a weapon, or facsimile of a weapon, is subject to a disciplinary response up to and including referral for dismissal.

## DISCIPLINARY RESPONSES

UNIS seeks to maintain a safe and orderly academic community as well as to help individual students and their families confront behavior that may be symptomatic of other difficulties. With these concerns in mind, the school employs a variety of counseling, disciplinary, and administrative responses.

When a student is approached out of concerns that have come to the School’s attention from student or faculty information of a general nature, we face a counseling situation. When any direct information reveals that a rule or code violation has harmed someone else (e.g., stealing, harassment, providing drugs or alcohol), it may necessitate intervention of a disciplinary nature.

**Warnings:** A student may be given a warning as a disciplinary response. A warning is normally accompanied by assigned meetings with the student’s teacher and/or principal to discuss and evaluate the student’s behavior.

**Out of School Suspensions:** Under certain conditions, students may need to be temporarily removed from the UNIS community. An out of school suspension is a serious disciplinary response and the school reserves the right to place conditions on a student’s return to campus.

An external suspension has a normal duration of one to three days. During their time away from the community, they are expected to focus on the issues which have led to their separation and produce a written request to return to the community. This request should demonstrate several things: an understanding of the seriousness of their infraction, a statement of how they used their time away from the School constructively, and a renewed commitment to the UNIS Community.

In some serious cases, such as when a student’s presence poses a danger to a person or property or poses an ongoing threat of disrupting the academic process, a student may be externally suspended pending a further disciplinary review process that may result in that student being dismissed.

When students return to school after a suspension they will be expected to meet with the Principal(s) and/or School Counselor to discuss what they learned from reflecting upon the situation and what restorative practices the student will complete to demonstrate their commitment to the school community.

**Expulsion:** In all cases of violations of major school rules, dismissal from UNIS may be the penalty. Final decisions regarding dismissal are made by the Executive Director. Students who have been dismissed are not allowed on the UNIS campus until after the scheduled graduation of their class unless they are given special permission from the principal. Any claims or settlements arising from absence, withdrawal, or dismissal are subject to the terms of the enrollment agreement between the school and the parents or guardians.

## **DISCIPLINARY CONTRACTS**

In many cases students will be issued a disciplinary contract in conjunction with their other consequences. At UNIS we believe in working with our students, and that they can demonstrate their commitment to remaining a member of the UNIS community through meeting the terms of a contractual relationship between the student and the School.

Receiving any disciplinary contract is a serious warning. It means that a student's conduct has been contrary to the best interest of the student or of the School. The contract will clarify what commitment(s) the student will make in order to remain a member of our community.

In some instances, especially in the case of repeated violations, a disciplinary contract will be issued in the form of a final warning letter. Because students on discipline contracts have already demonstrated behaviors that are not in the best interest of the community, violation of a discipline contract is considered a major rule violation and will result in a disciplinary response. Violation of a final warning letter normally results in a referral for dismissal.

## **DISMISSAL OF STUDENTS FOR BEHAVIORAL REASONS**

The student who demonstrates major and persistent behavioral difficulties in the course of the academic day (homeroom, specialist classes, playground, etc.) and whose behavioral difficulties persist despite the recommendations of the referral team will be faced with dismissal for behavioral reasons.

# **PARENT RESOURCES**

## **CURRICULUM EVENINGS AND COFFEE MORNINGS**

The Junior School will offer Curriculum Evenings for each grade level and specialist sessions when parents meet their children's teachers and receive information regarding course objectives and expectations, throughout the month of September. Please refer to the school calendar for the dates. In addition the Junior School Principal has a *walk in* "Coffee Morning" at 8:45am once a month. Please see the school calendar for the exact dates.



# MIDDLE SCHOOL

At UNIS, we recognize the true utility of a teacher as facilitator and guide. We maintain a strong commitment to the whole child through proactive guidance, learning lab, and advising programs, the latter of which ensures that each student is known and understood in a social and emotional context by at least one adult whom we call an advisor.

Based on adolescent, educational, and psychological research, middle level education at UNIS engages students in interdisciplinary learning where teachers and students develop meaningful connections between and among subjects. Our interactions are based on the community norms and core values we honor and work through every day. The focus of our work with young people in the Middle School is determined more by life lessons and preparation for important academic and social transitions. This means that we view every success and every mistake that a young person makes as an opportunity for them to learn how to do something different, how to use their words and use them better, and how to communicate and connect with peers and adults without judgment and with genuine compassion.

## CORE VALUES

The Middle School at UNIS believes that every child deserves freedom within a supportive structure. Our educational philosophy is grounded in eight core values, each of which emanates out of UNIS' Mission and Guiding Principles. Our Core Values embrace our commitment to the development of character in young people and our belief that a middle level education should address, engage, and respond to the particular intellectual and social interests, passions, and curiosities of young people. In addition to this belief is our commitment to graduating students who genuinely understand, practice, and promote these values in their day-to-day school lives and in their interactions with the larger public outside of the school.

- **Engagement:** Become self-directed, confident learners that demonstrate initiative, perseverance, and a commitment to intellectual and personal inquiry.
- **Perspective:** Develop a social, environmental, and global awareness in harmony with the ideals and principles of the United Nations, and demonstrate an interest in and openness to the ideas of others.
- **Reflection:** Understand individual strengths and areas of development, both academically and socially as a global participant.
- **Integrity:** Commit to honesty and equity in all thoughts and deeds and to the truth in all decisions and actions.
- **Compassion:** Demonstrate empathy and understanding toward self and all others
- **Responsibility:** Honor the freedom and rights of others as well as one's mental and moral obligation to self, peers, family, community, and world.
- **Courage:** Strive to be unafraid of who one is and in what one believes.
- **Advocacy:** Act in the interests of those who are marginalized, unrecognized, and mistreated.

Our Core Values guide the way in which we design and implement teaching and learning, our support of students outside of the classroom, and our interactions with each other as teachers and learners. From our work to promote self- and social-responsibility in our Advising program to the student-led Student Council, all activities in the Middle School are intentional, purposeful, and deeply embedded in a commitment to building in young people the mental and moral qualities of a self-aware, socially responsible United Nations international students.

## CURRICULAR THEMES

The Middle School curriculum at UNIS is designed and guided by our grade-level themes: M1 Environment, M2 Self, M3 Society, and M4 The World. The content of curriculum in the Middle School is dynamic in order to accommodate the ever-changing needs of our diverse student body as well as the always-changing digital, social, and intellectual world in which our students live. Simultaneously, the content of our curriculum exemplifies the school's connection to the United Nations.

The curriculum maintains a strong emphasis on the wide range of fundamental issues on which the United Nations takes action; for example, peace and environmental protection to gender equality and human rights. World Languages, art, human development, physical education, and experiential learning are integral to the fabric of interdisciplinary study in the Middle School as is our strong commitment to the whole child.

## ACADEMICS

### GUIDANCE COUNSELING AND LEARNING LAB

In the Middle School, our guidance counseling and learning lab methodological practice is preventative and pro-active, and when necessary, responsive. The role of Guidance Counselor and Learning Specialist is to assist in and support the social, emotional, and academic well-being of each Middle School student.

**Guidance Counselors:** Unlike faculty who are responsible for the academic instruction of students, the guidance team is responsible for providing academic bridges, transitions, and social-emotional support among and between students, parents, teachers, Junior School, Tutorial House, and outside institutions in order to strengthen and support a student's learning process and learning experience. Guidance counselors may work together with the Learning Specialist in support of a whole-child approach.

Although some grade-level guidance counselors may be licensed clinical therapists or educational psychologists, they do not engage in psychotherapeutic counseling in the Middle School. Counselors are responsible for providing preventative and pro-active educational tools and methods to help faculty and students promote and facilitate the learning process for and experience of students. They also assist in helping the division to meet its advising objectives and goals. This is accomplished in some of the following ways. Counselors may:

- Share current research on the middle level child.
- Design and contribute to various areas of the advising program.
- Facilitate small and large group discussions during advising, for example, on bullying or gender.
- Partner with advisors in developing and coordinating advising lessons or activities.
- Engage in individual discussions with students regarding particular academic problems and needs (which may sometimes include modest discussions regarding a social-emotional issue, but solely as connected to a student's academic experiences and needs).

#### **Counselors are also the first point of contact for:**

- Teachers who have a student experiencing academic difficulty.
- Transition and transfer of students from division to division and within divisions.
- High school application process (public or private and only as much as is required by the UNIS and/or outside institution).

The Learning Specialist works within the Middle School's Learning Lab, an educational area in the school that provides tools and resources for learning in addition to individual and small group instruction for students who need more individualized learning support in the classroom. The Learning Specialist works with students to build and strengthen skills and to help them understand their own learning styles through learning strategies and techniques that will promote confidence and academic success. Classroom curricula and assignments may sometimes be incorporated into work with a student, but they are not the focus. The development of skills and independent learning are the focus of work in the Learning Lab.

The Learning Specialist acts as both an educational resource to faculty, parents, and students as well as a facilitator of faculty learning with regard to varied instructional methods that can support the learning of all students, but particularly those with learning differences. In concert with this approach, the Learning Specialist, the school's Educational Psychologist, or an outside educational professional may develop

individualized instructional plans that are designed to meet the specific academic needs of a student with learning differences. Consideration for this service is initiated by a formal referral from a teacher, parent, administrator, or guidance counselor. The Learning Specialist ensures that teachers follow the recommendations and accommodations required by a student's educational evaluation or individualized instructional plan.

The Middle School acknowledges that the differentiated instruction that helps students with learning differences also benefits all students. In keeping with this, the Learning Specialist provides all faculty with education (current research, methods, tools) and classroom assistance in addition to direct support of students requiring support that cannot be provided in class, e.g., quiet space for extended-time test-taking or special tutorials for individual or small groups of students with or without evaluations.

## **ADVISING**

Advisories in the Middle School are comprised of one teacher, an advisor, and a small group of students all who are in the same grade. Advisors know each of their students, or *advisees* as people, students, and community members, and advisors are one of the first points of contacts for parents and teachers with regards to the academic and social life of an individual student.

Advising is also understood as a time, a space, and a place for developing meaningful social practices. In the Middle School advising is:

- A space in which connection is the curriculum.
- A place for student voice and rich dialogues.
- A time to process individual and community tensions.

During weekly advising periods, advisories focus on five social-emotional lenses: Identity, Connection, Advocacy, Change, and Acceptance. Tools and techniques are practiced to help students explore their own cultural identity, lives, friendships, relationships, and their social connection and responsibility to self, community, and world. Community meetings and reflective expression (e.g., visual, sound, performance, written) are emphasized. The modes and practices of advising extend into our classrooms in order to promote the integration of ideals, continuity of action, and deeper intellectual understanding.

## **HOMEWORK GUIDELINES**

### **Purpose of Homework:**

- To reinforce knowledge, skills and concepts learned in the classroom.
- To preview future concepts to be learned.
- To encourage independent learning.

### **Guidelines:**

- As homework is essential to support work undertaken in school, students are expected to complete all homework.
- Support at home is essential. Parents can assist the development of a positive attitude toward homework by providing a quiet, well-lit study area, free from distractions and by encouraging students to work as independently as possible during a structured time set aside each evening.
- Parents should to keep the Middle School informed if their child is having difficulty managing assigned homework. It is essential that home ↔ school communication facilitate discussion.
- Students should complete their homework each evening within 60-90 minutes in M1-M2 and 90-120 minutes in M3-M4. If a student completes their homework in more or less time, parents should contact their child's advisor.
- No weekend homework is assigned on Friday and due Monday. The actual amount of time spent on homework varies from young person to young person depending on individual study habits, motivation, and the specific task assigned.
- No vacation homework is given over breaks or long weekends.
- Students are required to maintain a study book and copy of homework assignments; the study book should be reviewed periodically by parents and advisors.

- In the case of absence, it is the student's responsibility to make up missing homework.
- Daily personal reading is important in addition to assigned homework. On days when there is little homework, reviewing material taught is encouraged. Not having an assignment each evening does not mean that there is no homework.
- Special Note: Summer reading assignments are an essential part of the English curriculum and should be completed at a convenient time during the summer vacation.

## **HOMEWORK DURING ABSENCES**

**Short Term Absences:** If absent three (3) days or fewer, students are responsible for obtaining homework assignments from a classmate.

**Long Term Absences:** If absent due to illness for more than three (3) days, parents should contact the advisor by email. The advisor will obtain long-term assignments from subject teachers and make arrangements for the parent to pick up the work.

## **LATE WORK POLICY**

A common late work policy provides clarity for students and greater consistency among disciplines and teachers.

All learning tasks should be given with clear deadlines, which take into account the dates of other assignments in other classes and assessment tasks. Teachers should require those deadlines to be adhered to; extensions should be granted with good cause; unexcused late work can be penalized.

If a student identifies a conflict with a deadline or test date and requests an extension in advance, an extension may be granted or an alternate test date arranged.

Unacceptable reasons for failing to submit a major assignment or attend an assessment include circumstances reasonably within the control of the student, for example:

- misreading and misunderstanding the assessment deadline
- oversleeping and missing an examination
- taking personal holidays or vacations
- attending social and sporting events
- showing a lack of diligence

Parents and the School share responsibility for student learning. When a student fails to attend an examination or submit a major assignment, teachers will be quick to contact parents so that the School and family can work together for the student's welfare.

## **LIBRARY**

Students are taught the importance of the library as a source of information and as a foundation for the development of critical research skills. Emphasis is placed on a variety of skills necessary to make use of the library and its resources successfully. Students are taught not only how to find information, but also how to interpret it, record it, or use it as part of an assignment.

## **ATTENDANCE**

If students are absent from school, parents must call the Middle School Office at (212) 584-3012 by 9:00 a.m. Students are to bring a note to school explaining their absence on the day of return to school.

Students should be aware that lateness and unexcused or excessive absences have an effect on their grades, as well as being disruptive to their own work and the work of their classmates. In the event of excessive lateness or repeated unexcused absences, consequences may be implemented. If difficulties continue, parents will be notified and parent conferences arranged.

Students are expected to arrive at UNIS by 8:15 a.m., allowing them the time to go to their lockers and prepare for morning classes. Attendance is taken at 8:25 a.m. during Morning Check In. Regular and punctual attendance is an essential part of the learning experience. Students are expected to be present in their classroom at the beginning of each instructional period. The school will excuse class absence because of an illness when reported on the day of absence by a parent, guardian, doctor, or school nurse.

