



**Pechersk School
International Kyiv**

PSI Parent Student Handbook

*School Year 2025-2026*¹

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Introduction

Dear PSI Parents,

Welcome to our Parent - Student Handbook!

This publication is designed to help you understand how PSI operates. The parent section lays out the 'nuts and bolts' of the school day - from attendance to the cafeteria, from paying your fees to picking up your children.

Please note that there is a school-wide section that provides an overview of the expectations for student behaviour, and individual primary and secondary sections which address some procedures and guidelines that are unique to each division.

Please note that this is one of several publications available from PSI to help you understand our school. We hope that you will join PSI in the digital world where we share and celebrate our learning & life at PSI: <https://linkin.bio/psikyiv>

In the meantime, we hope that you find this handbook useful and that you are able to use it often to answer your questions about how PSI works. Of course, we encourage you to contact the School any time you have a question that's not addressed here. We're always happy to speak with you further.

Sincerely,

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PSI's Guiding Statements

Mission

Joyful, challenging, and personalised learning in an inclusive international community.

Vision

Voices valued. Passions nurtured. Worlds connected.

Core Values

- **Integrity, Honesty, Trust:** We value acting on strong moral principles that build trust within our community.
- **Respect, Empathy:** We value respect and understanding for each other's individualities, cultures, beliefs, ideas.
- **Diversity, Equity, Inclusion:** We value a diverse community where everyone is safe, included, appreciated and feels free to be themselves.
- **Happiness, Joy:** We value a joyful environment that promotes a happy and motivated community.
- **Passion, Courage:** We value creativity, inspiration, risk-taking, and passion in everything we do.
- **Voice, Agency:** We value voice, choice and agency in empowering the ownership of learning.

Definition of Learning

PSI, as an IB World School, defines learning as a holistic, purposeful, learner-centred and inquiry-based process. At PSI, learners engage in a personalised journey of discovery, reflection and action, which is motivated by their passions and interests. Recognising that learning is limitless, individuals collaboratively build their knowledge, skills and understanding in academics, arts, athletics, and service, with the well-being of themselves and the wider global community in mind.

Belonging Statement

PSI recognises the responsibility of nurturing a diverse, equitable, and inclusive global society. Together we aspire to create a harmonious community where each person feels that their whole identity is known and respected. We commit to persevering together as we face the inevitable challenges in our ever-evolving journey to create a just and peaceful world.

PSI Guidelines on Child Safety

Pechersk School International is committed to providing a safe and stimulating environment that promotes the social, physical and ethical development of each child. All members of the PSI community must therefore act in the best interests of the children in our care.

This includes the following:

- Supporting each child's development in ways that foster security, confidence and independence;
- Providing an environment in which children and young people feel safe, secure, valued and respected, including feeling confident to approach adults if they are in difficulty;
- Raising awareness of all adults and educating all children in the PSI community regarding the need to safeguard children, including their responsibilities in identifying and reporting possible cases of abuse or neglect;
- Providing a systematic means of monitoring and supporting children who may be at risk;
- Maintaining a structured procedure for all members of the school community to report suspected abuse or neglect;
- Developing and maintaining effective working relationships with other agencies responsible for the care of children and families;

Ensuring that all staff and volunteers at PSI who have access to children have been checked for suitability, including verification of their identity and qualifications.

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General Guidelines for Parents & Students

Section I: Who is our community and how are we organised?

Our School and School Community

In 1995, a group of parents from the diplomatic and business community opened Pechersk School International Kyiv (PSI) with just 47 students. The name 'Pechersk' is taken from the area of Kyiv known historically as the city's centre of learning, reflecting the discipline and integrity of the scholarship practised at the famous Pecherska Lavra, now a UNESCO World Heritage site. The School's motto is 'A Place Where We Belong.'

Today, PSI is a modern, comprehensive, co-educational day school serving students between the ages of 3 and 18 years of age from Early Childhood (KG 1 - KG 3) through Grade 12.

Admission is determined by the age of the student, previous school reports, an admissions screening procedure, and the School's ability to provide a suitable programme within class size limitations. For both Primary and Secondary the number of students per class will not exceed 20 under special circumstances Board approval is required to increase this number to 21 or 22. For grade levels where the number of students is small, classes will contain students of mixed ages so they will have the opportunity to learn in larger groups. At PSI, inclusion encompasses all aspects of community and school life and is supported by culture, policies, programmes and practices. Inclusion describes our active, intentional, and ongoing engagement with diversity -- in people, in the curriculum, in the co-curriculum, and in communities with which individuals connect. It means that all students have full access to, and can fully participate in learning and school-related activities. Teaching and learning strategies are responsive to students' individual needs. We embrace the [IB guidelines for equity and inclusive education](#) and their principles of good practice; valuing prior knowledge, scaffolding, extending learning, affirming identity and building self-esteem. As an international school in Ukraine, PSI appreciates our host country culture, colleagues, and families as integral to the context of our international community. Inclusion is an action, and it requires intentional effort and engagement so that all members of the community feel a sense of belonging.

Governance

Pechersk School International is a not-for-profit entity incorporated outside and registered inside Ukraine.

The PSI Board of Governors is responsible for the long-term sustainability of the school as per the school's Mission, Vision, Core Values, Parameters and strategic direction. It is also responsible for the hiring, retention and annual evaluation of the School Director, the maintenance of financial oversight and any assistance that the school director may need in the provision of an ongoing quality school programme.

The Board consists of twelve voting members who may serve renewable terms of up to 36 months. In addition, three non-voting ex-officio members are appointed automatically each year: the director of the school, a teacher representative elected by the professional staff of the school, and a representative of the PTA. The Director of Learning and Principals also attend meetings. All voting Board members must be PSI parents. Elections are held annually, with results announced at the Annual General Meeting each spring.

The Board of Governors is committed to transparency and good governance. It welcomes contributions and insight from the PSI community at large and encourages this by providing a variety of opportunities for public participation. It does not deal with the day-to-day operations of the school. Questions or concerns about the School's programmes or functioning should always be addressed first to the appropriate school leader.

School Leadership

The leadership and management of the school are the responsibility of the Director, Primary school principal, Secondary school principal, IB Programme coordinators, and Administrative managers. The director reports to the Board for the execution of Board policy; the efficient observance of regulations by all employees; the administration, supervision and coordination of the work of the school sections and programmes; and for all other educational and community activities connected to the School.

The management and educational leadership teams handle the day-to-day operations and decision-making in order to achieve the programme objectives and strategic goals in the School.

The PSI Board Policy Manual is available to all students and parents on the School's information system.

Parent Teacher Association (PTA)

The school promotes and supports a Parent Teacher Association (PTA). All parents and teachers in the PSI community are automatically members of the PTA. Hosting PSI community specific events is one example of potential goals. Any planned events will be included in the all-school calendar and included in the Friday newsletter. If you are interested in being involved in the PTA during this school year, please send an email to info@psi.kyiv.ua.

How does the school ensure that it continues to grow and improve?

Accreditation and Authorisation

Pechersk School International is authorised as an IB World School by the International Baccalaureate (IB), and offers all three IB programmes. It is also accredited by the New England Association of Schools and Colleges (NEASC) in the United States.

The school was re-accredited and re-authorised in 2023 after an extensive reflective process called the [Collaborative Learning Protocol](#) (CLP) and corresponding visits from representatives of our accrediting agencies. Our previous, five-year renewal in 2018 took us to 2023. In the autumn of 2021, we began this 18-month reauthorisation / reaccreditation process through the new joint IB and NEASC Collaborative CLP which concluded in spring, 2023. Over the course of the 2022-23 school year, the community had opportunities to engage in the CLP process and reflect upon our approach to education and to the design of learning for the future of PSI. The feedback from the visiting team on the future designs, which we created as part of this process, will help map the future growth of the school.

In addition, PSI is a member of the Council of International Schools (CIS) in Europe, the European Council of International Schools (ECIS) and the Central and Eastern European Schools Association (CEESA), three organisations which provide professional development for teachers, networking for school leadership, and activities for students.

What are the school facilities?

Facilities

PSI has three buildings on its campus.

- Building A is the newest addition to our campus. Opened in 2017, it holds the Early Childhood (KG) programme; a dance studio; cafeteria and kitchen; gym; swimming pool; KG - Grade 12 art, music and drama classrooms; science laboratories and classrooms; secondary library; student study space; and the offices of the director, whole school principal/assistant director. The bomb shelter is also located in building A.
- Building B has classroom and office spaces, the Primary library, the We Belong Cafe, the main reception area, admissions and the medical clinic.
- Building C houses classrooms and office spaces.

In addition, the campus features wireless laptops networked with Internet connections. The two libraries combined contain more than 24,000 books and periodicals as well as computers designed for all age groups. The science laboratories have been equipped to serve as centres for IB Biology, Chemistry, Environmental Sciences, and Physics.

There are over two acres of outdoor area, including a small amphitheatre, covered football pitch, basketball courts and two playground areas, one specifically designed for our younger students. The site is completely enclosed with a gated entrance under 24-hour surveillance by security guards. In addition, PSI uses a soccer pitch and running track, which is shared with a neighbouring local school.

Eco School Status

PSI is proud of its initiative to 'go green.' The school is currently seeking to address the standards of the United Nations Committee for Climate Change. As a result, you will see many efforts on campus to make PSI more sustainable. When possible, this includes a recycling programme run by Secondary students, a composting area that serves as a teaching centre for younger students, and regular requests to bring your own plates and flatware to school-wide events like International Night in order to cut down on the use of plastic and paper plates.

Section II: Who, How and When do I need to pay for tuition and services?

How Do I Pay for Tuition?

Tuition Fee Policy

The Board of Governors sets annual tuition fees each March for the following year. Parents receive this information each Spring.

Please access the tuition fees & schedule document on our website page - '[Financial information](#)'.

Payment Schedule

All school fees are due each year at the time each student enters or returns to the School. Fees not paid by the deadline established by the Business Office are subject to a late fee. Bank transfer fees should be included in payments. Unpaid fees result in withheld records and report cards; consistent non-payment may result in student suspension, expulsion or non-renewal.

Tuition fees must be paid through bank transfer. Cash payment may be accepted for payment of other small fees e.g. trips, additional uniforms .

Late Entry and Early Withdrawal

Students who enter PSI after the year begins or who withdraw early are charged in accordance with the School's enrolment contract with the parents.

Re-enrolment

Each February, the School sends out information to parents regarding re-enrolment. Parents are asked to complete a form indicating that they are leaving, returning or unsure. Once parents have confirmed their intention to return, the School sends out an invoice for the following year. The School does not guarantee placement for any family that does not complete the form by the due date.

How do I pay for other services at the school?

No Fees

Books and School Supplies

Students receive all textbooks, workbooks and notebooks free of charge. Textbooks and library books must be returned to the School at the end of the school year or when the student leaves the School. The student pays the replacement cost for lost or damaged books. Students may also bring other school supplies of their own, such as paper, pens and pencils, rulers, calculators, etc.

PHE / Sports Uniform

There is no official school uniform at PSI; however, a dress code of suitable clothing does exist for the school day. Grade 6 - Grade 10 students are required to wear the PHE uniform for all Physical and Health Education (PHE) lessons. We believe it is healthy and hygienic to change clothes for these lessons, as students do quite often get hot after physical exertion. Students should also have appropriate shoes. Students in Primary School are not required to wear the kit, but they are encouraged to do so. Primary School students must wear suitable sports clothing and footwear so they can move easily and safely.

These items are provided to all students annually and are free of charge. Other PHE uniform items are available for purchase, as are additional sets of the items above. Students in PHE are also welcome to wear any official PSI team uniforms or their PSI House Team tee shirt.

For swimming lessons, students must have appropriate swimwear. This includes suitable swimwear for school (style and length), goggles, swim caps (if hair is longer than shoulders), towel, and flip flops or sandals. All of these should be in a swimming bag. These are not provided by the School.

Educational Field Trips or Experiences

As opposed to general field trips during the regular school schedule that are included in tuition fees, the costs of both sports trips (ex:CEESA competitions) and Week without Walls trips (WWW) are subject to additional fees.

Fees to External Providers

PSI's food and transportation services are run by external providers who charge separately from any school fees.

Cafeteria Fee

Information about menus, signing up and payment plans is available at the school's website in 'Resources'.

Transportation Fee

Students who opt to use the school's bus service will be billed at the beginning of the school year or when they begin using the bus service. **Currently the transportation service has been suspended due to lack of interest in the school community.**

Additional Fees

Student Travel

For CEESA travel or other competitions PSI will send information to parents about costs, and the cashier will then bill parents for all travel expenses.

Transferring to Another School

All parents withdrawing their Primary or Secondary children from PSI should inform the Admissions Manager (admissions@psi.kyiv.ua), giving as much notice as possible.

The School normally requires 7 - 10 work days to process this information. PSI requires that parents submit the name of the person in the receiving school and the receiving school's email address / or physical documents are required to be sent, the address, phone and fax details. Courier charges are at the expense of the parents and must be paid in advance of sending transfer documents.

NOTE: all application forms and letters of reference are confidential and will be sent only to the receiving school. Students withdrawing from PSI must be in good financial standing to receive any school documentation, including letters of reference, report cards, transcripts and diplomas. This includes all payments to the School's external providers.

Section III: How are the school day and the school year organised?

How is the school organised to offer the IB Programmes?

School Divisions

Pechersk School International, is organised into 4 sections as follows:

- Kindergarten: KG1, KG2 and KG3 (Ages 3 - 6);
- Primary Years Programme: Grade 1 – Grade 5 (Ages 6 -11);
- Middle Years Programme: Grade 6 – 10 (Ages 11 - 16);
- Diploma Programme: Grades 11 and 12 (Ages 16 - 19).

Class Size

The preferred maximum class size for KG1 is 16 students; for KG2 and KG3 it is 18 students. For reasons of safety and control and to assist these young learners, when these classes have eight or more students, a teaching partner (TP) is employed to work with the qualified classroom teacher.

The preferred maximum class size for Grades 1 through 12 is 20 students. However, if and when needed, and with permission of the Board of Governors, classes can consist of up to 22 students in these grade levels.

For grade levels where the number of students is small, classes will contain students of mixed ages so they will have the opportunity to learn in larger groups.

How is the school day organised?

The Daily Schedule

The Primary and Secondary schools operate on a modified two-week rotation of classes. The beginning and ending times of classes are similar across the school for ease of cross-over and whole school facility scheduling.

On Thursdays we run a special schedule that allows for students to complete their Ukrainian programme required for Ukrainian nationals by the Ministry of Education. PSI teachers use this time for meetings, planning, and marking.

Special notes on the schedule for Primary School (Grades KG - Grade 5)

- Mathematics, Literacy, Transdisciplinary Units of Inquiry and Social, Emotional Learning (SEL) and Community Time are led by the homeroom team
- Personal Social and Physical Education (PSPE), Creativity and Self Expression (Visual Art, Dance,

Music), Ukrainian Culture and Language and Additional Languages are led by specialist teachers

- Lessons may be proficiency levelled, mixed age groups and/or grade/class groups
- Outdoor Play And Learning (OPAL) is an important part of the learning programme and all student go outside everyday so please dress students appropriately

Special notes on the schedule for Secondary students (Grades 6 - 12):

- All Secondary School students will be enrolled in an Advisory.
- A student's schedule options may be impacted and/or limited by the placement of other chosen/required courses. In High School, students have conversations with their teachers who make recommendations about placement for Maths, Languages, and DP subjects.
- Under normal circumstances, students in grades 6-10 are scheduled for 9 courses each semester. A student's schedule will depend upon courses previously taken, courses needed for graduation (9th-10th grade), and availability of specific courses.
- All 11th and 12th grade students are scheduled into the appropriate courses needed for graduation and their progress in the IB DP. They will also participate in Community/Action/Service (CAS) and University Counselling.
- Study Hall is frequently available for students in grades 9-12.

How are activities scheduled and organised?

Athletics, Aquatics, and Co-Curricular Programme Overview

The Athletics, Aquatics, and Co-Curricular Programme at PSI provides students with a balanced mix of recreational and competitive opportunities. Students can pursue their passions in a relaxed environment or challenge themselves by competing in the Kyiv School League (KSL) or Central & Eastern European Schools Association (CEESA) tournaments. These well-planned activities enhance educational outcomes, broaden perspectives, build social connections, and provide hands-on experiences across various fields. Students can also focus on developing their talents intensively, gaining personal fulfillment through high achievement. The programme fosters school spirit, morale, and a stronger sense of community, making the educational experience truly enriching.

PSI's programme includes diverse offerings such as maths, drama, athletics, swimming, and the arts, with an emphasis on continuity year-to-year. Inter-school sports events, involving both local schools and other international schools, are actively promoted, provided safety conditions and logistical considerations allow.

Parent Involvement

Parents are encouraged to play an active role in supporting PSI's co-curricular and athletic goals. They can share their expertise, offer ideas, or even lead after-school activities. Parents interested in contributing are invited to contact the Athletics Director at peterh@psi.kyiv.ua. All activities are conducted in English, and parental involvement is highly valued.

Key Programme Details

- **Cost:** All activities, including those facilitated by external providers, are covered within the school fees.
- **Attendance Policy:** Students must be present at school on the day of their scheduled activities. Repeated absences may result in their spot being allocated to a waitlisted student. Early departures require a completed checkout form before skipping any activity.

Cancellations

Daily Cancellations

In cases of poor weather, city-wide emergencies, or unforeseen circumstances, parents are notified of cancellations via email and/or the PSI Telegram channel.

Scheduled Cancellations

There are specific periods when the Athletics & Co-Curricular Programme does not operate due to public holidays or school-wide events. These are planned in advance and communicated as part of the

published seasonal schedule. Activities will be cancelled in the following instances:

- When a major event in the gym or auditorium requires setup or cleaning.
- On official public holidays, as listed on the PSI calendar.
- The day before official school holidays in October, December, February, and April/May.

For further inquiries or support, please contact the Athletics Director via email at peterh@psi.kyiv.ua.

How do I find out what is happening throughout the year?

School Year Calendar

PSI publishes a school year calendar each spring, following the approval of the Board of Governors, that includes all holiday breaks. It's available on the PSI website in the 'quick links' section.

School Events Calendar

A PSI school events calendar provides information about school-wide events. It is updated regularly and we invite PSI families to add it to their own dairies via a link shared by the school at the beginning of the school year.

How important is daily attendance?

Daily attendance and punctuality are critically important to academic and personal success at PSI.

Why we value attendance

Research clearly states that students who attend school regularly are much more likely to succeed (greatschools.org). Daily attendance also supports students' social and emotional growth, helps them build relationships with peers, and increases their self confidence.

As an IB World School using an inquiry-based model, students cannot learn what they need simply by completing homework or making up tests. They need to participate in the discussions and experiences that are part of learning at PSI.

Finally, daily attendance is an important part of each child's 'citizenship' in the PSI community. They attend school not just to learn from other children, but so that other children can learn from them.

Board attendance policy

"Regular school attendance is mandatory and essential to student learning and development. Details of the PSI attendance protocols are available in the PSI Parent and Student Handbook."

Failure to adhere to the attendance protocols may result in further consequences as outlined in the School's attendance protocols, outlined below.

Ukrainian Law Regarding Attendance

This is the summary of legislation from the Cabinet of Ministers 13 September, 2017 N684, Point 13:

Parents or guardians must provide a medical certificate of health or written explanation for every absence.

Schools must provide the names of children who miss 10 working days in a row for unknown or invalid reasons to the National Police and the Service for Children as part of the school's responsibility to protect the rights of all children to receive an education.

Attendance Protocols

School holidays are published months in advance and families are strongly discouraged from planning extended absences for students outside these published dates.

Students are marked as absent regardless of their reason. All attendance is tracked and noted on report cards.

When mitigating circumstances arise that force students to miss more than the allowed absences, the School Director reserves the right to make reasonable exceptions to this policy on a case by case basis.

Please see the further attendance protocols and responsibilities below. Unless otherwise indicated, they are the same for both **Primary** and **Secondary** students:

- **Primary School:** Primary School students may not be absent for more than 18 days in one academic year. Not adhering to this policy could affect recommendation for a student's grade promotion or continued enrollment.
- **Middle School:** Middle School students must not be absent more than 20% of class meetings. Exceeding that amount may result in the student being held back and repeating that school year.
- **High School:** Attendance in High School is based on individual classes. Students must not be absent for more than 20% of the class meetings in any particular class. Exceeding that amount in any particular class will result in a loss of credit in the course. That might result in the student being required to recoup those missed credits in order to graduate. If a university or transfer school requests an attendance report, PSI will provide accurate details on the student's attendance.

Secondary teachers have only three options for attendance: **P**resent, **L**ate, or **A**bsent. The secondary administration can change the **L**ate or **A**bsent to **Air Alert** if a morning air alert delays the students' arrival to school. If the family provides school with a medical note, the absence can be changed to **Medical Absence**. If the family provides evidence, a student engaging in a **C**ompetition will be marked **C** which does not count in the attendance. If a student is serving an In School Suspension (**SI**) or an Out of School Suspension (**SO**), that time does not count against the student's attendance.

Attendance	Responsibilities and Protocols
<i>Marking attendance</i>	• Attendance is taken at 08:15. Students who are not present at that time are marked as absent or tardy (late) • Primary and Secondary teachers take attendance in the first period • Secondary teachers also mark attendance at the beginning of each class and advisory period. See section on 'skipping' for more details
<i>Parent Communication and Follow Up</i>	• The PSI Attendance Secretary contacts all parents who have not already contacted the School to confirm the absence by 09:00. • Emails are sent home to remind parents of the number of absences, as outlined below. • For absences of 3 or more consecutive days a doctor's note is required from the parents upon return to school.
<i>Excused or unexcused absences</i>	• If a student will be absent parents/guardians must inform the PSI Attendance Secretary directly (secretary@psi.kyiv.ua). • Students who are gone for three or more consecutive days are asked to produce a doctor's note or certification of a family emergency • Please note that students cannot confirm their own absences. • If a student is physically well enough to attend school, it is the school's policy that they will attend PSPE/PHE classes - including swimming - and likewise go out for their outdoor recesses. • A note from a medical doctor will be required for students to be excused from PSPE/PHE or recess. • The following are considered as valid reasons for absence: ○ Medical absences accompanied by a doctor's note ○ Family emergency (death in the immediate family, accident, etc.) ○ Religious holidays not in the school calendar confirmed in advance ○ Exceptional circumstances (see below) ○ School-based trips (CEESA, MUN, etc.)

Lateness /Absences	Responsibilities and Protocols
<i>Late arrivals</i>	• All students who arrive late should pick up a signed Late Slip from the PSI Attendance Secretary before going to their class • They will be marked late, with the time of arrival noted. • Parents should call to explain late arrival • In Primary, students who leave before or arrive after 11:30 am will be marked as absent for the whole day.