### **LATE ARRIVAL TO SCHOOL**

Any student arriving at school after 8:25 a.m. must sign in at the Middle School office. Parents should send a note with the student, if the lateness is unavoidable.

### **ABSENCE FROM SCHOOL**

In case of illness, parents or guardians should telephone the Middle School Office at (212) 584-3012 by 9:00 a.m. or email [pmurray@unis.org](mailto:pmurray@unis.org) to report the absence. Upon returning to school, students need to bring a written note from their parents or guardian explaining the absence. Anticipated absences should be pre-approved by the advisor by means of written communication or e-mail.

### **EARLY LEAVE OR EXTENDED ABSENCES**

Please know that the Middle School does not provide excused absences for the early leave of a student for a school holiday or break or an extended absence unless due to illness. Note that if a parent decides to take her or his child out of school early or return late for non-academic purposes, the child's teachers are not required to make academic accommodations, but may choose to do so if reasonable and feasible.

### **CONTACTING MIDDLE SCHOOL TEACHERS**

Communication with parents about the progress of their children at UNIS is a continuous and comprehensive process whose purpose is to keep parents fully informed and to secure their support and cooperation in their children's education. This communication involves report cards, letters, emails, telephone reports, meetings with teachers and/or the Principal, guidance counselors, newsletters and general parent meetings.

Middle School teachers can be best reached by email. Their email addresses are the initial of their first name and full last name @unis.org. Should efforts at communication fail, parents should call the Middle School office.

### **CARE OF PERSONAL PROPERTY**

Students are urged to care for their personal property in a responsible manner. They should not bring expensive items to school (such as electronic devices and cell phones) or large sums of money. They are required to use their lockers with locks to store their belongings.

### **STUDY BOOKS**

Every student is provided with a Study Book at the beginning of the year and should use it throughout the year. Students should record all their assignments in the Study Book. It is vital that parents check the Study Book at least once per week and use it as a means of communication with teachers.

### **TEXTBOOKS**

The school provides textbooks with certain exceptions. All students are responsible for keeping the textbooks given to them in good condition. Lost or abused books will be charged to students' accounts. Parents are expected to purchase an Art work book, Modern Language books, and an Atlas. Lists of courses and textbooks required for purchase will be available at the on-line bookstore.

### **ONLINE BOOKSTORE**

We have partnered with K12 Student Direct to operate the UNIS online bookstore. The online bookstore [www.k12sd.com](http://www.k12sd.com) will open on August 14 and remain open through September 10. Web site orders during this period will be tax free. After September 10, orders will be accepted only by telephone to K12 Student

Direct, (718) 875-5485, and taxable. Please order in time to have your books available on the first day of class.

K12 Student Direct is operated by a reliable and experienced educational book distributor with sixty years of experience. To get started, visit the website, set up an account, search for your courses and assigned materials, add them a virtual shopping cart and checkout with the shipping method of your choice.

### **Placing Your Order - First-Time Shoppers**

Simply logon to [www.k12sd.com](http://www.k12sd.com) create an account, enter your course codes, select your books, and choose your shipping method. K12 Student Direct will deliver the books wherever you prefer in the continental United States.

### **When Can I Place My Order?**

[www.k12studentdirect.com](http://www.k12studentdirect.com) will open for ordering on August 14, 2013. The site will remain open twenty-four hours a day/seven days a week. We encourage you to order as early as possible in the summer.

### **Payment Method**

The easiest way to pay for your order is to use a credit card. K12 Student Direct maintains the highest level of encryption technology so that your credit card information remains safe and private. If you choose not to use a credit card, you can still order your books online but will have the option to pay by money order. You will then be required to send in your money order with a print out of your online 'shopping cart.' Your books will ship upon receipt of your money order.

### **Customer Service**

Toll free customer service can be reached at (877) 560-2651. You will also be able to contact them via email and Live Chat through their website.

### **Returns**

You may return books to K12 Student Direct within 14 days of the school's add/drop date or invoice date, whichever is later. Books returned for refund must be in new, resalable condition – that implies no writing, no highlighting, no names in the books etc.

## **TUTORING**

In some cases the Principal, the Learning Specialist, the Admissions office, or a teacher may recommend to parents that a student receive academic tutoring outside school hours. Permitting, arranging, and paying for such tutorial assistance is the responsibility of the parents. Any tutoring of students for pay by UNIS staff will be (1) done outside regular school hours, (2) upon approval by the Principal, (3) arranged entirely between the parents and the teacher(s) involved.

## **EMERGENCY MESSAGES**

Emergency messages will be delivered to students in M1 during Afternoon Check-out. M2-M4 students should check the Middle School office. Messages should be limited to emergencies. Students should be made aware daily of their schedule, and planning should be done in the morning before coming to school.

## **FIELD EXPERIENCES/TRIPS**

Teachers may use New York City as a classroom by arranging class trips to visit places of interest in conjunction with the subjects students are studying. Various neighborhoods, community organizations, the American Museum of Natural History, the Metropolitan Museum of Art, Ganesh Temple, China Institute, Brooklyn Museum, the Cloisters, and the United Nations are just some of the sites classes may visit as a part of experiential learning in the Middle School.

## **PERMISSION SLIPS**

Parents are required to sign permission slips for their children to join a school trip or to stay after school for Middle School social events, e.g. Middle School organized parties. Students will not be allowed to participate without signed parental permission slips.

## **PICTURES**

Each year the Middle School makes arrangements for individual and class group photographs of our students. The purchase of individual and/or group pictures is voluntary.

## **SCHOOL HOURS**

### **Regular Middle School Hours**

The School is open for UNIS students at 7:45 a.m., but students are not allowed to proceed upstairs to the 4th floor and their advisory until 8:15 a.m. Supervision is provided in the cafeteria between 7:45 and 8:15 a.m. where students should wait if they arrive early. This is a wonderful opportunity for students to read or catch up on homework.

In order to ensure the safety of students and prepare the building for the next day, all MS students are expected to leave the building by a particular hour unless they are attending an adult-supervised, school related activity. Please make arrangements for your child because the school cannot allow a student to remain in the building past the following hours:

- o M1 and M2: 3:20 PM
- o M3 and M4: 3:50 PM (Monday – Thursday)
- o M1 – M4: 3:20 PM (Friday)

Students who are not involved in an after school activity or who are not using the library are to leave the building no later than 15 minutes after the end of their last period class. Students who remain on campus unsupervised will be placed into a study hall or After Care and parents will be billed a supervisory charge.

## **STANDARDIZED TESTING**

The Terra Nova standardized test is offered to students on an optional basis in the spring. Students may choose to take the test on two successive Saturdays.

# **STUDENT LIFE**

## **CURRICULAR AND EXTRACURRICULAR ACTIVITIES**

### **Activities**

Activities are planned throughout the school year ranging from theatre, environmental justice, and athletics.

Student curricular and extracurricular activities, including athletics, community groups (“clubs”), student organizations, field trips, student trips, student publications, performances and outdoor education and language trips are an important part of the Middle School experience. These activities provide opportunities for students to explore areas of interest as well as build community.

Written approval by parents in advance is required for activities planned away from the school. Relevant documentation will be provided to parents so they are informed. As far as feasible, provisions are made to accommodate students with specific needs. Each activity must be considered within the context of the opportunities and risks presented, bearing in mind potential security risks because of UNIS students’ affiliation with the UN and the diplomatic community. An appropriate student/chaperone ratio, depending on student age and the nature of the activity, is applied to all trips.

### **Definitions**

Curricular activities are required activities that take place within the regular course of study (e.g., field experiences/trips, performances, community service, camps).

Extracurricular activities are school-sponsored, but not required, and take place independent of regular courses of study (e.g., athletics, community groups or “clubs,” performances, student organizations, study trips, publications).

## **M1-M4 CAMPS**

M1-M4 students attend camps/out-of-country trips during the school year. UNIS faculty accompany students and supervise activities at the sites. The outdoor camp program is a part of life in the Middle School: attendance is therefore expected. M1-M3 attend an outdoor education camp and M4 classes participate in a French or Spanish Language Trip.

## **PHYSICAL EDUCATION**

- **Locks:** Students must always bring a second lock (other than the one they have on their book lockers on the 4<sup>th</sup> floor) on PE days for their gym lockers.
- **Gym Clothes:** Students must be prepared for swimming and regular gym classes with prescribed attire. A student who is repeatedly not prepared will receive a lower grade. All students must have their PE clothes labeled properly. The school is not responsible for lost items.
- **Excuse Note from Parents:** Students will only be excused from participating in PE classes with a signed note from a parent handed to the teacher before the class. Long-term exemptions require a note from a physician.

## **STUDENT COUNCIL**

The Middle School Student Council serves as the representative voice of the MS student body, and student governing body of the MS. The role of the council is to act as a liaison and mediator between adults and students in the MS school community. Through discussion forums; individual conversations; academic, field, and experiential research; and community participation, members of the council will provide knowledge and recommendations to the faculty and Middle School Principal regarding student life in general, and the needs, hopes, and desires of UNIS’ Middle School students in particular.

Perhaps the most important role of the Student Council regards the UN’s Convention on the Rights of the Child.<sup>1</sup> Through its work in the student community, the council advocates for the protection of all children’s rights at UNIS and beyond, helps to meet their basic needs and expand their opportunities to reach their full potential. One way in which the council provides this kind of youth advocacy is by actively promoting and supporting the Middle School’s themes of learning, Core Values, and the Mission and Guiding Principles of the whole school.

### **Student Representation**

Two students from each grade represent M1-M2, four students from M3, and two from M4 totaling ten representatives who will sit on Student Council, all of whom serve as members of the Secretariat.

### **The Secretariat**

The Secretariat is a representative cabinet, or assembly that consists of student council representatives, the Principal, a Grade-Level Coordinator, and a Subject Coordinator who are elected by the full council. Members of the Council may serve on committees of the Secretariat. The Secretariat helps to decide on procedures pertaining to the Council as well as the operation and interaction of the Middle School community and its student members

- **Secretary General (SG):** An M4 Presiding member in charge of managing the cabinet. Duties include but are not limited to consulting regularly with the Principal, leading assemblies, and facilitating cabinet meetings

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<sup>1</sup> See UNICEF on the Convention on the Rights of the Child at <<http://www.unicef.org/crc/>>.



- **Deputy Secretary General:** An M3 who acts as a substitute for the SG when necessary, and who may or may not be elected to serve as SG in her or his M4 year. The DSG is the equivalent of a “vice-president.”
- **Finance Secretary:** Responsible for designing, planning, and managing the council budget
- **Education Secretary:** Responsible for reviewing Middle School curricula (i.e., humanities, English, science, mathematics, arts, music, PE, modern languages, ELL support, ICT, and Learning Lab) to ensure student connections and real world relevance. The EC works with the Principal and Assistant Principal to ensure the use and incorporation of student study group findings and recommendations
- **Information Secretary:** Responsible for ensuring that the policies, decisions, issues under examination, and events sponsored by the Council are promoted and shared regularly in a creative and balanced manner.
- **Equity & Justice Secretary:** Responsible for ensuring that students are treated fairly by adults and each other. The EJ secretary works with the Secretariat to investigate and design broad structures and procedures for peer, student-student, and faculty-student mediation
- **Arts Secretary:** Responsible for ensuring Middle School attention to the creative life of students through the visual, performing arts, and entertainment.

**Faculty Co-Advisors (2):** Responsible for guiding and advising the Council; advocating for its needs; overseeing and facilitating the Council's work. Faculty advisors are the primary contact for Council and Secretariat business, and they and the SG are in regular and direct contact with the Principal.

#### Term Limits for Council Representatives

NUMBER	GRADE	TERM
2	M1	1 year
2	M2	1 year
2	M3	1 year
2	M3	2 years (one year in M3 and one year in M4)
2	M4	1 year
<b>TOTAL</b>	<b>10</b>	

#### Responsibilities

- Attend all Secretariat and/or committee meetings, attend on time, and attend for the full meeting.
- Value and adhere to the roles and responsibilities of the Council.
- Attend all classes.
- Model the care of the Middle School and whole school environment by letting others see you recycle, pick up litter, and help peers to do the same.
- Actively promote and demonstrate the school's Core Values.
- Actively promote peace, equity, justice, and student voice in the Middle School community inside and outside of the classroom.
- Actively practice and model compassion, integrity, openness, honesty, humility, and generosity with all members of the Middle and whole school community.
- Stand up and speak up against injustice, particularly student to student, and be a visible ally to those who might be targeted, ridiculed, stereotyped, ignored, or forgotten.
- Participate in and support student study groups & teach-ins. Student study groups are organized by the Principal and are based on significant tensions and issues in the student body that emerge from various community policies, practices, or beliefs. Study groups are made up of a diverse group of students chosen by the Principal from the general student body. Study groups meet for four weeks or longer and conduct academic and field research on a particular issue of concern to students and then members lead a teach-in for faculty on the issue. The aim of student study

groups is to educate the faculty on various issues concerning student life, needs, hopes, and desires with the ultimate goal of creating awareness or making some sort of change in procedure.

One-two student council representatives must serve on each study group and keep the Council and Secretariat up to date on the groups' work by providing regular reports.

## INTERSCHOLASTIC ATHLETIC TEAMS

UNIS has an extensive Athletics program, running across three distinct seasons: Fall, Winter and Spring. The Director of Athletics is responsible for the coordination and supervision of all UNIS teams.

UNIS Inter-Scholastic Sports programs are available for students in 7th-12th grades (M3-Tut 4), and consists of 34 school teams. All M3-Tut 4 students are encouraged to try out for sporting teams.

UNIS is a member of New York State Association of Independent Schools (NYSAIS). UNIS Athletic teams participate in independent leagues including: Private Schools Athletic Association (PSAA) and the American International Private Schools League (AIPSL) and New York City Athletic League. (NYCAL) UNIS also plays non-league games against other private, public and Catholic high schools throughout all five boroughs of New York.

Parental involvement and support for our sports programs is actively encouraged through the UNIS Athletic Association (UAA), a parents' organization.