	• In Secondary, students must be on campus for a minimum of 4 hours or they will be considered absent for the whole day. • Students who are absent from school during the day are not permitted to attend after school activities or evening events.
<i>Continued Absences</i>	• On-going problems with attendance can also affect student participation in CEESA or other overnight programmes. • This may include carry over from the previous school year. • This will be a case-by-case basis that will also look at academic and behavioural performance
<i>Early Departures</i>	• Parents should call/email the PSI Attendance Secretary to request an early departure for their child • Students get an early dismissal form from the secretary to show to Security to gain permission to leave early • Primary students who leave before 11:30 am will be marked as absent for the whole day. • Students who are absent from school during the day (excused or unexcused) are not permitted to attend after school activities or events
<i>Lateness</i>	Please see below the consequences for continued late arrivals at school • <i>5 times late in one semester</i> ◦ The Secretary emails parents and students as a reminder. • <i>6 - 9 times late</i> ◦ Letter sent to parents, reminding them of the school's start time. ◦ Student discusses the importance of being on time for class with the Principal and plans for changing behaviour. • <i>10 times late in a semester</i> ◦ Principal meets with parents and student to develop a set of appropriate responses and consequences • <i>15 times late</i> ◦ Principal meets with parents and student to agree on additional consequences • <i>20 times late</i> ◦ Students are placed on a contract, which may include additional time before, during or after school.
<i>5 DAYS of absence in a semester for any reason in Gr 1 - 5</i>	• PSI Attendance Secretary sends a letter indicating the number of days absent and reminding parents of future consequences. • The School reserves the right to apply other consequences as needed.
<i>10 DAYS of absence in a semester for</i>	• PSI Attendance Secretary arranges a meeting with the parents to discuss absences and remind of future consequences.

<i>any reason in Gr 1 - 5</i>	The School reserves the right to apply other consequences as needed.
<i>15 DAYS of absence in a semester or a year for any reason in Gr 1 - 5</i>	Parents meet with school leadership to sign a contract for improved attendance
<i>18 days of absence in a semester or a year for any reason in Gr 1 - 5</i>	The progress report will include a comment about the limited attendance
<i>5 absences for a course in a semester for any reason in Gr 9 - 12</i>	- PSI Attendance Secretary arranges a meeting with the parents to discuss absences and remind of future consequences. - The School reserves the right to apply other consequences as needed.
<i>15 absences in a course in a semester for any reason in Gr 9 - 12</i>	Parents meet with school leadership to sign a contract for improved attendance
<i>18 absences in a semester or 36 in a year for any reason in Gr 9 - 12</i>	- The progress report will include a comment about the limited attendance - The student will not receive a credit for the course but can engage in a credit recovery plan.

Exceptional Circumstances	Responsibilities and Protocols
<i>Professional or other obligations as outlined above</i>	Primary and Secondary students involved in professional or amateur pursuits that allow them to work or compete at national or international levels receive special consideration from the school, provided that they: Parents: - Provide the school with one week of advance notice in writing - Ensure that students do not exceed 36 absences Students - Maintain passing grades in all classes, with a balance of at home and in school work - Work proactively with teachers during their absences to understand what work will be missed and what timelines there are - Access their learning assignments on the learning platforms to stay informed of things they are missing and contact individual teachers

	with questions Teachers will • Post all major assignments on the Learning Management System (Secondary) • Work with parents and students to provide a timeline for work missed. • Work with the student to create opportunities for the student to share their experience with other students (in classes, at assemblies, magazine articles, etc.)
<i>Long term medical issues and family emergencies (medical emergency in the immediate family, death of a family member)</i>	Students who have long-term absences because of serious medical issues (hospitalisation, surgery, etc.) also receive special consideration from the school, as do students who have serious family emergencies provide that: Parents • Provide the school with medical certificates and an estimate of number of days that will be missed Students • Work with teachers to understand what work will be missed and what timelines there are • Access their learning assignments on the learning platforms to stay informed of things they are missing and contact individual teachers with questions Teachers will • Post all major assignments on the Learning Management System (Secondary) • Work with parents and students to provide a timeline for work missed • Provide counselling as appropriate
<i>Absent on exam / test, presentation, group project (Secondary)</i>	Students will be allowed to make up work on their first day of their return provided that Parents: • Contact the PSI Attendance Secretary as soon as possible by the family with an explanation on the day or the emergency or beforehand • Provide a doctor's note or confirm the excuse in writing beforehand Students • Contact the teacher to arrange an appropriate time to make up the missed assignment/test/exam
<i>Absent during educational trips (Secondary)</i>	Students may have alternative assessments given during the educational trips provided that: Parents • Contact the PSI Attendance Secretary as soon as possible by the family with the reasons for the absence beforehand • Provide a doctor's note more than three days of absence Please note • School is closed to Secondary students during that week if their peers

	are on a week without walls trip. • Students cannot duplicate work assigned as part of the trip experience provided. • This may affect their overall grade in some courses
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Secondary Student Learning Related to Absences

Planning Ahead	The Student Will	The Teacher Will
<i>Work was assigned when the student was present in school</i>	Turn in the work digitally by the assigned due date and time Send an email to the teacher to let them know that the work has been submitted	Check that work has been turned in on time Inform parents if a summative assessment is missing
<i>Work was assigned when the student was absent from school</i>	Check Toddle to find out what was missed Talk to the teacher upon return to understand missed assignment(s) Note the due date of upcoming work and meet that deadline	Meet with the student upon their return to ensure they understand requirements and timeline
<i>A test or presentation is scheduled on the day that a student is absent</i>	Contact teacher directly, explain the absence, estimate the time of the absence (in days), and discuss an opportunity to reschedule	Reschedule within a reasonable timeframe, provided that there is a doctor's note or confirmed family excused absence
<i>A group presentation is scheduled on the day that a student is absent</i>	Contact the teacher directly with a cc to all group members, estimate the time of the absence (in days), and ask to reschedule	Reschedule within a reasonable timeframe, provided that there is a doctor's note or confirmed family excused absence
Work Not Submitted		
<i>Due date passes with no assignment turned in or extension requested</i>	Submit work for assessment	-Assess all work and provide feedback -Contact parents to let them know that the work was missed if there is a trend for this behaviour - Accurately report behaviour on the report card
Planning Ahead	The Student Will	The Teacher Will
<i>Long Term Absences / Exceptional Circumstances</i>	-Inform the school of any exceptional circumstances for absences	-Set appropriate new deadlines for students -Work with students to make

	-Work with the teacher on setting appropriate due dates	sure that they understand the work that has been missed -Assess and grade all work, providing timely relevant feedback
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Homework/Home Learning

Does the school assign homework/home learning?

At PSI, students are actively engaged in learning at school for over 6 hours every school day. Meaningful, regularly assigned home learning is used for varying purposes depending upon grade level. The school views home learning as an important link between home and school. It is assigned to help the student become increasingly responsible for scheduling and completing their work independently. Home learning can also help students reinforce what they learn in class, master their skills, and develop individual interests. Home learning should never be 'busy work,' but should be a learning activity that increases in complexity as the student progresses from grade to grade. Home learning is not used as a form of punishment.

Primary School

Based on educational research and professional experience, the primary school adopts a practice of home learning: reading, passion and play.

At PSI, in primary we believe that after school and on weekends our students should:

- Read. Reading is important. There is an expectation that students read or are read to for at least 20 minutes each and every day beyond the school day. There is strong research to support the importance of daily, regular reading. It doesn't matter what language students read in or are read to in - as long as there is reading happening. Research shows a direct link between students who read at least 20 minutes independently every day in English and/or in their home language and overall academic success. Research also supports benefits associated with being read to by an adult or other fluent reader. 'Reading' also involves active discussions about the book read.
- Develop their passions. Find and use their imaginations, and have a choice in what they pursue. Research on 21st Century learning shows that passion pursuit is key to innovation, creativity and problem solving. There may be natural connections and students may want to extend their learning at home. For example, a student may want to continue practising maths facts on a maths application. A student may want to continue to explore current events after learning about immigration. A student may create something based on what they have learned in class or watched on TV at home.
- Play. Play is important. Research shows play - unstructured play or organised team play - fosters social development, creativity and persistence, and also helps students consolidate and strengthen learning.
- Spend time with family. Research in education, psychology and sociology identifies a strong correlation between solid family bonds and academic success.

Nightly worksheets are not a regular part of our home learning practice. Some meaningful home learning may be given for varying purposes depending upon grade level. Students may be asked to complete learning at home that was initiated at school, such as class projects, interviews, etc. It may be assigned to help the student become increasingly responsible for scheduling and completing their work independently. Home learning can also help students reinforce what they learn in class, master their

skills, and develop individual interests.

PSI teachers will always make time and space for students to share their learning. In addition, when it benefits an individual student, the teacher, parent and child may make a plan to address specific learning needs or to reinforce a concept or skill.

Homework in Secondary School

Secondary students should expect to engage in home learning activities outside the regular school day. These range from pre-reading and preparing for an upcoming lesson, practice activities to solidify learning, steps towards an extended project, and/or preparing for an in-class assessment. Developing a consistent study habit results in academic success.

Students should engage in regular reading at home. The books / articles should be of the student's own choosing. Regular reading in English and their home language should happen every day.

Students in the Diploma Programme should be prepared for 2-3 hours of homework each night. The amount of homework depends on the coursework of the class, as some classes take substantially more time than others.

Field Trips

How does the school manage field trips and other off-campus activities?

PSI authorises and encourages educational visits as part of student learning. The School considers relevant and related educational excursions to be of vital importance to the enrichment of the instructional programme. This includes field trips in the city, visits to special events or performances, and other sites relevant for learning. Classroom teachers organise these excursions as a regular part of the curriculum.

Section IV: What other services does the School provide?

Food Service

PSI offers a lunch programme provided by a private catering company. Alternatively, students may bring their lunch from home. Primary students eat in the cafeteria during their assigned daily lunch periods, whilst Secondary students can choose between the cafeteria and the We Belong Cafe. The School recognises that some students may have special nutritional needs or individual preferences, and encourages parents to prepare their child's lunch when this is the case. Information about menus, signing up and payment plans is available from the school cafeteria.

All students should bring a refillable water bottle with them to school each day. There are water filling stations around the campus in numerous locations.

Separate Dishes at Lunch

Secondary students may opt to have separate lunch items as opposed to the full meal. In that case, their smart card is charged only for the purchases they make.

Primary Morning Snacks

Students are expected to bring in a healthy snack from home for their morning break. Snacks should be in reusable containers. Please note that we do not warm up snacks or keep them cool. In the event they have forgotten their snack, they may purchase items from the approved snacks list.

Secondary Snacks

The cafe is open throughout the day. Secondary students can purchase healthy snacks during break times, before and after school. Grade 11 and 12 students may also use the cafe during any open period.

Health services

Medical Office

The Medical Office provides a range of services, from minor injuries and dispensing of approved medications to emergency services, as needed.

Services

Nursing care is available Monday through Friday from 08:00 to 17:00. The School offers the following health / medical services:

- assistance in the case of illness, accident, or sudden illness
- dispensing of medications when needed by parents permission
- monitoring and communicating information about the spread of the communicable diseases
- creating and implementing Emergency Care Plans
- collecting and maintaining up-to-date health records for each student
- acting as a health resource
- monitoring and communicating air quality levels

The School Nurse handles students' health complaints or sudden illness that occurs during a school day.

For general visits Secondary School students drop by the Medical Office by themselves. All Primary School students will be provided with a Medical Office pass which the School Nurse will need to see prior to treatment (unless an emergency). The pass will be returned to the classroom teacher so the teacher knows of the complaint and next steps. Completed passes can be sent home by the classroom teacher. In the Early Years adults will accompany a child to the nurse.

In case of an accident or any type of emergency, the student's teacher and the nurse should be notified immediately. An ambulance service is contracted during the school day and for school functions.

Dispensing Medications

A Medical Officer may administer medication during the school day if necessary (e.g. in case of fever, headache, allergic reactions, etc.) with the prior consent of the parents. A parent/legal guardian is required to complete and sign a permission form at the beginning of the school year.

Students from KG 1 up to Grade 5 may not carry any medication to school. The parent/legal guardian must bring all medications to the school Medical Office. Students grades 6-12 may take the medication to the Medical Office themselves. No staff member other than a member of the medical office team, may administer medications to students. Students are prohibited from carrying and sharing any medications either over the counter, homoeopathic or prescribed.

Over the counter medications administered may include: Paracetamol (Panadol), Acetaminophen

(paracetamol), or Ibuprofen (Nurofen) , cough drops and lozenges, Fenistil cream, analgesic creams, antispasmodic (No Spa), Aquamarin, eye drops, antihistamine (Claritin), cold medication and homoeopathic remedies.

Prescription medication

Students in KG to grade 12 with diabetes must carry their insulin kit with them at all times.

In the event that a student requires the administration of prescription medication during the school day, the medication may be stored in the Medical office. Parents must bring the medication in the original container, along with the dosage instructions from a licensed medical doctor's order to the Medical Office. The parent/legal guardian must sign a permission form that is available at the Medical Office giving authorisation for the School Nurse to administer the medication.

With parent/legal guardian permission, students in Grade 6 to 12 may carry an inhaler, EpiPen injection, Insulin Pen and migraine medication when required. The permission form is available from the Medical Office and must be signed by parents.

The parent/legal guardian and child must understand the importance of taking medications at a right time which means coming to the Medical Office at designated times.

The School Nurse will inform teachers in writing about the medication and schedule for when it will be administered.

Required Physical Examination prior to the beginning of the school

The following information needs to be on file in the Medical Office for every student:

- Immunisation record / or the written refusal from vaccinations received from the Family Doctor, should the family be against vaccinations and have not vaccinated their child/ren.
- Students must undergo an annual general health check (form 086/y) and bring the certificate to school to be allowed to join the swimming programme. Or get the permission from the school nurse by passing medical checkup.

Updating Health Records

The Medical Office should be informed whenever:

- A student has had new vaccinations.
- A student has had any serious illness or injury during holidays or weekends (including summer holiday).
- The status of a student's health undergoes changes, about which the school should know.

Communicable Diseases

In the case of communicable diseases, the school will adhere to the guidelines issued by the national

medical authorities. In addition, the school will consult guidelines issued by the CDC (Centre for Disease Control - USA) and the NHS (National Health Service - UK). In the case there are strong indications that a child may have a communicable disease, the school may decide to request the family to show a medical certificate that the child does not have the communicable disease and keep the child at home until this certificate is submitted. This decision can only be taken by the director or the principal and will be communicated by the nurse.

What other services does the school provide?

Student Support

The Student support programme is designed to help students develop appropriate levels of independence, responsibility and skills in their academic, emotional and social lives at the school, so that they may have full and equal access to all parts of the PSI curricular and extracurricular programmes. PSI is committed to using a range of strategies to support students, with the understanding that all students are served in their mainstream classes, with additional support provided by the Student Support teacher working together with classroom teachers. The School is committed to the Principles of Good Practice outlined by the IB.

The programme is designed to serve a small number of students in need of limited academic assistance or with mild to moderate learning needs, which we define as no more than two grade levels below expected performance in any subject area. In addition, students must demonstrate an appropriate level of independence and must meet the school's social / behavioural expectations.

Typically, classroom teachers identify students who are struggling and work with the School's student support teacher, school leadership, and the student's other teachers to identify the child's needs, develop strategies to support the child, and determine if further assessment is needed.

Parents are always brought into discussions about support strategies so that the School can take a team approach with each child. Parents are also encouraged to contact the child's homeroom or subject area teacher to discuss any on-going issues or concerns.

The School reserves the right to exit students whose needs cannot be met once admitted and has a set of protocols in place for that process.

Support for Highly Able Learners

In addition to many systems of support for English language learners, students with special needs, and children in need of remediation in any subject, PSI also aims to provide students with appropriate levels of academic, artistic, and / or athletic challenge. The School uses a range of strategies to support students, with the understanding that all students are served in their mainstream classes, with additional support provided by the extracurricular programmes, off campus options, on-line courses, or other strategies. In the Middle years Programme, PSI does not offer specific courses or programmes for students who are designated as highly able learners. In the IB Diploma Program PSI does offer several highly challenging options. Students with exceptional talents or abilities are provided with appropriate teacher support and resources through the School's differentiated learning programmes.

Library

The library exists to foster a love of reading and inquiry. Through the people, places, collections and services it provides, the library supports and extends teaching and learning.

The Librarian and the library resources support classroom inquiries that develop media literacy and research skills. The library collection includes over 46,000 print, audio, and video materials as well as a variety of Electronic Databases to support research. There are computer stations to facilitate the searching of the library catalogue and Electronic Databases. The library has an up-to-date collection of contemporary fiction and nonfiction books to support personal reading interests. The library also offers eBooks and audiobooks that can be downloaded to iPad, iPhone, and other devices. The library's collection is updated continually and the library welcomes recommendations for new materials. Students and parents may check out up to six books at a time.

The library is open daily during the regular school hours; access can also be granted by special request.

Lost and Found

Small or valuable items that are found at school should be taken to the Front Security desk or Divisional offices. Those seeking such items should request assistance from the school office personnel. Other items such as clothing are placed on the "Lost and Found" table near the PSI Office or other designated locations - e.g. outside the gym depending on where they were found and the nature of the item. Items not claimed are periodically given to charity.

Parents should clearly label lunch boxes, books, bags and clothes to make lost items easier to return to the appropriate owner. Students should not bring items of value to school. This includes large sums of money. We strongly encourage Secondary students to lock up any valuables in their lockers.

The School cannot be held responsible for lost or stolen items. All secondary students will be assigned a locker for the safe storage of their personal items.

School Bus Transport - Temporary Suspended

PSI works with a preferred third party to provide a door-to-door bus service for all students interested and living throughout the Kyiv area at an additional charge. The service is open to all students in grades KG1&2 to 12.

All of the school buses are equipped with seat belts and are driven by experienced, highly qualified drivers, specifically trained to work with children. While on the bus, students are required to use seat belts.

There is a late busing option for students participating in extracurricular activities. Students may ride one way, or both ways. It is also possible to sign up for specific days of the week.

As bus passengers, children at all grade levels must:

- Only get on or off the bus when it is fully stopped and they have been told to do so by the bus monitor
- Wear seat belts at all times
- Follow the directions of the bus monitor and ask for help if needed
- Report any concerns immediately to a bus monitor
- Stay seated and quiet during travel time
- Accept responsibility for being on time

The bus schedule is organised so that the maximum journey time is 45 minutes, but traffic, road conditions, and weather can impact on this time. If the bus is likely to be late, the bus monitor calls parents in advance with a revised time. If the schedule is changed significantly in any way, the School calls or sends an SMS to parents. If there are any concerns about the bus programme, please contact the bus coordinator at bus@psi.kyiv.ua.

It is very important that students arrive on time for their morning pick-up. Late students delay all other pick-up times on the route and make the bus late to school. For these reasons, the following procedures are in place:

1. If the student is not at the pick-up spot at their designated time, the bus monitor calls the parent and warns them that the bus will leave in 2 minutes time.
2. If the bus leaves without the student, the bus monitor calls the parents to explain that the bus has left and the student must find another way to school.
3. If the bus is early to the pick-up time, the bus still waits until 2 minutes after the designated pick up time.
4. The bus monitor lets the Transport Coordinator know that the student was late.
5. After 2 lates, the building principal writes an email to the parents.
6. After 3 lates, the student is suspended from the bus for 3 days.
7. Frequent and continual lateness could end in suspension of all bus privileges for a longer period of time

For more information on our transportation system, please see the PSI Transportation Protocols for

Parents.

Technology

Computer and Internet Use

Students in grades 4 to 12 are expected to have their own device for school work, as described in our [BYOD Programme documentation](#). We encourage students to bring them to school each day fully charged. Students in grades 1 through 3 use school provided iPads to enrich their learning. All student devices and school supplied iPads have access to a dedicated wireless internet service and printing as needed. These tech provisions are meant to support the curriculum and provide students and staff with the modern technology necessary for research and communication in today's world. In addition, we also encourage grade 4 through 12 students to bring headphones to school, as these are often used for language activities and multimedia use.

All students and staff are expected to follow the [PSI Responsible Use Agreement \(RUA\)](#) which is distributed and discussed with students at the start of the school year. Students should follow the guidelines established by each teacher, including turning the devices off upon request.

The students may not be on gaming sites during instructional or ECA time. They are not monitored for lunch time, breaks or on the bus.

Please note that the school is not responsible for lost or stolen items, so we encourage students to keep electronic devices with them or lock them up.

Phone and Mobile Use

Primary

Parents should consider carefully if a phone is needed at school for students in the Primary School. PSI recommends that it is not needed but does understand that phones can be considered a 'safety item' while travelling in the city before and after school.

It is school policy that Primary School students may not use their cell phones from 8:15 - 15:30 unless for educational purposes approved by the teacher. The Reception phone is always available for a child who needs to call home for an important issue. If a family wishes to send a phone with their child, it must stay in their school bag during the school day. Teachers may take the phones of any students who are using them inappropriately until the end of the lesson. Any repeat offences result in parents either needing to come to school to collect the phone or phones not being allowed at all.

Secondary

PSI has adopted a 'Bell to Bell, No Cell' policy. Students are not allowed to keep their mobile phones on their person nor in their backpacks during the school day. Students are encouraged to leave their phone at home. If students bring them to school they must place the phones in the grade-level tray at the main gate, or in the late tray at the main reception. Teachers may decide to have students use phones in class as educational tools (for accessing the Internet, as calculators, etc.) and collect the appropriate tray from the principal's office. They must be returned to the principal's office after use. Students can collect their phones at the end of the school day.

What supports are in place if my child is not appropriately placed in a² grade level?

Support Systems

In addition to our Learning Support and English as an Additional Language (EAL) programmes, both Primary and Secondary Schools have a range of support systems in place to assist students. These include but are not limited to the following:

- Academic / behavioural contracts establish a set of goals for the student and outline the responsibilities of the student, the parents and the School
- After school supports: Support in the Secondary School ranges from dedicated time with the teacher to teach specific organisation and study skills. Specific support for individual students will be established in collaboration with the student and their family.

Retention and Acceleration

The school believes that, as a rule of thumb, students perform best in a class with their age-mates. It is normal that some students perform below or above their age mates and it is the responsibility of the teacher to differentiate to accommodate a range of abilities within the same class. There may be exceptions to this rule when we may retain or accelerate students.

Retention

It's important to note that it is rare for a student to be asked to repeat a grade level at PSI. It most often occurs when students have had significant gaps in their learning due to previous educational experiences, multiple and frequent absences and / or learning issues that are interfering with their forward progress. In Grades 9 - 12, students may also be retained if they are short of credits for graduation.

Every student who is a possible candidate for retention is first referred to the Student Support Team (SST). A file is started on the student and regular meetings are held to discuss the student's progress. Parents are informed of the specific issues and concerns. A team of individuals work to bring the student up to grade level. This always includes the classroom teacher(s) and the Student Support teacher, and may also include the appropriate IB coordinator, counsellor and / or outside support. Every effort is made to identify the underlying issues and to address them.