The inter-scholastic athletic teams include the following:

### Fall

Team	Abbreviation
Boys Varsity Soccer	BVS
Boys Junior Varsity Soccer	BJVS
<b>Boys Middle School Soccer</b>	<b>BMSS</b>
<b>Boys Middle School Soccer (Queens)</b>	<b>BMSSQ</b>
Girls Varsity Soccer	GVS
<b>Girls Middle School Soccer</b>	<b>GMSS</b>
Girls Varsity Volley Ball	GVVB
Girls Junior Varsity Volley Ball	GJVVB
<b>Girls Middle School Volley Ball</b>	<b>GMSVB</b>
<b>Girls Middle School Volley Ball (Queens)</b>	<b>GMSVBQ MSXC</b>
Boys Varsity Cross Country	BVXC
Girls Varsity Cross Country	GVXC
<b>Boys Middle School Cross Country</b>	<b>GMSXC</b>
<b>Girls Middle School Cross Country</b>	<b>BNSXC</b>

### Winter

Team	Abbreviation
Boys Varsity Basketball	BVB
Boys Junior Varsity Basketball	BJVB
<b>Boys Middle School Basketball</b>	<b>BMSB</b>
<b>Boys Middle School Basketball (Queens)</b>	<b>BMSB(Q)</b>

Girls Varsity Basketball	GVB
Girls Junior Varsity Basketball	GJVB
<b>Girls Middle School Basketball</b>	<b>GMSB</b>
<b>Girls Middle School Basketball Ball (Queens)</b>	<b>GMSB(Q)</b>
<b>Varsity Indoor Track and Field</b>	<b>VIT</b>

### Spring

Team	Abbreviation
Boys Varsity Baseball	BVBS
<b>Boys Middle School Baseball</b>	<b>BMSBS</b>
Girls Varsity Softball	GVSB
<b>Girls Middle School Softball</b>	<b>GMSSB</b>
Boys Varsity Track and Field	BVTF
<b>Boys Middle School Track and Field</b>	<b>BMSTF</b>
Girls Varsity Track and Field	GVTF
<b>Girls Middle School Track and Field</b>	<b>GMSTF</b>
<b>Queens Middle School Track and Field</b>	<b>QMSTF</b>
Boys Varsity Volley Ball	BVVB

### Weekend Sport Clinics- Middle School

If a Middle School student does not make a team roster for the season, or they simply want extra practice opportunities, they are encouraged to enroll in the weekend sport clinics held at UNIS.

### Basketball Clinics

The UNIS Weekend Basketball Clinics are designed to teach & improve skills as well as prepare for competition. There are no try-outs. It is open to all MS & TH students. There will be separate clinics for both boys and girls.

### SEMESTER SCHEDULES

The clinics are held over two semesters.

#### Semester 1:

Saturday September 21, 28,  
Saturday October 5, 19, 26  
Saturday November 2, 9, 16, 23  
Saturday December 7, 14

*Semester 1: 12 sessions in total*

#### Semester 2:

Saturday January 18, 25  
Saturday February 1, 8, 15, 22

Saturday March 1, 8, 15, 22  
Saturday April 12, 19, 26  
Saturday May 3, 10

*Semester 2: 15 sessions in total*

## **PRACTICE SCHEDULES & TIMES**

### **Middle School Boys and Girls**

- Saturdays: 9-11am
- Location: UNIS 2nd floor gym / Bubble

### **Volleyball Clinics**

The UNIS Weekend volleyball clinics are designed to teach and improve skills as well as prepare for competition. There are no try-outs. It is open to all Middle School and Tut House students.

## **SEMESTER SCHEDULES**

The clinics are held over two semesters.

### **Semester 1:**

Sat September 21, 28,  
Sat October 5, 19, 26  
Sat November 2, 9, 16, 23  
Sat December 7, 14

Semester 1: 12 sessions in total

### **Semester 2:**

Sat January 18, 25  
Sat February 1, 8, 15, 22  
Sat March 1, 8, 15, 22  
Sat April 12, 19, 26  
Sat May 3, 10

Semester 2: 15 sessions in total

## **PRACTICE SCHEDULES & TIMES**

### **Middle School Boys and Girls & Tut House Boys and Girls (Combined)**

- Saturdays: 1:00pm- 3:00pm
- Location: UNIS 2nd floor gym

### **Tennis Clinics**

Tennis Clinics are held on Sundays at UNIS and are open to M1-Tut 4 students. Sessions are grouped in one-hour time slots with 4-6 players of similar skill levels. Classes are conducted September through to December.

### **Winter – Indoor Soccer League**

The Indoor Soccer League runs for nine weeks from December to March in between the regular soccer seasons and is open to both UNIS and non-UNIS Students born in 1992 through 2004 from grades 1-12. There are no practices.

Games take place Sundays in the (M) 2nd Floor gym from 9am to 4pm and run in age order. Parent and High School Student volunteers are solicited to the coach teams of 6-10 players. This is a recreational league.

### **After School Sports**

Students from J1 to M4 have the opportunity to participate in a variety of sports after school. These sport programs are administered through the Office of Special Programs. Many of the after school sports offered mirror the sports that are played at UNIS through the Interscholastic competitions, these include; soccer, volleyball, basketball, and fitness and running. Other sports offered as part of the after school sports program include table tennis, tennis, taekwondo, dance and badminton and yoga. For further information click on '**after school activities**' on the home page or contact:

Dr. Lidana Jalilvand,  
Director of Special Programs  
Email: [ljililvand@unis.org](mailto:ljililvand@unis.org)  
Tel #: 1-212- 584-3083 or 3084

### **REGISTRATION**

All registrations are processed through the Office of Special Programs.  
For any further enquiries regarding the registration process for the weekend clinics or the after school sports please contact:

Dr. Lidana Jalilvand,  
Director of Special Programs  
Email: [ljililvand@unis.org](mailto:ljililvand@unis.org)  
Tel: 1-212- 584-3083 or 3084

### **CLINIC STRUCTURE AND COACHING**

For any questions or regarding the clinics objectives, structure, content and coaching please contact:

Duncan Davison  
**Director of Athletics**  
Tel: 212 584 3059  
Email: [ddavison@unis.org](mailto:ddavison@unis.org)

## **STUDENT AND PARENT RESPONSIBILITIES**

The development of self and community responsibility by students is something the Middle School practices formally and informally. We believe that each student is capable of making her or his own decisions with guidance from adults. We feel this is best practiced through students participating in and managing a democratic life. With this in mind, student governance in the Middle School embraces, as much as possible, the voice and participation of students in making and adhering to the rules that govern their lives in the Middle School.

Students are expected to uphold the Mission and Guiding Principles of the School and the Core Values of the Middle School at all times and they have a responsibility to encourage their peers to do the same. Ignorance of a rule is not an acceptable excuse. Students have a responsibility to advise the faculty when there is a dangerous situation, and demonstrate honesty and integrity in all actions and interactions.

### **JUDICIAL COMMISSION**

The Middle School is governed by a body of rules, guidelines, and procedures. Upon the decision of the Principal and in consultation with Guidance and the Assistant Principal, transgressions of these may be dealt with by the Judicial Commission (or "JC"). The JC is comprised of three students, one faculty member, and one Judicial Clerk. The JC meets whenever necessary in order to mediate or try a community infraction by a member of the student body. The JC decides on consequences and depending on the infraction, the JC may *recommend* an in-school suspension to the Principal, which only the Principal of the Middle School can authorize and issue. Examples of some, but not all of the types of infractions the JC may hear are as follows:

- Littering
- Repeated hat-wearing
- Repeated gum-chewing
- Class-cutting
- Repeated use of expletives
- Name-calling
- Unfair play
- Defacing school or another's property

### **PROBATION/DISMISSAL OF STUDENTS FOR ACADEMIC REASONS**

Students who demonstrate an inability to meet UNIS academic standards will be placed on academic watch, academic probation, or may be dismissed from school. In particular, two or more grades below 4- in core courses at the end of a semester will lead to a student being placed on academic watch. Academic watch includes an individual education plan and close parent interaction to encourage improvement. A repeat of similar poor grades will lead to academic probation. Failure to improve grades following a probationary period will lead to dismissal from UNIS.

### **PROBATION/DISMISSAL OF STUDENTS FOR BEHAVIORAL REASONS**

Students who demonstrate an inability to meet UNIS behavioral standards will be placed on behavioral watch, behavioral probation, or may be dismissed from school. Behavioral watch includes an individual behavioral plan and close parent interaction to encourage improvement. A repeat of similar poor behavior will lead to behavioral probation. Failure to improve behavior following a probationary period will lead to dismissal from UNIS.

### **REVIEW COMMITTEE**

The School supports and enforces all applicable laws. At the discretion of the Principal, a Review Committee may be set up to review the status of a student on probation or in the case of a major infraction of school rules. This committee may include counselor(s), administrator(s), and teacher(s).

Prior to convening the Review Committee, the Principal:

- Conducts an investigation into the matter, speaking with appropriate individuals in investigating the facts and circumstances of the infraction/probationary status
- Notifies the parents of the situation and of the possible consequences and informs them of the opportunity of making a presentation to the Review Committee prior to its deliberation
- After parental notification, the Principal may suspend the student pending the recommendation of the Review Committee

The disciplinary procedure thereafter is as follows:

- The Review Committee reviews and discusses the facts of the situation in order to recommend to the Principal sanctions appropriate to the nature of the offense, the background and school record of the offender and the circumstances under which the offense(s) was committed. To the extent possible, the recommendations are designed to provide an opportunity for the student to change his/her behavior and make a positive contribution to the UNIS community.
- The Principal then conveys the committee recommendations to the Director, who makes the final decision. The parents are informed as soon as possible. Written confirmation follows.
- If readmitted, the student is required to sign a letter, endorsed by the parent, relating to the specific terms for readmission.
- Failure to adhere to the terms for readmission may lead to expulsion.
- In the case of gross misconduct, step 1 may not be included. The Director may inform the student and parents, and then, at her or his discretion, ask the student to withdraw immediately. A certified letter to the parents from the director then confirms this.

Students who are involved in repeated misbehavior may be referred to school counselors or professional help outside the school. Teachers and administrators will make every reasonable effort to find out all of

the circumstances and the involvement of others in any violation of the school rules, but that does not eliminate the responsibility of each individual.

## **ID CARDS**

Every student is issued a photo ID card. These cards have a bar code on them, which is used to record attendance. Students are responsible for carrying their ID card at all times and showing their card upon request. Lost cards are to be reported to the office as soon as possible. A \$5.00 fee is levied for replacement ID cards. Students with off-campus privilege will be issued a separate special pass with photo ID. Attempting to replicate or using another student's pass permission card is considered dishonest and a major infraction of school policy.

## **CAFETERIA**

In an effort to maintain a healthy, clean and pleasant communal dining space, the following guidelines apply.

- Please do not rearrange the furniture. When tables and chairs are arbitrarily grouped together the seating capacity of the cafeteria is reduced. Some large-group seating is usually available.
- Since the cleanliness of the cafeteria is dependent upon individual responsibility, please be sure to use and remove trays, dishes, eating utensils, bottles, and litter. Deposit them in designated areas.
- In order to maintain a pleasant eating environment, everyone should try to keep the noise level low.
- Be respectful and courteous towards community members—keep your place in line; when spills occur, clean them up or get help immediately.
- If you are asked to clear a table by a faculty or staff member or a Student Cafeteria Leader, please do so promptly. It is our joint responsibility to keep the cafeteria clean.
- Food is not to be taken out of the cafeteria or on the teaching floors without permission or special circumstances approved by the Principal, Assistant Principal, or a faculty member. This includes snacks and drinks.
- Failure to pay for food or consuming food without paying is considered theft.
- Please note that students are not permitted to order food for delivery during the school day.

# **PARENT RESOURCES**

## **CURRICULUM EVENINGS AND COFFEES**

The Middle School will offer Curriculum Evenings for each grade level when parents meet their children's teachers and receive information regarding course objectives and expectations. There are also several Coffees throughout the school year. Please refer to the school calendar for dates.

## **PARENT VOLUNTEERS**

Middle School parent coordinators and class parents work closely with the Principal and advisors in planning special events, class trips, and community engagement. Anyone who would like to become involved in the parent activities of the Middle School should contact the Parent Association office at [unispa@unis.org](mailto:unispa@unis.org)

# TUTORIAL HOUSE

## ACADEMICS

### CURRICULUM

The curriculum of the Tutorial House at UNIS is an English language college preparatory program, designed to be an excellent preparation for life as well as for further studies, and to fulfill the school's aim to foster international understanding and education for peace. In each subject area an effort is made within the school's resources to provide courses which meet a broad spectrum of student needs: for building basic skills in a subject to challenging the most talented and advanced Tutorial House students.

All students who fulfill the graduation requirements receive a U.S. high school diploma. The graduation requirements are described later in the text. This UNIS diploma is recognized as a valid university entrance document in the United States as well as many colleges and universities in other countries. The value of this diploma and its acceptability by a particular university rests not so much in the diploma itself but in the record of courses chosen and grades achieved by the student over the four years. This school transcript is evaluated by each university or college along with such supplementary data as participation in activities, teacher or counselor recommendations, and such standard test scores as may be prescribed by each institution of higher learning, e.g. the Scholastic Aptitude Test (SAT) and the American College Test (ACT)..

The Tutorial House curriculum provides, for those students who pursue it, preparation for the International Baccalaureate (IB) Diploma. Students may pursue the IB Diploma or IB Certificate program beginning in the Tutorial 3 year. The IB is recognized as an exceptional academic preparation by universities worldwide. There may be specific entrance requirements regarding IB preparation in some national systems. The college counselors work closely with the IB coordinators, students and parents throughout the course selection process to ensure that students' IB choices meet these requirements.

### GRADUATION REQUIREMENTS

The minimum requirements for graduation and award of the UNIS Diploma are 26 credits in T1-T4, including:

- Four years of English or English as a Second Language (ESL). Each student must pass an English class each year in order to advance to the next grade level. All students must pass their T4 English class in order to earn a diploma.
- Four-year proficiency in a modern language other than English.
- Four years of humanities
- Four years of mathematics
- Four years of laboratory science, including one physical and one biological science course
- Four years of physical education, fulfilled by completing a half credit each academic year
- Two half-credits of Art, Music or Technology
- Completion of the Individual Project
- Fulfillment of the Community Service (T1/T2) and CAS (T3/T4) requirement

Students are required to enroll in a minimum of six full-credit courses per year or the equivalent.

### INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) is an internationally recognized, rigorous pre-university course of study. It is designed to give students access to universities around the world. Based on the pattern of no single country, it is a deliberate compromise between the specialization required in some national systems and the breadth preferred in others. The general objectives of the IB are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience.