At the end of the first semester (mid-January), the team reviews the student's progress. If there is an ongoing concern that the student may not reach grade level targets, the team and the principal meet with the parents to discuss next steps. If there is a possibility that the student will be retained in their current grade level, that is documented and discussed.

² The administration reserves the right to adjust these consequences on a case-by-case basis if needed. For example, extreme behaviours that break the law or engage in bullying or harassment of other students may result in suspension and/or other actions in line with student disciplinary policies as detailed in the Parent-Teacher Handbook.

By the end of April, the team meets with parents again to discuss the child's progress. If the School believes that the child will not reach the learning targets by the end of the year, they discuss the possibility of retention with the parents.

In June, the principal makes a final decision about retention based on input from the SST. This may be reviewed again in August, but parents should understand that it is unlikely that students will make sufficient progress over the summer to warrant a reversal of the decision. Whilst parent input is an essential part of this process, the final decision belongs to the School.

Students who are retained automatically go on the list for regular review from the SST and the counsellor to ensure that the child's educational and emotional needs are being met.

Acceleration (KG - Grade 8)

1. Students are rarely accelerated to a grade above their same aged peers, rather enrichment opportunities are offered either within or beyond the school day
2. In the rare situation when acceleration might best suit a student's needs, decisions are generally made between mid-September and mid-January.
3. Due to the wide range of developmental levels of students in the Kindergarten, we keep students with their age appropriate peers in these grade levels.
4. The classroom teacher liaises with the principal and the Student Support Team (SST) to discuss the student's profile. It is important to note that decisions about acceleration are not only academic. The School also takes into consideration social, emotional and physical maturity, as these are an important part of ensuring a student's success in any grade level.
5. The teacher or a member of the SST team administers any available end-of-year assessments, presents the Reading Assessment results (which must be strongly exceeding expectations; higher than all students in the grade and not the lowest in the following grade), a writing sample, MAP results and any other pertinent work samples.
6. A teacher from the following year is consulted to compare a writing sample and any pertinent work samples to ensure this student will easily fit into the grade.
7. Once students are moved up a grade, they are monitored for at least one semester to ensure that the move is successful.
8. The principal makes the final decision on all matters regarding acceleration of grades.

Acceleration (Grades 9 - 12)

Students in middle school and high school are very rarely accelerated, as it negatively impacts their credits toward graduation. However, the school does work with students and their families to look for appropriate enrichment opportunities, including online courses that could potentially lead to college credit.

Section V: How does the school manage communications with parents?

What strategies does the school use?

Overview

PSI promotes a positive partnership between teachers and parents as an important tool in ensuring student academic and behavioural success. Parents are encouraged to contact the faculty and school leadership whenever they require clarifications or additional information regarding their child's school experience.

The main language of instruction is English and all documentation is sent out in this language. Translations in Ukrainian, of key documentation and some communications, are also made available. Parents should make sure that they understand all correspondence from the School. Most often, we use email as a medium to contact parents, which is why it is extremely important that parents provide us with their current email addresses. Parents who need help understanding the content of any School communication should contact the sender as soon as possible for assistance.

For emergency information (e.g., a school closure, time-sensitive information) PSI will use SMS / email / calls (as needed).

Communications Strategies

Below is an overview of strategies for helping parents stay well informed throughout the year.

What You're Looking For	Where You Should Look	How You'll Find It
<i>An overview of the School's operation as well as major policies and procedures</i>	Parent Student Handbook (for both Primary and Secondary School)	Available in the Panther Hub on the PSI's webpage -> Resources.
<i>News from PSI (learning & operations), updates, reminders</i>	PSI news items are shared on the official social media pages of the school. Calendar reminders and news pertinent only to enrolled families are shared via the school's official telegram channel. The main school communication newsletter is released each Friday. The school sends a Weekly Digest to all parents.	- Facebook; - Instagram; - LinkedIn; - YouTube. - Telegram channel link is being shared at the beginning of each school year. - Your personal email address which was used during enrolment process and was selected as the main one for the household (aka family)
<i>Curriculum Overview</i>	Overview of the curriculum is available on the PSI website page. Detailed and specific overviews can be accessed via Toddle (Parent app).	enrol.psi.kyiv.ua Toddle
<i>Classroom learning, home learning/homework, grades (24/7 on-line system)</i>	Unit Newsletters on Toddle Narrative Feedback on Toddle Grades (secondary school) on Toddle	Toddle parent app Teacher newsletters
<i>Student progress</i>	- Primary Reports: January and June - Secondary Quarter Reports: November & April - Secondary Semester Reports: January & June - Parent - Student - Teacher Conferences** - Student Led Conferences / assemblies**	Toddle Conferences

	Sharing our learning events**	
<i>Emergency information</i>	The following communications tree is in place at PSI: 1. Initial letter from the School director. 2. Follow up SMS message. 3. Phone call if there is a required feedback or action. The following order might be adjusted due to the nature of emergency. IMPORTANT: Air raid notifications are also communicated via the school's official telegram channel.	Emergency messages/emails are sent directly to parents' mobile phones/emails indicated in the school database information system upon enrolment to the school. These can, and must, be kept updated by parents/guardians.
<i>Important information - contagious diseases, etc.</i>	Email	
<i>Opportunities to learn more about the school and connect with other parents</i>	- Community Events; - Parent Education Tuesdays (PET); - Morning coffee events with Director / Assistant Director / The Board; - Virtual Town Hall Meetings; - Learning celebrations and assemblies.	The schedule for these events is developed during the whole school year. The main place where these dates are distributed is the Weekly Digest newsletter.

****Meetings with Teachers**

Each Autumn, PSI offers a Back-to-School or Curriculum Afternoon / Evening to help all parents understand more about the daily functioning of the School. In addition, parent-teacher meetings are scheduled twice a year near the midway point of each semester. Appointments for Parent Conferences are 20 minutes for Primary (homeroom teachers) and 10 minutes per single subject teacher in Primary and single subject teacher in Secondary. While we promote an on-line calendar (Secondary) to help in communication, direct contact is always best when a student is having difficulties. We ask that parents meet with teachers and administrators upon request. In addition, we encourage any parent who wishes to meet to make an appointment with the teacher.

****Student-Led Conferences**

Students in KG - Grade 11 hold annual Student-Led Conferences in which they present their work for the year and discuss their learning challenges and accomplishments. Parents are requested to attend these events. They are not opportunities to discuss individual student progress with the teacher. They are designed as a way for students to share and reflect on their learning growth, challenges and next steps directly with their parents.

****Parent-Student-Teacher Conferences**

Three-way conferences involve the student, parents and teachers. The purpose of these conversations is an opportunity to establish a relationship between the student, parents and teachers, those who are responsible for supporting the student through the learning process. They occur midway through each semester, in October and April. The parent may sign-up for a meeting with their child's teachers. Parents, along with their child, will have the opportunity to meet with each teacher for 10 minutes (secondary and primary specialists) and 20 minutes with primary homeroom teachers. All present at the conference have a role to play in highlighting and identifying strengths, progress and potential next steps to facilitate deeper learning in their varied classes. Goals are collaboratively developed by students, parents and teachers who then establish a learning plan.

****Sharing Our Learning Events (Primary)**

Learning celebrations happen throughout the school year in Primary School and can take place while children are in the middle of learning something (the process of learning) or at the end of a unit of learning (the product of learning). Parents are invited to come to classes to celebrate the learning that is taking place, along with their children. Some celebrations may include listening to children read their published work, observing children while they explain a science experiment and the procedures they followed, or listening to children work through maths problems using manipulatives. This may be in the form of an assembly, open door classroom, a learning lab or inviting families to participate in ongoing inquiries. The Sharing Our Learning opportunities offer our students a chance to learn and practice presentation and communication skills while sharing and engaging in learning with a community outside their classroom or grade level. Sharing Our Learning opportunities are connected to current units of study and are an authentic window into student growth. These take place at least two times annually for each grade level and are scheduled based on the programme of inquiry.

What are the best ways for me to communicate with the school?

We encourage parents to always start as close to the source of the issue as possible. For example, classroom issues should be addressed first with the classroom teacher before moving it to the administrative level. To assist in that process, we have identified some of the key people running various programmes throughout the School.

Who's Who at PSI?

If you have a question about:	Person responsible:	Method of contact:
Classroom issues, such as: progress of your child, class routines, schedule or homework.	Advisory teacher / Homeroom teacher	Email the teacher for an appointment.
Whole school issues, policy and development, safety and security	Trae Holland, School Director	traeh@psi.kyiv.ua
Booking an appointment with the school director	Olena Hryshchenko, PA to the Director	olenah@psi.kyiv.ua
Primary school educational policies, organization, and routines. PYP curriculum questions.	Bryan Reardon, Primary School Principal and IB Primary Years Programme Coordinator	bryanr@psi.kyiv.ua
Secondary school educational policies, organization and routines	David Freeman, Secondary School Principal	davidf@psi.kyiv.ua
Whole school teaching and learning, curriculum and testing.	Andrew Weston, Director of Teaching and Learning	andreww@psi.kyiv.ua
MYP curriculum questions	Gary Bicker, IB Middle Years Programme Coordinator	garyb@psi.kyiv.ua
DP curriculum / exam questions	Olga Berezhna, IB Diploma Programme Coordinator	olgab@psi.kyiv.ua

Extra Curricular Activities, Athletic events, CEESA events and teams	Peter Hausz, Athletics Director & Co-curricular Programme Coordinator	peterh@psi.kyiv.ua
Counselling team	Kateryna Telychko Anhelina Kanivets	katerynat@psi.kyiv.ua anhelinak@psi.kyiv.ua
Accounting and Billing	Rem Rusanov, Business Manager	remr@psi.kyiv.ua
Changes in parent contact information (emails, phone numbers, etc) Withdrawal from school, enrolment certificates	Tetiana Dronchak, Admissions Manager	admissions@psi.kyiv.ua
Attendance, any urgent issues that need to be addressed on the same day at school	Hanna Kornilova, Secretary / Whole School Administrative Assistant	secretary@psi.kyiv.ua
Access to school communications, Telegram channel	Nikita Vasyliev, Communications & Marketing Manager	nikitav@psi.kyiv.ua
Questions about technology and usage of the technology devices at school	IT Department	it@psi.kyiv.ua
Health Issues	PSI Medical office	medical@psi.kyiv.ua
Security Cards	Head of Security	security@psi.kyiv.ua

Written Communication with School

PSI recognises the need for clear communication channels between parents and the school. We particularly support the opportunity for parents and teachers to communicate directly via email. Teachers' email addresses are available on the PSI website, 'Team' webpage.

Please note the following parental guidelines in the use of any email communication with the school:

- Emails can be used to inform the teachers of something that happened at home or to ask questions that require only a brief answer.
- If there are issues that require a discussion or a longer explanation, it is better to arrange an appointment with the teacher.
- The nature of some teacher schedules may result in some emails only being answered the next day, but we try to answer all correspondence within 24 hours.
- **Any urgent issues that need to be addressed on the same day need to be communicated via the PSI School office (secretary@psi.kyiv.ua).**
- Any communication between home and school should always be cordial and respectful.
- As we want our teachers to maintain a well-balanced lifestyle, emails received during a weekend or break will be answered upon return to campus.

Student or Family Concern Procedure

Appeals of IB Decisions

Procedure to initiate a re-mark of IB student work

If a student would like the IB to re-mark their work, they should approach the Diploma Programme (DP) Coordinator to discuss available options since they would need to place the request (called enquiry upon results or EUR) on the candidate's behalf. There is a deadline for placing a re-mark request so please email the DP Coordinator as soon as you can to discuss further.

Please note that this service is not free of charge and the coordinator will inform the candidate and legal guardians of the fee involved. The fee will be refunded if the decision being appealed changes. As there is a possibility that a grade might be lowered, written consent from the candidate and/or a legal guardian is required as part of the request form. The IB will not accept requests for re-mark from candidates or their parent/legal guardian directly. In addition, the IB will not communicate the outcome of an EUR request to anyone other than the school's DP Coordinator or Head of School.

IB Appeal Areas

The IB accepts appeals in relation to five areas of decision-making during an examination session.

Appeals are possible against:

1. results—when a school has reason to believe that a candidate's result(s) are inaccurate after all appropriate enquiry upon results procedures have been completed
2. a decision upholding academic misconduct, but not against the severity of a penalty

3. a decision in respect of special consideration—following a decision not to give special consideration to a candidate as a consequence of alleged adverse circumstances
4. a decision in respect of inclusive assessment arrangements
5. an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates

IB indicates that permission to appeal will be granted where:

- the procedures defined in the general regulations, and which led to the decision being appealed, were not followed
- the candidate found in breach of the general regulations is able to present new evidence.

Students or families interested in appealing an IB decision shall meet with the appropriate PSI IB Coordinator to initiate the process. Please note that this service is not free of charge and the coordinator will inform the candidate and legal guardians of the fee involved. The appeals process has 2 stages and there is a separate fee for each stage. The fee will be refunded if the decision being appealed changes.

Student or Family Concern Procedure

Culture of Trust and Voice

PSI's guiding statements state that we value voice and acting on strong moral principles that help to build trust within the community. As such, we hope that students and families feel comfortable bringing up issues as they arise before they develop into larger complaints. The hope is that most, if not all, concerns are addressed through this more informal approach as a result of the strong, mutually respectful, relationships we value in our community.

Complaint Process

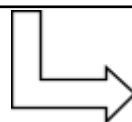
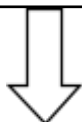
PSI recognises the need for students and/or families and the school to address concerns effectively and provides them with a procedure for constructive discussion aimed at reconciliation and equity. The process that the school will follow in resolving complaints is detailed below.

STEP 1: (School - Informal)

Complaint discussed informally with person of concern

Share information with coordinator or department chair (as appropriate) within two (2) working days

Complainant not satisfied
Proceed to the next step



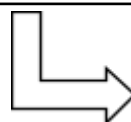
Complainant satisfied
No further action

STEP 2: (School - Informal)

Complaint discussed informally with IB Coordinator, Department/Team leader etc. (as appropriate).

Share information with principal within two (2) working days

Complainant not satisfied
Proceed to the next step



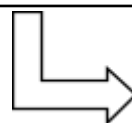
Complaint satisfied
No further action

STEP 3a: (Principal - Informal)

Complaint is discussed informally with the Principal.

Document process so far

Complainant not satisfied
Proceed to the next step



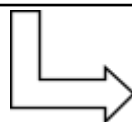
Complainant satisfied
No further action

STEP 3b: (Principal - Formal)

Complaint is written up and submitted to the Principal as a formal complaint.

The person raising the complaint or issue will receive an acknowledgment of receipt of their written complaint within five (5) working days. Share documentation of process and complaint with the Director.

Complainant not satisfied
Proceed to the next step



Complainant satisfied
No further action

STEP 4: (Director - Formal)

Complaint is discussed formally with the school director, who will make a final decision. An appointment must be made through the director's personal assistant (PA). The director will respond within five (5) working days. The process will be fully documented.

- The process described shall not be constructed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.
- Please note: While PSI is authorised to offer the three IB programmes PYP, MYP and DP, the IB does not monitor teaching strategies and programme implementation choices. Questions about the IB programmes at PSI should be addressed to the coordinator of your child's programme. If the complaint relates to an IB decision, please see the section, Appeals of IB

Decisions.

Appeal of Final Decision

- The student and/or parent/legal guardian may appeal in writing to the Board Chair within ten (10) working days of receiving the school director's written decision. The notice of appeal should set out the reasons, with a copy to all person(s) concerned and to the school director.
- The School Director shall provide the Board with copies of all written documentation and a summary of the grievance thus far.
- After reviewing the documentation the Board Chair, in communication with other members of the Board Leadership (Vice Chair, Treasurer, Committee Chairs), will decide on the appropriate approach to responding to the grievance. The latter can include a formal written response, virtual or in-person meeting etc.
- The Board Chair will decide on Board members to be present at the meeting with the student and/or parent/legal guardian, should a meeting be deemed appropriate and necessary in order to resolve the complaint.
- All decisions taken by the Board in response to student or parent/legal guardian grievances are considered final and cannot be re-appealed further.

Student or Family Grievances about School Director

- Should a student or parent/legal guardian have a concern with the School Director, a student and/or parent/legal guardian should first meet with the School Director in an attempt to resolve the matter. If not resolved, they may then contact the Senior Executive Officer to the Board: executiveofficer@psi.kyiv.ua, requesting a meeting with the Board Chair or other Board members. The Board Chair will decide on the Board members to be involved in resolving the student and/or parent/legal guardian complaint: whether the latter can be addressed by the Board Leadership or if the full Board's involvement is necessary. In either case all members of the Board will be kept informed of the process.
- The School Director (where they are not otherwise concerned) may submit a written report to the Board Chair, with a copy to the parties concerned as appropriate.

Student or Family Grievances about the Board or specific Board members

- Should a parent/legal guardian or student have a concern or grievance towards the Board or a specific Board member, they must contact the Senior Executive Officer (EO) to the Board at executiveofficer@psi.kyiv.ua. The EO will relay the communication to the Board Chair or, if the complaint is about the Board Chair, to other members of the Board Leadership: Vice Chair, Treasurer and Committee Chairs.
- The decision on the approach to address the complaint about the Board as a whole or a specific member of the Board will be taken by the Board Leadership or collectively by the full Board excluding the Board member in question.
- The Board Chair or other members of the Board Leadership reserve the right to call for an Executive Session to address the parent/legal guardian or student complaint. Alternatively the Board Chair, in consultation with the Board Leadership, may decide on the course of action and inform other Board members of the decision taken.

- Board members must be informed of any parent/legal guardian or student grievances towards the Board and specific Board members even if they do not participate in the process of addressing the latter.

Confidentiality

- Any parent/legal guardian grievances directed to the Board in relation to the Board itself, specific Board members or the School Director shall be regarded as highly confidential and should not be disclosed or discussed with any other PSI community member or anyone outside the organisation.
- The information on parent/legal guardian or student grievances is reserved solely to the parties directly involved in the resolution process

Parent Conduct Guidelines

PSI is an orderly and safe school, where relationships between staff and visitors, especially parents, must demonstrate mutual respect and a recognition of shared responsibility for students' welfare and educational progress. Parental involvement is an important factor in educational success and in dealing with emerging problems at an early stage.

The PSI governing body is responsible for protecting the health and safety of school staff and students. As such, they have developed [a Parent Code of Conduct](#) that all parents must sign and adhere to. The Code lays out the School's expectations for parents and outlines the steps taken if problems arise.

How does the school work with outside tutors?

PSI teachers and administrators are happy to work with students, parents and tutors on supporting students as they work at home. These guidelines are meant to outline the best ways for all of us to do that.

Parents should:

- Help the tutor understand that the student must turn in their own work. Tutors and parents may not do work for students! In Primary, the student may be asked to re-do the work if it appears the tutor or parent has done the work. In Secondary, the student will be asked to complete the work on their own after a meeting with the teacher and relevant coordinator.
- Give the names, contact information, and subjects of any tutors to the classroom or subject area teacher.
- Send the school written permission to release information about the student to the tutor; PSI cannot release any student information without a signed release from parents.
- Provide tutors with their login information for Toddle if needed. PSI cannot release that information to third parties.

Tutors should:

- Keep in contact with the classroom teacher for clarifications, access issues, student needs and progress updates
- Access materials via the student's Toddle or through the classroom teacher
- Work with the students by supporting them in their efforts, but not by doing the work for them
- Support and assist students with formative assignments, including some extra practice if needed
- Ensure that summative assessments are the student's own independent work with no outside influence or assistance
- Recognise that assignments, rubrics, worksheets and resources are the intellectual property of PSI and may not be used for other purposes

Students should:

- Help tutors with access to Toddle
- Keep track of their assignments and due dates
- Ask the teacher questions to make sure that all assignments are understood
- Ensure that all work completed is their own and not the work of a tutor, parent, other student, or outside source

PSI will:

- Communicate with parents about student progress
- Communicate with tutors about students only with the written permission of parents
- Work with tutors to help them understand the IB programmes, requirements of assignments, and needs of the student

How does PSI help me communicate with my child's next school or university?

PSI assists students and their families who are applying to other schools or universities. Typically, this involves requests for report cards, transcripts, predicted grades from IB Diploma Programme, application forms, and letters of reference.

Please be aware that we work under the following guidelines:

- Parents should provide the admissions office with pertinent data prior to withdrawing their child. We encourage parents to begin the process as early as possible to ensure that we are able to help them meet any deadlines set by the receiving school. PSI needs 7 - 10 working days to process requests. Students applying to universities are encouraged to work within the timelines set by the college counsellor. Requests made during school holidays may take longer to process.
- The School provides time, space and a supervisor for exams from the receiving school. Parents are invoiced for this service.
- Parents must be in good standing with the school's Finance Office. This means that all tuition fees, CEESA costs and other bills must be paid in full. Upon departure, all final fees - including lost library books, textbooks and / or resources, must be paid before a final release of records.
- Students receive a checkout form that must be signed by teachers, and relevant departments such as library, athletics, cafeteria, technology, Finance Office, and finally the principal to indicate that all materials have been turned in and all work is up-to-date.
- PSI sends transcripts, predicted grades, application forms and letters of reference only to the receiving school, university or organisation (e.g., UCAS). We do not release them directly to students, parents or agents of parents. This helps the receiving school ensure that the information is accurate and ensures that letters of reference are confidential. PSI releases prior report cards and letters confirming attendance dates to parents upon request.
- Parents who hire outside agents to assist with school or university searches must contact the principal and / or counsellor to provide the name and contact information of the agent. There is a contract that must be signed by the families who use outside agencies. PSI does not release paperwork directly to the agent.

Section VI: Who are the teachers and administrators who work with my child every day?

Our staff

PSI recruits teachers from all around the world. Our teachers have college degrees in the areas of their teaching assignment and many of them have advanced degrees. Candidates go through a rigorous selection process that includes multiple interviews, reference checks and policy security clearances.

Please see the PSI website for more information on our team members - 'Team' webpage. If you have any questions or need help, please feel free to contact school office (receptionist) at secretary@psi.kyiv.ua

Section VII: How does PSI make sure that students are safe and secure?

How does the pick up and drop off system work?

The road that runs in front of the school is a busy one. It is used by many residents who live (and park) in the area as well as by school parents. The guidelines below are aimed at helping us work together to the advantage of all PSI community members. The safety of the students on the street is paramount.