In the four decades since its founding, the IB diploma has become a symbol of academic integrity and intellectual promise. The students who satisfy its demands demonstrate a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and disciplines necessary for success in a competitive world.

IB courses generally require two years of study, followed by externally set and externally graded examinations. All T3 and T4 students at UNIS are International Baccalaureate candidates. Some choose to take individual IB courses as *IB Certificate* candidates. Other students follow a prescribed group of requirements as *IB Diploma* candidates. In general, all students follow a program of six subjects per year from the following subject groups:

- Group 1: Language A (Literature, or Language and Literature, or Literature and Performance, depending on the language)
- Group 2: Language B or *ab initio*, depending on the language
- Group 3: Individuals and Society
- Group 4: Experimental Sciences
- Group 5: Mathematics
- Group 6: A Sixth Subject (Visual Arts, Music, Theatre Arts, Computer Science or a second choice from Group 1, 2, 3, or 4)

In order to obtain the *IB Diploma*, a candidate must pass three Higher Level and three Standard Level subjects from the listed groups and satisfy the requirements for

- Theory of Knowledge (TOK) – A ½ credit course taken over two years, which examines various ways of knowing and the nature of knowledge in particular academic areas.
- Extended Essay – A 4000-word original research project in a specific area of interest chosen by the student.
- Creativity, Action, and Service (CAS) – 150 hours of extracurricular work in those three areas, completed during the two-year program.

*IB Courses* allow for more flexible program of study that is adaptable to individual requirements. The program of study is less rigorous but still academically demanding. A certificate reflecting the student's earned mark is issued to students upon completion of each Diploma Program course and exam.

A student's choice of program (Diploma or Courses) is made in consultation with the School and family and university requirements must be considered. Student performance in the T2 year (particularly first term marks) will be used as a guide for course selection in T3 and T4. Prerequisites for entry into the *Diploma* program generally require grades of 6 or 7 for admission to Higher Level courses and grades of 5, 6, or 7 for admission to Standard Level courses.

Given the differences between IB courses of study, it is not always possible for a student to transfer into the UNIS IB program after completing part of the two-year program elsewhere. Those students allowed to transfer must arrange for all internal assessment work completed at their previous school to arrive at UNIS by September 1st.

The grading system used by the International Baccalaureate Organization is criterion-referenced, meaning that each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Top grades are not simply awarded "on a curve" to a certain percentage of candidates but rather reflect attainment of knowledge and skills relative to set standards equally applied to all schools. Validity, reliability and fairness are the watchwords of the IBO's international examining board.

IB examinations are administered in May and results are available in July. The IB sends examination results directly to colleges. It is the obligation of the student to notify the UNIS IB Office of their college choice so that the scores can be sent by IBO to the proper schools. Students and their parents are liable for fees, which include a registration and subject fee. The IB levies these fees once examination entries are made, they are not refundable.

## INDIVIDUAL PROJECT

Every senior must complete an individual project as a requirement for graduation. The IB Extended Essay serves as the independent project for those students enrolled in the IB Diploma program. For students pursuing IB Certificates, the individual project is intended to offer a learning experience that may or may not be directly related to an area of academic study.

The Individual Project is carried out under the guidance of an advisor. The Extended Essay follows the criteria set out by IBO. The Individual Project follows the criteria set out by UNIS and it may take many forms such as a presentation (theatrical, musical, multimedia or scholarly) or creative work (clothing design, sculpture, poetry anthology). Whatever the form, all projects must have a written component. Some students may choose to pursue a more traditional format such as a formal research document. Assessment is a combination of self-evaluation as well as an appraisal by the advisor. Students are expected to meet regularly with their advisor to plan the sequence of activities related to the project, to maintain careful documentation of their experiences, and to present their project to a selected audience of students and faculty.

## COMMUNITY SERVICE

Community service is a fundamental part of the UNIS and IB program and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies. We offer a variety of service opportunities to appeal to different student interests. Each T1 and T2 student is expected to participate in at least 30 hours of service per year (a minimum of 10 hours must be outside of school). Each Tut 3 and Tut 4 student is also expected to participate in community service, following IB CAS requirements. Specific service opportunities are listed in the Handbook of Student Activities under Community Service. The lists are updated throughout the year and additional information is available in the Student Activities Office.

## PROGRESS AND GRADE REPORTS

The school year is divided into two semesters. The first semester ends in January, and the second in June. Reports are available on the UNIS portal four times each year. These reports are intended to be thorough and specific, to outline the student's major strengths and weaknesses, and to recommend action for any desired improvement. At the first interim grading period, seven weeks into the first term and before parent/teacher conferences, parents receive a list of their child's teachers and courses, along with the student's current grade. At the close of each semester, parents receive final semester grades and comments from teachers. At the second semester interim, eight weeks into the term, parents will receive the student's current grade for performance at an unsatisfactory level. Warnings of possible failure are sent to parents in the second week of November and the first week of May, if necessary.

## GRADING SCALE

The grading scale follows the International Baccalaureate system with grades from 1 to 7.

<u>UNIS GRADE</u>	<u>LETTER GRADE</u>	<u>4-0 SCALE</u>
7+	A+	4.6
7	A+	4.4
7-	A	4.2
6+	A	4.0
6	A-	3.8
6-	A-	3.6
5+	B+	3.4
5	B	3.0
5-	B-	2.6
4+	C+	2.4
4	C	2.0
4-	C-	1.6
3+	D+	1.4
3	D	1.0
3-	D-	0.6
2, 1	F	0.0

**No credit is awarded for course grades below 3-**

## RESPONSIBILITY FOR ASSIGNMENTS

UNIS expects students to keep to the academic schedule determined by their teachers. Students who are absent are responsible for all work missed, including daily assignments, papers, quizzes and tests. Students may lose credit for work turned in late.

## ACADEMIC HONESTY

The principle of academic integrity is the cornerstone of a school community. In all our actions at UNIS we encourage students toward a life governed by the values of academic honesty and respect for the work of others. Cheating, plagiarizing, or giving or receiving unacknowledged assistance in academic work are unacceptable behavior in this community. As an affirmation of this principle, students are required to write out the following honor pledge on all major academic work:

*"I declare that I have neither given nor received any help or unfair advantage on this test/or on this work which I now submit."*

It is expected that writing out the honor pledge will serve as a reminder of the community's commitment to the principles of academic honesty and personal integrity.

The following are examples of academic dishonesty:

- Plagiarism— *submitting someone else's words, ideas, or research as if they were one's own without acknowledging the source*
- Using unauthorized notes or other aids in a test, or copying from or being influenced by another student's work during a test.
- Giving unauthorized aid to another student; allowing another student to copy or use one's test, paper, or homework.
- Use of help on homework or take-home tests that is beyond the limits specified by the teacher—in effect, constituting plagiarism.
- Theft, deceptive use, or deliberate destruction of library or other educational materials.
- Use of translating software, including those found on the Internet, or translations of texts studied in class, without the permission of the teacher.
- Submitting the same work for credit to more than one teacher unless both teachers give their permission. If in doubt, ask your teacher before turning in any work.

The most frequent failure to give credit to other sources of information occurs when writing research papers. It is, therefore, extremely important that every student at UNIS be familiar with the accepted procedures in acknowledging the work of another writer.

- Footnote all material reproduced directly (i.e., copied) from any source. This includes all phrases, sentences, paragraphs, graphs, charts, images or any other information.
- Sources include printed and electronic media, such as books, textbooks, magazines, CD-ROMs, and the Internet.
- If any idea or argument of someone else's work is used, give that individual credit, either in footnotes or in the text in parentheses.
- Procrastination and sloppy research techniques can lead to plagiarism. When taking notes, be sure to put information copied directly from a source in quotations. It is always better to read the material, think about it and then write the information in your own words. This will make inadvertent copying less likely to occur. Thoughtful research takes time, so plan ahead and don't procrastinate.
- Be on the safe side. Too many footnotes, while poor scholarship, are not academically dishonest; on the other hand, if someone else's work is not acknowledged that is plagiarism.
- Intentions are not relevant in judging whether or not something has been plagiarized. If credit is not given where credit is due, plagiarism has occurred. Don't be careless.

In cases of academic dishonesty a student may be penalized with a failing a grade for the assignment, the semester, or the year. In addition, a student may receive internal suspension. In severe cases, the student may be suspended or dismissed from the School.

In order to provide students with helpful instruction for avoiding charges of plagiarism, a booklet containing our guidelines on academic integrity (and citation methods) is presented and distributed to every student during the first week of classes. It is important for students to understand that this educational material is offered to clarify the rationale behind certain conventions of scholarship and to educate on the necessity for absolute honesty in the presentation of written work.

### **ACADEMIC WARNING**

Students whose academic performance is not meeting expectations may be placed on Academic Warning as a preliminary step before Academic Probation. Students with two or more low grades (below 4-) in the core academic areas of Mathematics, English, Science, Humanities, and Modern Language or any other cause for concern may be placed on Academic Warning at any time during the year by the Assistant Principal or Principal. Students on Academic Warning may receive assistance and support, such as academic counseling, supervised study halls and remediation, and be recommended for outside tutoring if necessary. Their academic standing is reviewed at the end of each semester. If there is no improvement, they may be placed on Academic Probation; with satisfactory improvement they are removed from the Academic Warning list.

### **ACADEMIC PROBATION**

Students who consistently perform poorly in their academic courses or who do not put forth adequate effort may be placed on Academic Probation at any time by the Assistant Principal or Principal. Probation is usually determined at the semester grading periods. Placement on Academic Probation is at the discretion of the Assistant Principal or Principal. Academic Probation continues until the next appropriate grading period. Students on Academic Probation may not be allowed to continue their education at UNIS, or their re-invitation may be subject to specific conditions. To help students on Academic Probation improve, they are monitored carefully and given extra assistance and support, which may include academic counseling, supervised study halls and remediation, and recommendation for outside tutoring if necessary. Many students are able to improve with applied effort, and their status is reviewed at the end of each semester.

### **ATTENDANCE (LOSS OF CREDIT)**

Students cannot miss more than 30% of class time if they are to receive credit for a course, except under special medical circumstances approved by the school Principal. If a student misses over 15% of class time, UNIS reserves the right to lower the grade. This process is reviewed at the end of the school year once teachers have turned in their grade and attendance sheets. The Principal makes the final decision on any grade changes. Students are expected to attend all scheduled classes. Please refer to attendance details in the individual school pages for further information.

### **COURSE CHANGES**

With the permission of the counselor, after appropriate discussion with teachers and their mentor, and up until the end of the second full week of classes, students may drop or add a course without penalty or official transcript notation. If a course is dropped later, a grade at the time of withdrawal may be recorded on the transcript unless the request originates from the student's teacher, the Department Head, Assistant Principal, or Principal. Changes in placement to a more appropriate level or section, as in Mathematics and Foreign Languages, are considered separately but always require the approval of the Department Head.

### **LATE WORK POLICY**

A common late work policy provides clarity for students and greater consistency among disciplines and teachers.

All learning tasks should be given with clear deadlines, which take into account the dates of other assignments and assessment tasks. Teachers should require those deadlines to be adhered to; extensions should be granted rarely and with good cause; unexcused late work will be penalized.

If a student identifies a conflict with a deadline or test date and petitions the teacher in advance, an extension may be granted or alternate test date arranged.

If a student fails to submit a *major assessment* (e.g., research report, essay, IB internal and external assessment, the IB extended essay/senior project or other task a teacher designates as a major assessment) on time, a zero is normally awarded after one week. Similarly, if a student fails to attend an examination, a zero is normally awarded. While a grade may not be awarded for late assessments or missed examinations, students are expected to complete all major learning tasks to be eligible for course credit.

*All students must adhere to UNIS IB deadlines.* When a student fails to meet UNIS IB deadlines, she/he may be asked to withdraw from the program.

Unacceptable reasons for failing to submit a major assessment or attend an examination include circumstances reasonably within the control of the student, such as:

- misreading and misunderstanding the assessment deadline
- oversleeping and missing an examination
- taking personal holidays or vacations
- attending social and sporting events
- showing a lack of diligence

Parents and the School share responsibility for student learning. When a student fails to attend an examination or submit a major assessment, teachers will be quick to contact parents so that the School and family can work together for the student's welfare.

## **ACADEMIC PLANNERS**

School life is busy, and students are expected to attend all their commitments, complete all of their assignments, and to develop the self-discipline necessary to perform to the best of their abilities in all of their endeavors. To help them accomplish these goals, students are given an academic planner to help them organize and prepare for their school activities, both academic and extracurricular, throughout the year.

## **STANDARDIZED TESTING**

**PSAT:** Tut 2 and Tut 3 students participate in the PSAT (Preliminary SAT) offered by the College Board, administered once a year in October. This is a multiple choice test format consisting of verbal, writing (a test of mechanics and usage) and mathematics sections. The test can be a useful indicator of SAT I scores. The results of this test are not officially reported to colleges unless the student chooses to do so. PSAT results determine eligibility for National Merit Scholarships when the test is taken in Tut 3. (Only U.S. citizens and Permanent Residents qualify for this program.) When the PSAT results are returned in December, students receive the test booklet and a score report that indicates the correct responses in addition to the student's responses. The skill areas in each of the sections that are the student's strengths and weaknesses are indicated with suggestions for improvement as needed. Using test results as a way to prepare for SATs are explained during an assembly program prior to returning the individual test booklets to students.

**SAT:** From Tut 2 to Tut 4 students may also participate in the SAT Program offered by the College Board. UNIS is not a test center for the SAT program. Numerous high schools throughout the metropolitan area do offer the test; it is administered on seven Saturday mornings from October to June. Students register on their own for this test, either electronically or through the mail. Students usually take the SAT for the first time in the Spring of Tut 3. Further information about the SAT Program is available

on the College Board website: [www.collegeboard.com](http://www.collegeboard.com). A list of test centers may be found in the SAT Bulletin or online.

**Subject Tests** (formerly called SAT IIs) are hour-long tests that are best taken when the student has completed the particular subject. Students can take up to three subject tests on a given test date. Some students sit for a language test in Tut 2 if they do not plan on continuing the language in Tut 3 and Tut 4. These tests are offered in 17 different subjects and are administered six times yearly on Saturday mornings from October to June. Not every test is offered on each test date. Although many of the four-year colleges in the United States and Canada require SATs for entrance, only approximately 15% of the colleges require Subject Tests and the vast majority requiring Subject Tests only require two.