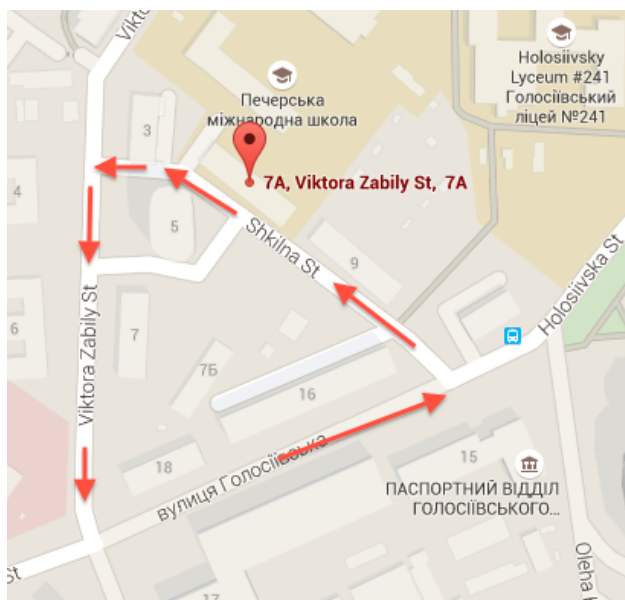
Street Speed

Please be mindful of many cars on the street and students who might walk out from between them. Always drive at a speed that allows you to stop easily. Small children entering or exiting the campus may not always use the pedestrian crossing. Drive in a manner to keep them safe at all times. Your increased vigilance is very important every day.

Traffic Movement and Flow

Shkil'na and Viktora Zabily Streets are narrow, with residential parking on both sides. To avoid traffic blockages, drivers are kindly asked to use the following route of movement at all times.

- Go up from Holosiivska Street to Shkil'na Street to drop off / pick up students just after the main gate / zebra crossing and then go from the main gate (Shkil'na Street) onto Viktora Zabily Street and away from the school. This 'one way' circulation will help all vehicles move as quickly as possible and without blocking the area outside the main gate.
- NOTE - Please do not enter Shkil'na Street and approach the school from the Viktora Zabily direction as we consider it 'one way' for traffic flow purposes.



Front Gate and School Crossing

Please do not park or wait in front of the school's main gates. Drivers must keep moving as much as possible and 'loop around' a second time if the pickup cannot be made automatically. We ask everyone to keep moving, as this area is a no parking zone.

Observe the pedestrian / zebra crossing in front of the School. The crossing allows people to walk across the street safely. Cars should not park or stop (for drop off or pickup) on the crossing itself at any time. Please stop just before or just after the marked crossing for maximum safety.

Drivers are reminded to please be patient and allow pedestrians to cross first, as they have the right of way on the crosswalk.

General Parking

The slowing of traffic often comes from people parking on corners, 'double ranked', parking across driveways and generally in a manner that limits the road space. Please park with traffic movement in mind and not in these places. Parents or drivers bringing students to and from school or visiting the school for other reasons are asked to park on Viktora Zabily.

Longer Term / All Day Parking

If you have a driver waiting for your child during the school day, please ask your driver to park a little further away and have students call them to the gate when required. In particular, this refers to drivers who park at School for many hours or all day. In these cases, do not park in front of the length of the school building (on Shkil'na Street). Please keep the nearby parking area clear for visitors and parents with younger children.

How does the school manage arrival and departure of students in a safe way?

Students are expected to be on campus and ready to start classes each day at the times shown below. Due to professional development meetings for faculty and staff students have Wednesday early release once a month during the school year which are already noted on the whole school calendar. Any changes to the school schedule throughout the year, such as a half-day or early dismissal, will be published well in advance on the school's website and in the Weekly Digest. Students are permitted to arrive earlier when there is a scheduled activity that is advised by a faculty or staff member. No student should be on campus unsupervised.

PSI Security System / Security Cards

Staff, students, parents and parent representatives (relatives, drivers, nannies, personal security staff, etc.) must all apply for and have PSI Security Cards to enter the school campus. All pedestrians enter the school campus at the front / main gate only.

Staff, students, parents, parent representatives and bus students must have their Security Card with them each day, when arriving to and leaving from the school campus. The School's expectation is that representatives (nannies, drivers, etc.) will spend a minimal amount of time on campus. They may be here only to drop children off in the morning, to deliver lunches to the reception area, and again at pickup time at 15:10.

PSI Security and Security Card policy information is provided on enrolment and can be accessed at any time from the PSI Security Manager: security@psi.kyiv.ua

Mornings

Morning Arrival Time - Prior To 08:10

Parents / parent representatives are required to accompany Early years (KG1, KG2 and KG3) students into the Early Years area and/or into the school campus front / main gate.

Morning Arrival / Afternoon Departure

We ask parents to ensure that all children are on campus by 08:00 in order to arrive in their homerooms no later than 08:10.

Primary School students must have designated adults who are registered and responsible for dropping them off and picking them up from inside the school campus. These adults must apply for and obtain a PSI Security Card for this purpose.

Kindergarten and Primary School students are not permitted to leave the campus alone or to walk out to drivers and cars unaccompanied. In addition, Primary students are not permitted to take a taxi home unless they are accompanied by their parent, Secondary sibling or an adult designated by the parents.

Secondary students may arrive to, and leave from, campus unattended unless otherwise instructed by parents.

Leaving Campus with Adults (Primary)

Parents / Representatives are required to retrieve Primary School children from inside the school grounds and leave with them. Parents / Representatives in KG1, KG2 and/or KG3 are asked to pick up students directly from the Early Years Centre.

Each Primary student should have designated adults who are responsible for picking students up from school. Those adults must submit photo identification when they have their security cards issued. They should carry their security cards at all times.

On occasion, parents may want their child to go home with another adult. In that case, parents must email PSI Reception and the child's homeroom teacher with the name of those parents and give their express permission for their child to go home with that person. If this does not happen, PSI keeps the child on campus until we are able to contact parents and confirm.

School Day

Limited Campus Access Times - Parent Representative Only

Parent representatives (relatives, drivers, nannies, personal security staff, etc.) have limited access to the school campus. Parent representatives:

- Will be stopped at the front / main gate and their 'school business' checked
- Report to PSI Reception regarding their business in all cases when entering the campus
- Are not permitted in the general buildings and corridors during the school day
- Are not permitted to be waiting in the general school grounds, playground or in PSI Reception during the school day
- May come to campus at pick up time from 15:25 and wait in PSI Reception for primary students

Lunch Drop Off

Parent representatives (relatives, drivers, nannies, personal security staff, etc.) are permitted to enter the school campus to drop off student lunches. For both the Primary and Secondary School, this is done only at PSI Reception, where a table is established and labelled for lunch drop off. Parent representatives leave lunches here and then leave the school campus without waiting. Students are responsible for taking their own containers, etc. home at the end of each school day. Commercial food, such as MacDonald's, is not permitted.

Early Departure from Campus

We ask parents not to take their children out of school earlier than the usual dismissal time. However, if students are sick or have an appointment that cannot reasonably be scheduled at another time, students must follow the checkout procedure.

Students at all grade levels will not be released until we have confirmed parent permission.

Staying On Campus Beyond the School Day

Students who do not have Co-curricular programme activities after school should leave campus at the end of the school day, as there is no supervision after 15:15 for students who are not enrolled in an Co-curricular programme activities.

If Primary students stay after school to play on the playground, a parent or an adult family representative must be in sight of their child(ren) at all times. Parents are notified if their child is frequently left unattended and the child will no longer be permitted to stay later than 15:15 or their Co-curricular programme activities.

The campus is officially closed at 17:00, Monday to Friday. Students cannot be on campus after this time without parental / family supervision. When official school programmes, special events and sporting events, etc, take place beyond 17:00, a teacher or Co-curricular programme activities leader supervises the students involved and areas of the campus being used for that event.

After 17:00, unattended students must remain with the PSI security staff or under their supervision in the reception area until their parents arrive to collect them.

How do we ensure health and safety on campus during the school day?

Student Welfare and Safety

The safety of students is ensured through close supervision of students in all buildings and all school grounds and through special attention to the following:

- Maintaining a safe school environment;
- Enforcing safe practices on the part of school personnel and students, particularly in those areas of instruction or extracurricular activities that offer special hazards;
- Providing safety education for students as appropriate, including in laboratory courses in Science, Design, and Physical and Health Education classes;
- Providing prompt and competent first-aid care for children in case of accident or sudden illness;
- Providing a curriculum that addresses child safety and security.

Air Quality Index

The school monitors and assesses the air quality several times a day, and the director and / or principal decide to modify the school schedule (especially recess and lunch times) as necessary to minimise exposure. The leadership team may also decide to modify or postpone field trips, outside Co-curricular programme activities, and / or sporting events. Where possible, the director ensures that adequate notice is given to the staff and parents through a variety of media, including an email to parents, the school website, phone calls and / or SMS.

Bomb Shelters

As per Ukrainian law, the school has developed shelters on campus in the event of air raid sirens in the vicinity of the school. There are three shelters; one in each building of the school. The shelters in buildings A, B and C have been outfitted with school furniture and supplies to ensure continuity of learning during the school day.

Student Visitors

Students not enrolled in the School must have special permission to be on campus during school hours. Permission to bring a guest must be obtained from the division principal at least one day in advance. The student's homeroom teacher and PSI reception should also be notified in advance. All visiting students are expected to abide by school rules and protocols. Student visitors may spend no more than two school days on PSI's campus.

Safety Protocols

PSI has emergency evacuation procedures that are reviewed annually. Every classroom contains a diagram demonstrating the proper exit should an emergency occur. Teachers practise these procedures

with their students and all-school emergency evacuation and lockdown drills are held each semester.

It is essential that parents provide updated home and emergency addresses and contact phone numbers in the school office for use in an emergency situation.

Banned Substances

PSI does not permit the possession or use of alcohol, tobacco, e-cigarettes / vapes, or illicit drugs on campus. So-called energy drinks are also not allowed on campus.

The School director may request that a student undergo testing administered by qualified medical personnel should there be reasonable suspicion of impairment due to use of banned substances.

- If a student is seen close to campus smoking, vaping, drinking or using illicit drugs the matter will be brought to the principal immediately and a meeting with the student and their parents will occur.
- Students are not to be in possession of a cell phone during regular school hours. School administration reserves the right to search lockers, clothing, and backpacks for prohibited devices.

Medical Care

The PSI Medical Office, which is located on the ground floor of the Primary building. A School Nurse is on call during school hours and during our Co-curricular programme activities. Parents are notified immediately if their child requires medical attention. PSI also employs the Borys emergency ambulance service should this be necessary.

How does PSI deal with emergency closure?

Emergency Closures

Under normal circumstances, it is extremely rare that PSI closes on a school day. The occasional broken water main or extreme weather (again, very rare!) may cause the director to cancel school or end the day early. Parents and staff are notified by SMS, and the information is posted on our website, the PSI app and our Facebook page. If there is an extended closure for any reason, the School organises remote learning, so please pay heed to the directions sent by the school regarding the procedures for that.

Due to the ongoing security situation in Ukraine, the school has developed a series of detailed emergency protocols for school that are covered in the following documents: [Aerial Impact Protocol](#) and [Contingency Plan for War Related Factors Impacting School Operations](#).

How does PSI ensure safety for students in school-related off campus activities?

Field Trips

Teachers must apply to take field trips and complete a risk assessment for each trip. This includes a review of the proposed site of the trip to determine that it is safe and healthy for children, an identification of the nearest hospital, and a plan for handling emergencies. All trip leaders travel with a first aid kit and a phone.

All field trips must observe a 10:1 student:teacher ratio as a minimum requirement

Other adults - including nannies, drivers and bodyguards - are not allowed on PSI field trips.

Overnight Trips

Teachers and coaches complete a risk assessment for all trips, as indicated above.
At least two teachers accompany each trip, regardless of the size of the group.

On overnight Educational Field Trips or Experiences, the 10:1 ratio is observed as a minimum requirement. At least one teacher on the trip is trained in basic first aid. All trip leaders travel with a school phone that parents may contact in an emergency.