**ACT (American College Test)** is a college entrance examination that consists of tests in four areas: English, Mathematics, Reading and Science Reasoning in a multiple-choice format, and an optional Writing Test. This test is reported on a scale of 1-36. Most colleges offer students the option of taking either the ACT or the SAT and in some cases, two Subject Tests also.

### **TOEFL (Test of English as a Foreign Language)**

The purpose of TOEFL is to evaluate the English proficiency of people whose native language is not English. It is an internet-based test that assesses the four basic language skills: listening, reading, writing and speaking. The integrated tasks in the speaking and writing sections allow a more realistic measure of how well individuals will be able to communicate in an academic setting. The TOEFL is offered at various test centers on specific test dates. Students can sample a version of the test online at [www.toefl.org](http://www.toefl.org).

### **ACCOMMODATIONS (SPECIAL TESTING CONDITIONS) ON SCHOOL-BASED TESTS**

Students entering the high school are required to provide a psychoeducational evaluation (conducted by a UNIS approved evaluator) in order to apply for extended time for Tut House and standardized exams. An application for accommodation (Student Eligibility Form) must be filed through UNIS in order to be submitted to the College Board or ACT. Based on the recommendations of the evaluator, the Student Support team may grant temporary accommodation for UNIS exams until receiving the decision from The College Board or ACT. If the decision is affirmative, the student will be eligible for extended time on all UNIS exams (not IB exams).

As an IB school, and consistent with IB policy, UNIS will permit a maximum of 25% extended time, i.e. 15 additional minutes per hour. In order to be granted accommodation for IB exams, a separate application must be filed through the IB Coordinator.

Physical and medical disabilities/injuries are reviewed separately. The psycho-educational and/or medical evaluation must specifically state the nature of the disability and provide results of tests administered. The evaluation must also include professional recommendations. The evaluation should have been completed within three years of the request for accommodation and, in the case of non-medical disabilities, must include both cognitive and academic ability tests.

UNIS counselors and the learning specialist maintain a list of recommended evaluators that includes the professional credentials of the evaluator, information about license or certification and area of specialization. Parents wishing their child to be considered for accommodations should first consult with their child's counselor.

### **TRANSFER CREDIT**

A student's academic program is determined by an evaluation of previous transcripts and UNIS graduation requirements. As a rule, transfer credit is granted for courses which are equivalent to or which approximate the content of courses offered at UNIS. In some instances, the Director of Admissions and/or Principal may request more detailed course descriptions before transfer credit can be given.

## **ONLINE BOOKSTORE**

We have partnered with K12 Student Direct to operate the UNIS online bookstore. The online bookstore [www.k12sd.com](http://www.k12sd.com) will open on August 14<sup>th</sup> and remain open through September 10<sup>th</sup>. Web site orders during this period will be tax free. After September 10<sup>th</sup> orders will be accepted only by telephone to K12 Student Direct, (718)875-5485, and taxable. Please order in time to have your books available on the first day of class.

K12 Student Direct is operated by a reliable and experienced educational book distributor with sixty years of experience. To get started, visit the website, set up an account, search for your courses and assigned materials, add them a virtual shopping cart, and checkout with the shipping method of your choice.

### **Placing Your Order - First-Time Shoppers**

Simply logon to [www.k12sd.com](http://www.k12sd.com) create an account, enter your course codes, select your books, and choose your shipping method. K12 Student Direct will deliver the books wherever you prefer in the continental United States.

### **When Can I Place My Order?**

[www.k12studentdirect.com](http://www.k12studentdirect.com) will open for ordering on August 14, 2013. The site will remain open twenty-four hours a day/seven days a week. We encourage you to order as early as possible in the summer.

### **Payment Method**

The easiest way to pay for your order is to use a credit card. K12 Student Direct maintains the highest level of encryption technology so that your credit card information remains safe and private. If you choose not to use a credit card, you can still order your books online but will have the option to pay by money order. You will then be required to send in your money order with a print out of your online 'shopping cart.' Your books will ship upon receipt of your money order.

### **Customer Service**

Toll free customer service can be reached at (877) 560-2651. You will also be able to contact them via email and Live Chat through the website.

### **Returns**

You may return books to K12 Student Direct within 14 days of the school's add/drop date or invoice date, whichever is later. Books returned for refund must be in new, resalable condition – that implies no writing, no highlighting, no names in the books etc.

## **STUDENT LIFE**

### **ADVISORY**

We believe that all students need a safe and secure place to clarify and communicate their concerns and issues. Advisory groups fill that need by providing a structured, ongoing, and positive vehicle to foster an atmosphere of trust and learning among adults and students, and by serving as a mechanism for developing the shared values of our community.

Each student at UNIS has a faculty advisor to provide guidance and support. The Advisor serves as the student's advocate, mentor, role model, and listener, and works with students both individually and in small groups. Advisory groups meet regularly and functions under the guidance of the Grade Level Coordinators with the close cooperation of the other members of the School's administration and faculty.

### **COLLEGE COUNSELING**

Planning for college is an exciting and complex process that is ongoing through the Tut House years at UNIS. The college counselors work closely with the administration, guidance department, IB Coordinators and parents in assisting students in curriculum planning and course selection. Guiding

students about college entrance testing as well as language and academic support programs are among other services of the college office. The college office houses a wide variety of college and career resource materials accessible for use by all Tut House students. Catalogs of universities worldwide, college directories, test preparation materials, career and scholarship information are among the resources available.

Several information sessions are offered throughout the year to advise students and parents about the various aspects of the college selection and application process. Beginning at the midpoint of the Tut 3 year, all students are scheduled into college planning seminar groups that meet during second semester. Each student is provided with a college planning folder with information on the seminar topics such as the college essay, preparing applications, testing, securing recommendations and interviews. Students and their parents are encouraged to schedule individual appointments as well. During the Tut 4 year, students work closely with the college counselors in finalizing college choices and application preparation. In the fall and early winter months, Tut 4 students are able to meet with representatives of over sixty colleges who visit the UNIS college office. During the Tut 1 year the college office presents an overview of the college application process in order for students and parents to plan accordingly over the Tutorial House years. In addition, the college counseling staff is available to meet with parents of younger students during the designed Parent Conference times in the fall and spring.

### **COLLEGE APPLICATION PROCESSING**

Although it is ultimately the student's responsibility for requesting transcripts and recommendations and sending applications to college, the UNIS college office aims to assist students through many of the tedious details involved in the process of applying to college. Most students are now applying to colleges electronically, although school records including the transcript, School Profile, grade distribution, curriculum descriptions, college counselor's and teachers' recommendations are sent by the college office. With the introduction of Naviance Succeed much of the school paperwork will now be sent electronically and students will be able to see in their Naviance account that it has been sent and has arrived at the colleges of their choice. The college counselors will also review students' applications before they are submitted electronically as long as students turn in hard copies before the processing deadlines established by the college office. The most significant deadline, representing approximately 75% of the college applications processed during the year, is the Tuesday after the Thanksgiving Recess. Students will be responsible for turning transcript request forms for each college to the College Office. They must also see teachers to request recommendations and send standardized test scores to colleges.

The college office will send up to eight sets of records (and applications) to colleges at no charge. Students are not responsible for providing postage (domestic or overseas) or envelopes. There is a \$25.00 handling fee for each set of records and/or applications submitted for processing over the initial eight. Parents will be billed on their UNIS accounts for additional applications after April 1<sup>st</sup> in the Tut 4 year.

Students are not permitted to apply to more than 12 colleges in the United States. UCAS (University and College Admissions Service), the centralized application processing system in the United Kingdom, allows students five university choices. There is no application cap for Canadian universities.

### **INTERNATIONAL BACCALAUREATE COUNSELING**

International Baccalaureate (IB) coordinators work with all Tut 3 and Tut 4 students in dealing with their whole academic program. Coordinators help students in choosing their subjects, and also monitor their progress in their subject areas, CAS activities, Extended Essay and Senior Project. IB students meet with the coordinator individually and in-group meetings scheduled throughout the year.

### **THE REFERRAL COMMITTEE**

The Referral Committee acts as a safeguard for students' welfare and is established to monitor problems as they arise. Committee members include the Principal, Assistant Principal, Guidance Counselor, homeroom teacher or mentor, and other faculty as appropriate. Referrals can be initiated by anyone: parents, faculty members, or students (who, in fact, frequently refer themselves).



## CLUBS AND SPECIAL INTEREST GROUPS

Extracurricular life at UNIS includes a variety of clubs and student organizations ranging from academic or special interest to political or community-service related. At the beginning of the school year, students have opportunities to explore, express interest, and enroll in clubs, either at the Club Fair (non-academic) or at specially arranged after-school meetings. A sampling of the wide variety of interests represented includes:

- **Student Council:** The Student Council consists of a Student Body President, Vice President, and Class Officers who work together to advance the quality of student life. As liaisons between the students and the administration, members are responsible for effectively and accurately representing the student body's interests. The Student Council promotes unity and cooperation in the community by planning, conducting, and overseeing activities that foster school spirit.
- **UNIS-UN:** A unique student organized conference based around a theme chosen by the student UNIS-UN committee. Students from schools all around the world are invited to this conference and are hosted by UNIS families. This two day conference always takes place the first Thursday of March – and Friday – and is normally held in the UN General Assembly hall.
- **UNISVerse:** UNISVerse is the student newspaper that has consistently won the highest ratings from the Scholastic Press Association. Students are responsible for all aspects of the paper's production.
- **Literary Magazines:** The Tut House literary magazines (essays, fiction and poetry) are published twice each year.
- **Yearbook:** The yearbook covers both the Manhattan and Queens campuses. Though essentially a student project, the entire school community takes an active interest in it and contributes in many different ways. For students interested in photography, journalism, or graphic design, Yearbook is an excellent way to build a portfolio of work and to be published. Yearbook is also available for course credit.

## CREATION OF CLUBS

New clubs must be approved by the Club Recognition Board (CRB), a sub-committee of the Student Council. The Student Council Vice President serves as the chair of the CRB and the Director of Student Activities is the adviser to the committee. Any group of students can petition the CRB for official club status, provided that it has an active roster and mission statement on file in the Office of Student Activities and a faculty sponsor. Such clubs, once approved, will be considered “active.” While the School, acting through the CRB, may approve club status for a group, this recognition does not necessarily imply school support for the point of view taken by the group. If a club, either by its creation, membership, or activities, creates inappropriate disruption of the School climate, the School reserves the right to revoke its status as a club.

## OUTDOOR ENVIRONMENTAL EDUCATION PROGRAM

All T1 and T2 students participate in the Outdoor Environmental Education Program. This program is part of the curriculum, is included within the tuition fees and is required for all students. T1s canoe and camp along the Delaware River in mid-May under the supervision of UNIS chaperones and many Delaware Riverkeepers. T2s participate in winter activities (snowshoeing, cross-country skiing, hiking, tubing & orienteering) in the Catskill Mountains region at the end of January. It is hoped that students are challenged and enjoy the outdoors, instilling in them a desire to preserve these natural environments for the enjoyment of future generations.

## EXTRACURRICULAR TRIPS

UNIS offers other extracurricular trips under faculty supervision. These are scheduled at times when UNIS is not in session and are available at an additional cost. Examples include the annual TH ski/snowboard trip which takes place on a weekend in February. Overseas or overnight trips include those organized by faculty members in the Modern Language Department, as well as the conductor of the Senior Chorus, the Model UN Club, and the International Awards Bronze, Silver, and Gold trips.

## GUIDELINES FOR POSTING NOTICES

To save time, effort, and paper, and to enhance the appearance of the campus, the following guidelines have been established:

- Students are encouraged to post announcements and notices of club activities in the weekly Thread as well as on their club bulletin board.
- Shared bulletin boards located in at the end of the science hall and stairwell landing on the 4<sup>th</sup> floor are the most useful locations to post notices. In addition, announcements may be placed on those bulletin boards specifically designated for notices.
- Avoid posting notices on walls or doors, and any painted surfaces. Tape and tacks leave marks on surfaces that, over time, become unsightly. Notices posted on doors also create congestion at building entrances. Posters will be removed from inappropriate locations immediately. On certain occasions, only the Tut House Office or the Office of Student Activities will use doorways to post special announcements of immediate importance.
- Be sure that your notice includes all relevant details including the name of the sponsoring individual or group and date. Posters that say "Important Meeting Today" are confusing and ineffective and will be removed.
- Remove notices immediately following the event.
- The general tone of your announcement should be friendly and positive; students will be held accountable for posting a notice that is suggestive or inappropriate. Our bulletin boards are routinely read by prospective students, parents, and other campus visitors.

## SPORTS

### INTERSCHOLASTIC ATHLETIC TEAMS

UNIS has an extensive Athletics program, running across three distinct seasons: Fall, Winter and Spring. The Director of Athletics is responsible for the coordination and supervision of all UNIS teams.

UNIS Inter-Scholastic Sports programs are available for students in 7th-12th grades (M3-Tut 4), and consists of 34 school teams. All M3-Tut 4 students are encouraged to try out for sporting teams.

UNIS is a member of New York State Association of Independent Schools (NYSAIS). UNIS Athletic teams participate in independent leagues including: Private Schools Athletic Association (PSAA) and the American International Private Schools League (AIPSL) and New York City Athletic League. (NYCAL) UNIS also plays non-league games against other private, public and Catholic high schools throughout all five boroughs of New York.

Parental involvement and support for our sports programs is actively encouraged through the UNIS Athletic Association (UAA), a parents' organization.

The inter-scholastic athletic teams include the following:

#### Fall

Team	Abbreviation
Boys Varsity Soccer	BVS
Boys Junior Varsity Soccer	BJVS
Boys Middle School Soccer	BMSS
Boys Middle School Soccer (Queens)	BMSSQ
Girls Varsity Soccer	GVS
Girls Middle School Soccer	GMSS

<b>Girls Varsity Volley Ball</b>	<b>GVVB</b>
<b>Girls Junior Varsity Volleyball</b>	<b>GJVVB</b>
<b>Girls Middle School Volleyball</b>	<b>GMSVB</b>
<b>Girls Middle School Volleyball (Queens)</b>	<b>GMSVBQ MSXC</b>
<b>Boys Varsity Cross Country</b>	<b>BVXC</b>
<b>Girls Varsity Cross Country</b>	<b>GVXC</b>
<b>Boys Middle School Cross Country</b>	<b>GMSXC</b>
<b>Girls Middle School Cross Country</b>	<b>BNSXC</b>

## Winter

<b>Team</b>	<b>Abbreviation</b>
<b>Boys Varsity Basketball</b>	<b>BVB</b>
<b>Boys Junior Varsity Basketball</b>	<b>BJVB</b>
<b>Boys Middle School Basketball</b>	<b>BMSB</b>
<b>Boys Middle School Basketball (Queens)</b>	<b>BMSB(Q)</b>
<b>Girls Varsity Basketball</b>	<b>GVB</b>
<b>Girls Junior Varsity Basketball</b>	<b>GJVB</b>
<b>Girls Middle School Basketball</b>	<b>GMSB</b>
<b>Girls Middle School Basketball Ball (Queens)</b>	<b>GMSB(Q)</b>
<b>Varsity Indoor Track and Field</b>	<b>VIT</b>

## Spring

<b>Team</b>	<b>Abbreviation</b>
<b>Boys Varsity Baseball</b>	<b>BVBS</b>
<b>Boys Middle School Baseball</b>	<b>BMSBS</b>
<b>Girls Varsity Softball</b>	<b>GVSB</b>
<b>Girls Middle School Softball</b>	<b>GMSSB</b>
<b>Boys Varsity Track and Field</b>	<b>BVTF</b>
<b>Boys Middle School Track and Field</b>	<b>BMSTF</b>
<b>Girls Varsity Track and Field</b>	<b>GVTF</b>
<b>Girls Middle School Track and Field</b>	<b>GMSTF</b>
<b>Queens Middle School Track and Field</b>	<b>QMSTF</b>
<b>Boys Varsity Volleyball</b>	<b>BVVB</b>

## **WEEKEND SPORTS CLINICS**

If a Tut House student does not make a team roster for the season, or they simply want extra practice opportunities, they are encouraged to enroll in the weekend sports clinics held at UNIS.

### **Basketball Clinics**

The UNIS Weekend Basketball Clinics are designed to teach & improve skills as well as prepare for competition. There are no try-outs. It is open to all MS & TH students. There will be separate clinics for both boys and girls.

#### **Schedule - Tut House Boys and Girls**

- Saturdays: 11:00am-1:00pm
- Location: UNIS 2nd floor gym / Bubble

### **Volleyball Clinics**

The UNIS weekend volleyball clinics are designed to teach and improve skills as well as prepare for competition. There are no try-outs. It is open to all Middle School and Tut House students.

#### **Schedule: Tut House Boys and Girls & Middle School Boys and Girls (Combined)**

- Saturdays: 1:00pm- 3:00pm
- Location: UNIS 2nd floor gym

### **Semester Schedules**

The Basketball and Volley Ball clinics are held over two semesters.

### **Tennis Clinics**

Tennis Clinics are held on Sundays at UNIS and are open to M1-Tut 4 students. Sessions are grouped in one-hour time slots with 4-6 players of similar skill levels. Classes are conducted September through to December.

### **Winter – Indoor Soccer League**

The Indoor Soccer League runs for nine weeks from December to March in between the regular soccer seasons and is open to both UNIS and non-UNIS Students born in 1992 through 2004 from grades 1-12. There are no practices.

Games take place Sundays in the (M) 2nd Floor gym from 9am to 4pm and run in age order. Parent and High School Student volunteers are solicited to the coach teams of 6-10 players. This is a recreational league.

*Please refer to the school web site for enrolment details for all weekend sport programs. If further information is required please contact the Director of Athletics, Duncan Davison, at [ddavison@unis.org](mailto:ddavison@unis.org) or 212-584-3059.*

## **MEDICAL HEALTH AND RELEASE FORMS**

All students interested in trying out for athletic teams or sports clubs must have a current Medical Health Form on file in the nurse's office. This Health Form must indicate a current physical examination (within nine months prior to the start of the sport season) and that the student is in good health. Additionally, parents must sign a Release Form, authorizing the school to seek appropriate medical attention when necessary. The student will be approved to participate once both forms have been properly submitted.

## **ATTENDANCE AND SPORTS**

Satisfactory class attendance and academic performance are prerequisites for participation on sports teams. If a student's academic performance falls below the defined academic standards or if a student

has repeated attendance issues, his/her participation will be suspended until performance and/or attendance returns to an acceptable level. Students in T3 and T4 may earn two units of UNIS physical education credit for participation on an athletic team. If a student leaves the team, they must return to physical education class immediately.

## STUDENT AND PARENT RESPONSIBILITIES

Whether in class or participating in extracurricular activities, UNIS encourages and expects students to aspire to the highest standards of behavior. Students are expected to uphold the standards of the School at all times and have a responsibility to encourage their peers to do the same. Ignorance of a rule is not an acceptable excuse. Students have a responsibility to advise the faculty when there is a dangerous situation. Students are expected to be honest in all matters.

### SCHOOL DAY

Students are expected to arrive at school around 8:15 a.m. to be able to be seated in the first period class at 8:30 a.m. Students may enter the building at 8:00 a.m. For most Tutorial House students, classes end at 2:50 p.m. Some classes (T3 and T4 Higher IB Level courses, select T1 and T2 courses, Chorus/Ensemble, Yearbook, Journalism) may meet from 2:50 – 4:10 p.m. The School's insurance policy prohibits children being left in the lobby or in any other location in the school before or after the end of the normal school day unless supervised by school personnel. UNIS security personnel are not employed to supervise children, nor are they trained to do so. *Under no circumstances are students allowed to leave campus when they have a class without the written permission of the Tut House office or the Nurse.*

### ATTENDANCE

The primary educational and social goals of the School are best achieved when students arrive for all of their commitments on time and prepared. Students are expected to attend all assemblies, classes, curricular trips and community service obligations, including class periods before the beginning and after the end of vacation. Teachers, mentors and coaches take and report attendance regularly. Repeated absences create great difficulties for students, and the School's response can escalate up to suspension and, in extreme cases, dismissal.

Parents are advised that taking their children out of school for extended periods is disruptive to the educational process. If there is a need for your child to miss school for an extended period, please contact the Tutorial House Office. Generally, extended absence will be excused only for medical reasons, illness or death in the family, marriage in the immediate family, or school obligation. All reasons will be reviewed by the Assistant Principal.

#### Unexcused Classroom Absence

1 <sup>st</sup> Consequence	Verbal Warning
2 <sup>nd</sup> Consequence	Study Hall
3 <sup>rd</sup> Consequence	Study Hall and Attendance Probation
4 <sup>th</sup> Consequence	5-day Internal Suspension and Attendance Probation
5 <sup>th</sup> Consequence	Student referred for further disciplinary action

### ATTENDANCE PROBATION

A student who accumulates two or more unexcused absences in one semester will be placed on Attendance Probation for a period of at least four weeks. While on Attendance Probation, the student loses off-campus permission privileges and other consequences may apply. Students who accumulate two further unexcused absences while on Attendance Probation may be suspended or dismissed from school.

## **MORNING SIGN-IN**

If a student misses first period class, where morning attendance is recorded, s/he must sign-in at the Tutorial House Office. Failure to sign-in will result in an unexcused absence for the day.

## **ABSENCE DUE TO SICKNESS OR PERSONAL EMERGENCY**

Parents are to call the Attendance Office (ext. 3048) before 8:00 AM if a student is going to be absent or late because of sickness or a personal emergency. Failure to call will result in the student having an unexcused absence. In addition to calling, parents must send a written note with the student confirming the absence or lateness when the student returns to school. Students must bring the note to the Tut House Office and receive a readmit slip. All absences will be considered unexcused without a readmit slip and will be handled accordingly. The readmit slip is to be shown to teachers, verifying that the school has had contact with a parent.

## **LATENESS**

If a student is late for a class by 20-minutes or more, the student is counted as an unexcused absence. A repeated pattern of lateness will be treated in the same manner as unexcused classroom absences.

## **LOSS OF CREDIT**

If a student misses more than 30% of classes in a subject, excused or unexcused, the student risks losing credit for that course. Students who are absent from more than 15 percent of their classes are subject to lowered grades. Individual cases are reviewed by the Principals.

## **ABSENCES DUE TO COLLEGE VISITS**

The College Counseling Office and the larger school community strive to make the college application and decision-making process as rewarding as possible. In an effort to provide opportunities to visit and to learn about the colleges to which they are making application, we occasionally excuse students from classes to visit colleges, and we encourage teachers to help such students make up their work when they return to school. Nevertheless, we must set a limit to the number of absences for college visits; a large number of seniors missing course work at irregular and unpredictable times places an enormous burden on our faculty, and the integrity of the courses we teach is compromised by frequent student absences. Therefore, we have established guidelines that we ask parents and students to follow closely.

- College visits should be made during vacations whenever possible.
- Excused absences for college visits will be granted to T3 and T4 students.
- T3 and T4 students may take no more than four class days for college visits per school year. These excused absences may not be used for any purpose other than for college visits. Of course, every T3 and T4 need not take all four days.
- Excused class absences are extended only for visits to those colleges to which a student is making a serious application. The college counselor will be the final arbiter in making decisions about the appropriateness of a student's class absence for a visit to a particular college.
- During the fall, T4 students may miss up to six classes in order to meet with visiting college representatives in the college office. Students must obtain a signed permission slip from the college office at least 48 hours in advance of this meeting and have the pass signed by the teacher of the class that will be missed.

## **FACULTY ABSENCE**

If a teacher is not in the classroom within 5-minutes of the start of the class all students must remain in the room and send a representative to the Tutorial House Office.

## **OFF-CAMPUS PRIVILEGE**

As it is titled, leaving campus is a privilege extended to T3 and T4 students who are in good academic and behavioral standing with the School. Parents will be notified of their child's eligibility and have the option to grant permission for this privilege. Students with off-campus privilege will be issued a special photo I.D. that they must show at the front gate to exit the school grounds. This privilege will be revoked at the discretion of the Principal for attendance, academic, or disciplinary issues.

## **ID CARDS**

Every student is issued a photo ID card. These cards have a bar code on them, which is used to record attendance. Students are responsible for carrying their ID card at all times and showing their card upon request. Lost cards are to be reported to the office as soon as possible. A \$5.00 fee is levied for replacement ID cards. Students with off-campus privilege will be issued a separate special pass with photo ID. Attempting to replicate or using another student's pass permission card is considered dishonest and a major infraction of school policy.

## **CAFETERIA**

In an effort to maintain a healthy, clean and civil communal dining space the following guidelines apply.

- Please do not rearrange the furniture. When tables and chairs are arbitrarily grouped together the seating capacity of the cafeteria is reduced. Some large group seating is usually available.
- Since the cleanliness of the cafeteria is dependent upon individual responsibility be sure to use and remove trays, dishes, eating utensils, bottles, and litter. Deposit them at the designated areas.
- In order to maintain a pleasant eating environment, everyone must keep the noise level low.
- Be respectful and courteous towards community members--keep your place in line; when spills occur, clean them up or get help immediately.
- If you are asked to clear a table by a supervisor, please do so promptly. It is our joint responsibility to keep the cafeteria clean.
- Food is not to be taken out of the cafeteria or on the teaching floors without permission or special circumstances approved by a faculty member. This includes snacks and drinks.
- Failure to pay for food or consuming food without paying is considered theft.

Please note that students are not permitted to order food for delivery during the school day.

## **LOCKERS**

All students will be assigned lockers and must supply their own locks.

# **STUDENT DISCIPLINE**

Students at UNIS are emerging adults in an intense period of personal growth and physical and emotional development. They are seeking an identity, searching for a clear sense of purpose, learning new competencies and assuming a new role of autonomy. UNIS, therefore, attempts to instill a strong sense of communal values as the core of its behavioral education. These values will help shape and complement the students' own emerging values systems.

UNIS students learn to take responsibility for their actions and the consequences of their decisions. Discipline at UNIS is carried out with individual development and personal growth in mind. The goal of discipline at UNIS is to reinforce and enhance self-respect and understanding and to help students live up to the best standards of behavior at all times. We expect and need both students and parents to cooperate with UNIS in following the School's policies and rules.

*The school reserves the right to impose a disciplinary response on any student whose conduct, wherever and whenever it may occur, is out of sympathy with the goals and ideals of the School as determined by the Administration and/or Disciplinary Committee. In most cases of dismissal or withdrawal, academic work and credit terminate immediately, regardless of proximity to the end of term.*

## MAJOR SCHOOL RULES

Major school rules cover conduct that makes a student subject to serious disciplinary response, including possible referral for dismissal. They include but are not limited to the following:

- **Honesty:** Students are expected to be honest in all matters. Dishonesty, which can occur in the form of plagiarism, cheating on tests or quizzes, withholding information, supplying false information, or lying, is considered a very serious breach of the trust essential to community life and is contrary to the goals and ideals of UNIS. Students who are dishonest are subject to a disciplinary response up to and including referral for dismissal.
- **Theft:** Theft of school or personal property, including shoplifting from the Cafeteria, is not in keeping with the ideals of the School. The willful destruction of school or personal property is also considered theft. Students found in possession of another person's property without permission, or who have engaged in the willful destruction thereof, are in violation of major school rules and are subject to dismissal.
- **Drugs:** The use, possession, or sale of any illegal or unauthorized drugs on campus, in the vicinity of campus or at any school sponsored event is strictly forbidden. 'Unauthorized drugs' include the use or possession of a prescription drug not registered with the nurse in the student's own name and/or the abuse of a prescription drug even if registered in the student's own name. Possessing drug-related paraphernalia is also strictly forbidden. Any violation of the UNIS drug policy will result in immediate dismissal.

If the school feels there is reason to believe that a student is using illegal drugs, the school will inform the parents and reserves the right to require the student to undergo a thorough drug test conducted by an institution specified by the school. The results of the test will be sent directly to UNIS and will be reviewed by the school and family. Depending on the recommendation of the testing organization, ongoing testing and counseling may be required.

- **Alcohol:** In accordance with the laws of the United States, students under 21 years of age are not permitted to drink alcoholic beverages under any circumstances, and the School strongly discourages the consumption of alcoholic beverages by our students. The use, possession, or sale of alcohol on campus, in the vicinity of campus or at any school sponsored event is strictly forbidden. Any violation of the UNIS alcohol policy is subject to a disciplinary response up to and including referral for dismissal.
- **Fighting/Threatening:** Students must never resort to physical confrontation to resolve their differences. Fighting for any reason will not be tolerated. Fighting includes (without implied limitation) the throwing of punches or serious physical struggle. Likewise, threatening another student will not be tolerated. Threatening includes any behavior, including writing or speaking, which purposely places or attempts to place another in fear of imminent bodily injury or physical contact. Any student found to have engaged in fighting or threatening is subject to a disciplinary response up to and including referral for dismissal.
- **Harassment:** Each individual has the right to live in an atmosphere free of intimidation and hostility. Harassment is unwelcome verbal or physical conduct which is intimidating, threatening, or demeaning. Students who harass other members of the community are subject to dismissal. Listed are some examples of inappropriate behavior:
  - uninvited pressure for sexual activity whether explicit or implicit
  - obscene or suggestive remarks or jokes, verbal abuse, or insults
  - display of explicit, offensive or demeaning materials
  - hazing or threats
  - words or actions which are demeaning with respect to race, religion, ethnic origin, gender, or sexual orientation
  - undue pressure to use alcohol or drugs



- nonconsensual sexual intimacy of any kind (silence is not consent)
- **Bullying:** Bullying is not tolerated at our school. Bullying occurs when a student is the target of negative actions, usually in the form of intentional, repeated hurtful acts, words, or other behavior, such as:
  - intimidation such as name-calling or threatening
  - social alienation such as shunning or spreading rumors
  - physical aggression such as spitting or pushing
 Students who believe that they have been victims of bullying should report the incident to the Director, Principal, Assistant Principal, Counselor, the School Nurse, or their Mentor. Any student found to have engaged in bullying is subject to a disciplinary response up to and including referral for dismissal. The *Safe School Policy* further details the definition of bullying and the School's approach to intervention.
- **Possession of Weapons or Other Dangerous Objects:** Students may not possess a weapon or other dangerous object in the school building or on school property, school provided transportation or at school functions. Dangerous objects include (without implied limitation) fire arms, explosive devices, pellet guns, and knives (except small pocket knives). Any student found to be in possession of a weapon, or facsimile of a weapon, is subject to a disciplinary response up to and including referral for dismissal.
- **Tobacco/Smoking:** In keeping with the commitment of the School to the promotion of a healthy lifestyle, smoking and other use or possession of tobacco is not allowed on or off campus. Given the acute dangers of fire, smoking in the school building (or in a school accommodation during a UNIS trip), or being in the presence of those who are, will result in immediate external suspension.

## DISCIPLINARY REPONSES

UNIS seeks to maintain a safe and orderly academic community as well as to help individual students and their families confront behavior that may be symptomatic of other difficulties. With these concerns in mind, the school employs a variety of counseling, disciplinary, and administrative responses.

When a student is approached out of concerns that have come to the School's attention from student or faculty information of a general nature, we face a counseling situation. When any direct information reveals that a rule or code violation has harmed someone else (e.g., stealing, harassment, providing drugs or alcohol), it may necessitate intervention of a disciplinary nature.

**Verbal Warning:** A verbal warning is the first level of discipline at UNIS. Typical offenses may include: being late to an event, inappropriate language, being disruptive, etc. These are simple statements letting the student know their behavior is problematic and why, and that such behavior should not be repeated.

**Written Warning—Parent Contact:** A written warning, the first formal disciplinary status of the School, is completed by faculty or staff member or principal. Each case is treated individually. It occurs after a student receives several verbal warnings or violates a significant rule. The written warning is placed in the student's file, and parents are contacted to let them know of the behavior. The student meets with the faculty or staff member, counselor, principal or any other party involved to discuss and evaluate the student's behavior. In some cases, a warning may be accompanied by a period of disciplinary probation.

**Probation—Parent Contact:** A student may be put on probation after he or she has received a written warning and continues the behavior, or if he or she exhibits a behavior of a more serious nature. The Assistant Principal in consultation with members of the Student Support Team, will determine if a student will be placed on probation. A record of the violation is placed in the

student's file, and the parents are contacted and informed of the situation. The Assistant Principal, or their designee, initiates the conversation with the student and speaks to the parent.

**Internal Suspensions:** Internal suspensions are serious disciplinary responses that are designed to provide an appropriate corrective environment without interrupting the student's educational development. Students assigned to internal suspension should expect to receive a disciplinary contract that will allow them to share in the decision-making and planning for implementation of changes in their behavior. Students placed on internal suspension should expect to:

- be restricted to campus for the duration of their suspension—normally between 3 and 5 days.
- be assigned to community work, study halls, or detentions
- attend all of their classes/commitments.
- report for supervised study halls during all of their free periods.

Internal suspensions are normally followed by a period of disciplinary probation (see below). Repeat infractions of a serious nature may result in additional internal suspensions, but may also subject a student to either external suspension or dismissal.

**Out of School Suspensions:** Under certain conditions, students may need to be temporarily removed from the UNIS community. An out of school suspension is a serious disciplinary response and the school reserves the right to place conditions on a student's return to campus.

An external suspension has a normal duration of one week. During their time away from the community, they are expected to focus on the issues which have led to their separation and produce a written request to return to the community. This request should demonstrate several things: an understanding of the seriousness of their infraction, a statement of how they used their time away from the School constructively, and a renewed commitment to the UNIS Community.

In some serious cases, such as when a student's presence poses a danger to a person or property or poses an ongoing threat of disrupting the academic process, a student may be externally suspended pending a further disciplinary review process that may result in that student being dismissed.

When/if a student is allowed to return to school, he or she will be expected to make up all academic work missed during the suspension time, including any missed examinations, as quickly as possible, but in no case will they be given more than one week. The principle burden for completing the work will be borne by the student, and teachers will not be expected to re-teach the material missed.

Students returning to school after suspension will be expected to meet with the Principal(s) and/or School Counselor to discuss what they learned from reflecting upon the situation.

**Expulsion:** In all cases of violations of major school rules, dismissal from UNIS may be the penalty. Final decisions regarding dismissal are made by the Executive Director. Students who have been dismissed are not allowed on the UNIS campus until after the scheduled graduation of their class unless they are given special permission from the principal. Any claims or settlements arising from absence, withdrawal, or dismissal are subject to the terms of the enrollment agreement between the school and the parents or guardians.

## DISCIPLINARY CONTRACTS

In many cases students will be issued a disciplinary contract in conjunction with their other consequences. At UNIS we believe in working with our students, and that they can demonstrate their commitment to remaining a member of the UNIS community through meeting the terms of a contractual relationship between the student and the school.

Receiving any disciplinary contract is a serious warning. It means that a student's conduct has been contrary to the best interest of the student or of the School. Students will normally have to write a statement examining the degree to which their actions have disrupted the community and showing cause why they should be allowed to remain a member of the community. The contract will clarify what commitment(s) the student will make in order to remain a member of our community.

In some instances, especially in the case of repeated violations, a disciplinary contract will be issued in the form of a final warning letter. Because students on discipline contracts have already demonstrated behaviors that are not in the best interest of the community, violation of a discipline contract is considered a major rule violation and will result in a disciplinary response. Violation of a final warning letter normally results in a referral for dismissal.

### **DISCIPLINARY PROBATION**

As the result of serious or repeated disciplinary infractions or because of a more general concern that a student is out of sympathy with the goals and ideals of the School, a student may be placed on Disciplinary Probation (in addition to other warnings or probations).

A student on disciplinary probation:

- Loses pass permission privilege
- Will have any further violation of major school rules or repeated misconduct dealt with by the Administration, which may refer the matter to the Disciplinary Committee.

While on disciplinary probation, a student's behavior is expected to be exemplary in all areas. All disciplinary probation cases will be reassessed every six weeks by the Principal. Parents will be informed immediately when their child is placed on disciplinary probation. Students who do not earn their way off disciplinary probation may be subject to further disciplinary responses, including referral for dismissal.

### **DISCLOSURE OF DISCIPLINARY ACTION**

It is the policy of UNIS to report disciplinary infractions to colleges, educational programs, or other educational institutions to which the student has applied when, in the judgment of the School, it would be irresponsible or unprofessional not to do so. Those situations include, but are not limited to, the following:

- When forwarding information as part of the normal admissions process of the institution
- In response to a request from the institution
- When necessary to update or clarify information previously requested
- When a student leaves the school, withdraws, or is dismissed for disciplinary reasons before his/her T4 year
- When a student leaves the school, withdraws, is dismissed, or is suspended for disciplinary reasons during his/her T4 year

*Disclaimer: The disciplinary procedures outlined in the Student Handbook are designed to guide the Administration in reaching just decisions. They do not confer any contractual rights to those students accused of violating the School's standards of behavior. Circumstances can vary greatly between case and the School reserves the right to modify the disciplinary procedures in any particular case in order to reach a just and timely decision.*

## **PARENT RESOURCES**

### **TUTORIAL ONE PARENT MEETING AND COFFEE MORNINGS**

The Tutorial House will offer "Introduction to the Tutorial House", an evening meeting for Tutorial One parents and students in early September. Please refer to the school calendar for the date. In addition the Tutorial House Principal has a walk in "Coffee Morning" at **8:30 am on select Wednesdays in the months of September, October, December, January, February, and April**. Please see the school calendar for the exact dates.

# QUEENS CAMPUS

## GENERAL INFORMATION

### SCHOOL HOURS

Queens Campus hours are from 8:30 a.m. to 3:00 p.m. each day. The school is open at 8:00 a.m. but there is only limited supervision at that time.

***Please do not bring your children to school before 8:00 a.m., but do make sure they arrive on time to start classes punctually at 8:30 a.m.***

***Parents who escort their children to school should leave the classroom area after dropping them off so that instruction can begin promptly.***

The school day ends at 3 p.m. for JA to M2 students. Parents who collect their children are asked to do so promptly as no homeroom supervision is available after the last yellow buses have gone.

***Children in JA-M2 remaining after 3:15 p.m. are automatically placed in the AFTER CARE Program and parents are billed accordingly.***

For the safety and security of the children, parents must notify the school ***in writing*** if there is a change in the regular transportation or pick-up routine.

### LUNCH AND PLAY PERIODS

Between 40 & 60 minutes are allocated for lunch and recess in the middle of the day. There is a further 20 minute recess in the morning.

### HOT LUNCH SERVICE

A hot meals service is available for all students. Nutritious lunches are served in the building adjacent to the Campus known as the Little House. Students who prefer to bring a packed lunch from home are free to do so. All student lunches are served in the Little House. For further information about the hot lunch service please follow the link [www.butterbeanskitchen.com](http://www.butterbeanskitchen.com).

### LOST AND FOUND

All coats, scarves, hats, gloves, books, PE clothes, and lunch boxes **must** be labeled with the student's name and class. Lost items are placed in the basket at the door to the gym. Items are kept for three months, after which they are donated to local charities.

### TOYS

Toys or electronic games are not to be brought to school unless asked for by a teacher.

### BRINGING VISITORS TO SCHOOL

You may bring visitors for a brief tour of the school with advance arrangements made through the Principal's Office. Visiting children will not be permitted to attend classes.

### TELEPHONE USE

It is not possible for children to make or receive phone messages while they are in class. **In an emergency**, messages will be passed on. If children need to use the school phone to make important calls to parents, they may do so between classes with permission from a faculty or staff member.

**Cell phones must be switched off and put away at all times when students are on school premises.**

## **MIDDLE SCHOOL ONLINE BOOKSTORE**

We have partnered with K12 Student Direct to operate the UNIS online bookstore. The online bookstore [www.k12sd.com](http://www.k12sd.com) will open on August 14<sup>th</sup> and remain open through September 10<sup>th</sup>. Web site orders during this period will be tax free. After September 10<sup>th</sup> orders will be accepted only by telephone to K12 Student Direct, (718)875-5485, and taxable. Please order in time to have your books available on the first day of class.

K12 Student Direct is operated by a reliable and experienced educational book distributor with sixty years of experience. To get started, visit the website, set up an account, search for your courses and assigned materials, add them a virtual shopping cart, and checkout with the shipping method of your choice.

### **Placing Your Order - First-Time Shoppers**

Simply logon to [www.k12sd.com](http://www.k12sd.com) create an account, enter your course codes, select your books, and choose your shipping method. K12 Student Direct will deliver the books wherever you prefer in the continental United States.

### **When Can I Place My Order?**

[www.k12studentdirect.com](http://www.k12studentdirect.com) will open for ordering on August 14, 2013. The site will remain open twenty-four hours a day/seven days a week. We encourage you to order as early as possible in the summer.

### **Payment Method**

The easiest way to pay for your order is to use a credit card. K12 Student Direct maintains the highest level of encryption technology so that your credit card information remains safe and private. If you choose not to use a credit card, you can still order your books online but will have the option to pay by money order. You will then be required to send in your money order with a print out of your online 'shopping cart.' Your books will ship upon receipt of your money order.

### **Customer Service**

Toll free customer service can be reached at (877) 560-2651. You will also be able to contact them via email and Live Chat through the website.

### **Returns**

You may return books to K12 Student Direct within 14 days of the school's add/drop date or invoice date, whichever is later. Books returned for refund must be in new, resalable condition – that implies no writing, no highlighting, no names in the books etc.

## **SPECIAL PROGRAMS**

### **Queens Campus After School Activity Program**

A number of after school activities are offered at the Queens Campus. These include gymnastics, chess, art and crafts, soccer and Arabic. Information is distributed before the start of each session.

### **The Care Program**

The Care Program is designed to meet the needs of working parents of Junior and Middle School students who want their children to do their homework and be engaged in relaxing and creative activities after school hours. It provides a dependable daily program in a warm and safe environment. The Care Program is offered every day from 3:00 PM to 6:00 PM on the Manhattan Campus and from **3:15 PM to 6:45 PM on Queens Campus.**

### **The Mother Tongue Program**

The French Mother Tongue Program provides instruction for J1 through M4 students who already possess good oral and comprehension skills in the language and need to work on their reading and writing skills. In addition, we offer Spanish Mother Tongue from M3.

# ACADEMICS

## PROGRESS AND GRADE REPORTS

The school year is divided into two semesters. The first semester ends in January, and the second in June. Reports are available on the UNIS portal twice each year. These reports are intended to be thorough and specific, to outline the student's major strengths and areas in need of improvement and to recommend action for desired improvement. At the close of each semester, parents receive final semester grades and comments from teachers. Parents and students are invited into school twice a year for conferences with teachers, where detailed discussions related to academic and socio-emotional development are discussed.

## THE HOMEROOM TEACHER

In preparing students to make choices in this vulnerable and impressionable time of their lives, the homeroom teacher is the person who knows students well and can meet with them on a one-on-one basis in order to monitor academic and social development. The homeroom teacher provides ongoing guidance for each student; by forming supportive student – teacher relationships and by listening and responding to student concerns. Students are encouraged to think critically and to develop problem-solving skills. The homeroom teacher may call together other teachers, parents, counselors and/or administrators when needed to assess students' special needs.

Homeroom teachers at each level work as a team under the guidance and supervision of the principal to plan not only instructional programs, but also student activities and co-curricular projects. Time is allocated within the regular school day to enable teachers to spend time with students individually and collectively.

The homeroom teacher has the responsibility for gathering information concerning students to be conveyed to the parents.

## FIELD TRIPS

Classes go on field trips throughout the year. They visit museums, the UN, zoos and botanical gardens, Long Island, art galleries and more. In addition, Junior 4 to Middle 3 students go to an environmental studies center for three or more days of outdoor education. In M4 students attend modern language sleep-away camps. These camps are in Costa Rica for Spanish speaking students and Nice for French speaking students. Permission slips are sent home with each child when plans for field trips are made. Please sign and return these slips promptly. The costs of day trips are included in annual tuition for Junior School students. The cost of all 3 to 4 day Middle Years' environmental education study trips are included in annual tuition.

## PHYSICAL EDUCATION

Healthy minds in healthy bodies are a happy reality at UNIS.

The Physical Education program goes on all year round, indoors and outdoors. The following clothes are required for Physical Education for **Junior 3 through Middle 4** and are available for purchase.

- Blue shorts
- White UNIS T-Shirt
- Sweatpants (optional)

Children in JA - J2 do not change clothes for PE but must wear lightweight sneakers. Parents are asked to ensure that children wear appropriate clothes on PE days.

Gym clothing may be kept in school from Monday through Friday, but should be taken home on Friday to be washed.

Both structured and spontaneous physical activities fill the Junior School. At the Junior School level, the physical education program encourages children to explore space and motion, by experiencing a broad spectrum of kinetic activities - running, jumping, hopping, skipping and dancing - the universal activities of children all over the globe. Junior School students try out all kinds of equipment, such as balls and ropes

and climbing apparatus. Both cooperative and competitive games are introduced, along with the important concept of winning, losing, and appropriate sports deportment.

The Middle School physical education program continues to stress the values of health and fitness, through the introduction of organized sports. Students learn the fun and fundamentals of volleyball, basketball, softball, soccer and touch football. The Middle School program provides an ideal outlet for the high energy levels of this age group. School teams participate in several inter-scholastic competitions.

## **SWIMMING**

A twelve week swimming program is a mandatory part of the PE curriculum from Junior 1 through Junior 4. Students are required to bring a bathing suit, bathing cap, goggles and towel. Instruction takes place at the Cross Island YMCA. Further information is provided immediately prior to each session.

## **SUPPORT PROGRAMS**

### **English Language Learning**

- When students who speak little or no English join UNIS they are part of a regular homeroom with others of their age. They take part, from the beginning, in as many lessons as possible. At the same time they have regular, usually daily, lessons in English language.

### **Additional Classroom Support**

- Additional classroom support helps students who need additional instruction in reading and writing or mathematics. When necessary, students are given diagnostic assessments to identify individual specific needs. The homeroom teacher and the classroom support teacher provide additional small-group instruction to students who have not yet gained adequate mastery of skills and concepts to cope with the program. The materials used all relate directly to the class curriculum. In cases where further support is deemed necessary, the classroom support teacher will schedule time to meet students in smaller groups.

## **LIBRARY**

The librarian meets with all students every week. Books are exchanged, library skills learned, and every class has a story-reading session. Children may check out or return books any day of the week. The library is open to the children and adults from 8:30 a.m. until 4:00 p.m.

## **PROGRESS REPORTS AND PARENT/TEACHER CONFERENCES**

Progress reports are issued in January and in June for all students. Twice a year, in the fall and spring, you are invited to school to discuss your child's progress with homeroom and specialist teachers. Students attend conferences to foster self-evaluation and to ensure ownership for learning. Middle years' students work towards leading their parent conferences in support of their self-evaluation process.

## **DISMISSAL OF STUDENTS FOR ACADEMIC REASONS**

Any student who demonstrates major and persistent academic difficulties in two or more of the core academic areas of mathematics, English/language arts, science, social studies/humanities and modern language as shown by low grades on progress reports, teacher records and observations, will be faced with dismissal for academic reasons.

## **HOME STUDY**

### **Purpose of Homework:**

- To reinforce knowledge, skills and concepts learned in the classroom
- To aid in the development of good study habits
- To encourage independent learning
- To foster self-discipline

### **Guidelines:**

- Students are expected to complete all home study.

- The length and amount of home study increases gradually grade by grade.
- Daily reading is important for all students in addition to set home study.
- The actual amount of time spent on home study varies from child to child depending on individual study habits, motivation and the specific task.
- Support at home is important! Parents can assist the development of positive, organized attitudes towards home study by providing a quiet, well-lit study area, free from distractions such as radio and TV and by encouraging students to work as independently as possible.
- Parents need to keep school informed of how their child is managing the assigned home study. It is essential that home/school communication facilitates discussion and resolves problems that may be encountered.
- In Junior School, no home study is given on weekends except where catch up is necessary.
- No vacation home study is given to any students for weeklong or longer breaks, or for Thanksgiving (see special note for middle years).

## **JUNIOR YEARS**

### **JUNIOR A**

Students take home reading books to share with parents. Guidelines are available from the Junior A teacher for students who have not yet begun to read. Occasionally, the teacher will request that specific vocabulary be reviewed at home to enable a more successful reading experience or that specific work may be assigned to meet an individual need.

### **JUNIOR 1 AND 2**

Students have a daily reading assignment. Home study in math, science, and humanities, writing or spelling may also be assigned.

Average duration of home study: No more than 30 minutes written work a day

### **JUNIOR 3 AND 4**

Students can be given home study in any subject. Home study assignments include longer projects involving research, math to reinforce class work and practice skills, monthly book reports and weekly spelling words. In addition, the French or Spanish teachers frequently assign home study.

Students may have to finish assignments not completed in school.

Average duration of home study: No more than one hour per day

## **MIDDLE YEARS**

Middle Years students are expected to spend time on home study every night. Home study assignments are designed to reinforce study skills, review what has been learned in class, develop research and problem solving skills, explore ideas, and study for tests. Teachers work together to coordinate extensive projects in different subjects for even distribution throughout the year.

Students are supported in the acquisition of study skills throughout their middle years and continually advised about the management of home study to ensure its successful completion. Home study assignments are written on the board and must be copied daily by students into home study assignment books.

Students are not expected to spend more than 30 minutes on each subject. If home study is not completed within 30 minutes, students should discuss this with the teacher the next day so that decisions on how to proceed can be made.

In case of absence, it is the student's responsibility to make up missing home study.

**Special Note:** Summer reading assignments are an essential part of the English curriculum and must be completed at a convenient time during the summer vacation.



## **MIDDLE SCHOOL PASTORAL CARE PROGRAM**

A middle school student's emotional development is interrelated to his or her physical and intellectual development. Dealing with the physical changes taking place in their bodies is a persistent emotional challenge for young adolescents. Emotional development is also interwoven with intellectual development; parents, teachers, and even young adolescents themselves often refer to the roller coaster of emotions that accompany the middle grade years as difficult to understand and hard to predict. As students come to know and understand themselves, they also come to know and understand others. That understanding ultimately carries with it a responsibility of contribution – social action.

Our program is built around four stages of understanding:

- M1 –Self
- M2 - Self and Others – Local community
- M3 - Self and Others - Global Community
- M4 - Self and Action – What Can I Do to Make a Difference?

Personal development during each of these stages is examined from four perspectives: responsibility and reflection, empathy, ethics and social action.

By providing a structure and a set of practices for supporting our students as they move through the middle grades, the pastoral care program helps to balance adolescents' social, emotional, physical, intellectual, psychological, ethical and developmental needs.

## **IF YOU WISH TO SEE A HOMEROOM OR SPECIALIST TEACHER**

Twice each year, parents are formally invited to discuss their child's progress with the homeroom and specialist teachers. If you wish to contact a teacher at other times, it is best to make an appointment, although teachers are usually available just before school starts or at the end of the school day. Please do not interrupt classes unless there is an emergency.

## **IF YOUR CHILD IS ABSENT FOR ANY REASON**

Please call the school office before 9:30 a. m. if your child will be absent for any reason. If your child will be absent from school for personal reasons for an extended period, the school should be notified in advance, in writing.

## **IF YOUR CHILD IS ILL**

Please call the school office before 9:30 a.m. if your child will be absent because of illness. If your child has a communicable, contagious, or infectious disease, please inform the administrative assistant. If your child misses school for a day or two with a non-infectious illness, please send a brief explanatory note when your child returns to school. A doctor's note is necessary if your child has been absent because of a communicable, contagious, or infectious disease.

## **CELEBRATING BIRTHDAYS**

Please do not distribute birthday invitations in the classroom as this can hurt the feelings of those not invited and the invitations may be lost or misplaced. Please mail the invitations instead.

## **COMMUNICATION WITH PARENTS**

Communication with parents about the progress of their children at UNIS is a continuous and comprehensive process whose purpose is to keep parents fully informed and to secure their support and cooperation in their child's education.

This communication includes emails, report cards, letters, telephone reports, meetings with teachers, the weekly *InUnison* electronic newsletter, and general parent meetings.

## **LETTERS TO PARENTS**

We occasionally give children letters to take home to their parents--letters about medical concerns, class trips, school events and parent/faculty conferences. Because children sometimes forget, please check

your child's backpack and homework folder **daily**. We send important letters home with a tear-off slip so that your answer can be returned to us. If a notice is lost, extra copies are always available from the office.

## STUDENT AND PARENT RESPONSIBILITIES

Whether in class or participating in extracurricular activities, UNIS encourages and expects students to aspire to the highest standards of behavior. Students are expected to uphold the standards of the school at all times and have a responsibility to encourage their peers to do the same. Ignorance of a rule is not an acceptable excuse. Students have a responsibility to advise the faculty when there is a dangerous situation. Students are expected to be honest in all matters.

### BULLYING

Bullying in any form is unacceptable at UNIS. Please refer to the "Safe School Policy" in the Appendix to the general information section on page 12.

### DEALING WITH MINOR INFRACTIONS

The Junior Code is based on the idea of respect, for oneself as for others. Minor infractions are dealt with on the spot: the teacher or adult in charge talks with the child, and guides the child towards better behavior.

For repeated minor infractions, the child is referred to the Principal, who after talking to the child in private, informs the parent. If necessary, the Principal will then arrange for a further meeting between parent, child, and teacher at which the Principal may be present. It must be emphasized that the purpose of such meetings is to seek solutions that are supportive and remedial, **not** punitive.

### SERIOUS INFRACTIONS

The infractions that are taken most seriously involve gross anti-social behavior. They include:

- Disruptive behavior whether in the classroom, on school premises, on school buses, or on class trips
- Repeated use of foul or abusive language or profanity
- cruelty to others, including physical and verbal abuse, racist and sexist comments
- violence, whether involving attacks on others or on oneself
- vandalism, destruction of books or equipment, destruction of school property,
- defacement of walls or property through graffiti or other means;
- tampering with safety equipment, such as fire extinguishers;
- making threatening phone calls
- stealing

### PROCEDURE FOR DEALING WITH SERIOUS INFRACTIONS

The child is referred to the Principal. The Principal, Guidance Counselor, and teacher meet with the parent(s). Recommendations are made for improvement of behavior. The situation is closely monitored. If infractions of this nature continue to occur, severe measures may need to be taken, including suspension from school for one or more days.

### DISMISSAL OF STUDENTS FOR BEHAVIORAL REASONS

The student who demonstrates major and persistent behavioral difficulties in the course of the academic day (homeroom, specialist classes, playground, etc.) and whose behavioral difficulties persist despite the recommendations of the referral team will be faced with dismissal.

## **TUTORING**

In some cases the Principal, the Resource Specialist, or a teacher may recommend to parents that a student receives academic tutorial help outside school hours. Permitting, arranging, and paying for such tutorial assistance will be the responsibilities of the parents. Any tutoring of students for pay by UNIS staff will be (1) done outside regular school hours, (2) off school premises and without the use of school materials or equipment unless specific approval is obtained from the Principal, (3) arranged entirely between the parents and the teacher (s) involved.

## **COMMUNITY SERVICE**

The Community Service Program is an important part of the educational experience of our middle years' students. Community service centers on individual responsibilities arranged and supervised by adults on a one-on-one basis. By their final year in middle school, students will continue with individual activities, in addition they will organize group Community Service initiatives in school and in the wider community. Community Service extends the development of students' personal commitment to helping others, to include the development of the necessary skills required for working on one's own initiative and becoming a successful and productive team member.

## **PSYCHOLOGICAL AND GUIDANCE COUNSELING SERVICES**

UNIS Queens is not able to meet the needs of students with moderate or severe learning difficulties. However a psychologist and counselors are available

- to administer individual diagnostic tests;
- to observe children in the classroom;
- to counsel;
- to consult with teachers and parents;
- to recommend procedures in the classroom or at home for helping children, and, when necessary, to refer children and parents to outside agencies.

## **CALENDAR OF ACTIVITIES**

Parents receive a calendar of activities in the mail at the beginning of the school year. This calendar lists important dates for parents and students. Please use it as a guide to the activities offered at UNIS. In addition, the Queens Campus produces a quick-look one-page list of the year's month by month campus events.

## **YOUR ROLE AT UNIS, KEY TO YOUR CHILD'S SUCCESS**

Your child's success will be enhanced through your close partnership with the teachers and the Principal. Home and school must work together to give your child support and positive feedback at every stage of development. We will reach out to you as needed; for your part please feel free to reach out to us. You can reach your child's teacher by calling (718) 658-6166 and setting up an appointment. You can reach the Principal by calling at (718) 658-6166 or by e-mail to [jhonor@unis.org](mailto:jhonor@unis.org).