For CEESA and local league athletics, a trained medical person (doctor, nurse or emergency medical technician) is present at all games.

Other adults - including nannies, drivers and bodyguards - are not allowed on PSI overnight trips.

What steps has PSI taken to ensure that issues of child protection are appropriately handled?

Child Protective Behaviours Handbook

A team of teachers, counsellors and administrators has completed a [Child Protection Handbook](#). This manual provides detailed protocols for the School, parents and students to handle a range of issues related to child safety and security. We encourage you to read this manual carefully to understand your role and the School's role in protecting children at risk.

Reporting Procedures

The School provides a range of options based on a variety of factors, including Ukrainian / non-Ukrainian cases, degree of risk / injury, local support services available, who the perpetrator is (school / non-school). This flowchart outlines the steps we take when a report is made.

Any member of the school community should immediately report suspicions of abuse, self-injury, suicidal ideation or other behaviours or statements that raise concerns for an individual's safety / well-being. Reports should be made in person to the appropriate building principal and / or counsellor on the same day and in a timely manner (before student dismissal).

Safety Net is an online [link](#) you can use to tell trusted adults at PSI that you have concerns about a PSI student. The Safety Net link is available to students via a QR code on posters around campus, on

Weekly Digest emails, and on the PSI website. If anyone has a concern about a student they should click on the link and submit a short Google form to the PSI trusted adults. The PSI team hopes that students, parents and teachers will use Safety Net to assist themselves and others in need. We think it will be a valuable tool in our mission to support PSI students.

Once a report has been made, the school leadership works through a number of steps, outlined in the Child Protection Handbook. The School works with the family as well as with a range of outside services and support systems, including embassies, employers, social workers, psychologists and police officers.



Confidentiality

Employees **MUST** report suspected incidents and behaviours to an administrator or counsellor. This includes all formats of communication (conversations, email, letters, written survey results, etc.). The employee is not allowed to discuss the situation with anyone beyond an administrator or school counsellor.

Training

PSI trains all employees in child protective behaviours protocols and asks all employees - including substitute teachers and ECA providers - to sign a code of conduct pledging to ensure child safety. Counsellors and administrators receive additional training through regional workshops provided by CEESA, the Council for International Schools and other international organisations.

We encourage parents to attend Parent Education Tuesdays (PETs) that are offered throughout the year to further explain the system and everyone's responsibilities. Those presentations are advertised in advance through the Weekly Digest.

Educating Students

The KG - 12 homeroom curriculum includes specific and age-appropriate instruction for all children about how they can keep themselves safe. This includes but is not limited to internet safety, 'stranger danger,' identifying and coping with abuse, and reporting procedures.

Guardianship

If both parents are out of the city for more than one day, the School must be informed of a nominated guardian for their child via the secretary. The parents must provide the name of the guardian, the address (if different than the student's usual address) and a phone number and email of the guardian. This is done to ensure that students have adequate supervision, medical and health care, and that the school has appropriate adults to consult in case of injury, accident and / or behavioural or learning problems.

Students admitted to PSI are expected to have usual and customary parent / and or guardianship supervision during their tenure at PSI. They should live with a parent or guardian over the age of 25 years who is known to the School. Guardians must be officially declared to the satisfaction of the School. If PSI school leadership determines that a student is not living with a person as described above, they may be withdrawn from attendance at PSI.

A permanent change in guardianship should be reported to the School, or the student may be subject to withdrawal.

Health & Safety Documents

Area	Description
Health & Safety Responsibilities	Health & Safety - (Role & Responsibilities)
Crisis Management Plan	The school and community plan for a major incident or crisis
Emergency Communication Plan	How we communicate emergency situations (including school closures) to the community during a school day or after hours
Annual Emergency Drills Timeline	The plan for a range of emergency drills for each quarter of the school year
Campus Evacuation / Fire Policy	Protocols for evacuating the buildings in any emergency
Campus Lock Down Policy	Policy to 'lock down' the school in an emergency regarding a security threat to the campus.
Child Protective Behaviours Handbook	Guidelines and protocols for dealing with issues related to child safety
Data Protection Protocols	The legal guidelines in place at PSI to ensure privacy for our community members

What steps has PSI taken to ensure privacy and digital safety?

General Data Protection Regulations (GDPR)

The European Union (EU) has enacted a set of guidelines and protocols to protect the privacy of all EU citizens, both at home and abroad. These laws include specific guidelines for protecting digital data. PSI is aware of its responsibilities to protect the data of all members of the community. The School worked with the CEESA network of schools to develop policies and protocols to ensure that all data and images are as safe as possible.

Section VIII: What are the general guidelines for behaviour for all students at PSI?

What is the school's philosophy about student discipline?

Overview

PSI is a place where we all belong. In order to create this atmosphere, we must have a school culture that promotes caring and acceptance. Our aim is to have a school in which everyone is treated with respect and are given the opportunity to learn in an environment that is engaging, nurturing and safe. This includes students, parents and staff.

The PSI Core Values are at the heart of the PSI Behaviour Code of Conduct, because our goal is to develop students who exhibit integrity, honesty, trust; respect, empathy; diversity, equity, inclusion; happiness, joy; passion, courage; voice and agency. We also look at the IB Learner Profile, which contains many of the same sentiments and guidelines.

Action is another essential element of PSI's culture. Students at PSI learn to take action to extend their learning and to make the world a better place. Students should understand that behaviour is an action, a choice they make, and an outcome of learning and understanding. Students should be responsible for every action and result of every action that they make.

Parents can be involved by using the Core Values at home with their children. By recognising when their children are showing great behaviour or guiding them to make responsible choices, we can work together to promote self-awareness, self-efficacy and responsibility.

Promoting Positive Behaviour

The best way to seek positive student behaviour is to actively encourage it. We do this by:

1. Modelling appropriate behaviour
2. Using praise and verbal recognition
3. Involving students in decisions that affect them
4. Having clear and consistent expectations
5. Celebrating positive behaviour

Clear and Consistent Expectations

If students know what is expected of them, they are better able to work and play together. The rules and guidelines have been developed by students, teachers and teaching support staff.

Cultural Differences

We understand that there are sometimes cultural differences that influence what parents and students value and how they define 'good behaviour' and appropriate choices. Our goal is to remind students that they must accept PSI's cultural norms and follow its guidelines when they are on campus or representing the school.

How Are Students Encouraged To Make Good Choices?

Student Problem Solving

At the beginning of the school year, teachers and counsellors teach and review problem-solving strategies. These are reinforced throughout the year in homerooms, other classes, assemblies and ECAs / athletics / activities. As a result, students develop the learner profile attributes, internalise the Core Values, and put them both into action.

What are the Standards For Behaviour?

Behaviour is judged by the extent to which the attitudes and actions of the students contribute to or restrict the effective learning in the classroom, as well as the well-being and safety of community members. The intent is to provide a cooperative, supportive and safe environment where each individual feels respected, valued, and secure. To achieve this, the following standards have been established to encourage good relationships between students, teachers, and parents:

- Classroom practices that encourage inclusion and respect;
- A system that promotes and celebrates good behaviour;
- A focus on positive reinforcement rather than negative consequences.

To this end, there is in place a clear system of celebration of success. This acknowledgement system includes the following:

- Annual awards for both Primary and Secondary;
- Learner Profile awards at Secondary at the end of the school year;
- Facebook postings and various communications about individual and group achievements.

It should be noted that in case of a disagreement between staff and students regarding the suitability of consequences, school leadership makes the final decision.

School-wide Classroom Expectations

- Respect others;
- Engage in positive behaviours;
- Be polite and helpful to all members of the community (teachers, support staff, students of all ages, parents and guests of PSI);
- Use appropriate language at all times;
- Ask a teacher or other staff member for help if you do not understand what you have been asked to do;
- Report instances of any unacceptable behaviour;

- Tell your teacher or another staff member if you or another student is upset or being bullied;
- Be prepared for school and use your resources appropriately;
- Have your laptop with you and use it every day.

Bullying

Ukrainian laws regarding bullying guide the school's definition and response to bullying. By Ukrainian law, bullying is defined as follows:

Any act, including the use of electronic communications, that is committed against a student and results in psychological, physical, economic or sexual harm. By its nature, bullying is a series of repeated actions, not a single event. It involves an imbalance of power, which means that there is a perceived difference in the physical development, social status, communications skills, health or mental development between the bully and the victim.

It does not include disagreements (even long-standing arguments) between perceived equals, or one-off situations.

When on our home campus in Kyiv, by Ukrainian law, any situation that meets this definition demands that the school administration contact local law enforcement officials. This may lead to further action from the school, including suspension or expulsion, and / or further consequences from the local police. As a result, the school works hard to educate all students and adults about what bullying is, how to avoid it, ways to support each other, and the seriousness of the consequences.

PSI, whilst on the Kyiv campus, is required to comply with Ukrainian law. Should there be a serious violation of Ukrainian law, such as an occurrence of violence on campus, unauthorised use of weapons, child protection concern, theft of a significant nature, a drug issue, or any other serious violation of the law, after consultation with the appropriate embassy office, the School Director will contact the local authorities to report said violation.

When the School has evidence of inappropriate online communications between students, the school leadership notifies parents and provides that evidence. We ask parents to follow up on such off-campus behaviours.

Online Behaviour

In distance learning, PSI uses Zoom or similar platforms to connect and work with students. Teachers share [a set of schoolwide expectations](#) with students regarding their behaviour and participation in those settings.

What steps does the school take when a student misbehaves?

Overview

Teachers handle most discipline problems. If the offence is serious enough, or in the case of repeated defiance of a teacher's or staff member's authority, the school leadership intervenes. Teachers track and document all cases of student misconduct serious enough to disrupt other students or the educational program.

There are clear, consistent and fairly administered consequences. A typical sequence includes the following:

1. Warning.
2. Consequence (loss of certain privileges, note home, etc.).
3. Detention.
4. Internal suspension / parent conference.
5. External suspension / parent conference.
6. Expulsion.

The school leadership reserves the right to move immediately past the warning stage as appropriate. Under certain circumstances, school leadership may choose to suspend or move to expel without going through other steps.

Suspension

Students are suspended for serious offences. Suspensions can vary in length and may take place internally (e.g., in the principal's office) or externally (at home). During the period of suspension, the student cannot attend any school events during the time of that suspension, but they may work with teachers to keep current in course work. External suspensions are viewed as more serious and can be noted on student applications to other schools or universities upon a request from those schools.

It's important to note that we always begin with a consequence that links to the offence and discussions between the students involved, the principal and / or the counsellor. Parents are always informed about any disciplinary action. Once all of these steps have occurred, and if the student continues to demonstrate the negative behaviour, we then move to the possibility of suspension.

Examples of behaviours that result in suspension in Primary School may include the following:

Offence	Primary School
<i>Repeated violations of the Code of Conduct</i>	1 - 3 day in school suspension; meeting with principal and parents; meeting with the school counsellor. Repeated aggression leads to in-school suspension.
<i>Physical aggression toward another person</i>	1 - 3 day in school suspension; meeting with principal and parents; meeting with the school counsellor. Repeated aggression leads to out-of-school suspension and possible expulsion
<i>Repeated or flagrant defiance of teacher or staff authority</i>	1 - 3 day in school suspension; meeting with principal and parents; meeting with the school counsellor. Repeated aggression leads to out-of-school suspension and possible expulsion.
<i>Misuse of technology such as cyber-bullying, repeatedly going to prohibited sites</i>	Suspension of the use of technology, a project assigned in light of the offence; repeated misuse can lead to in-school suspension.
<i>Serious and / or repeated acts of cheating (Upper Primary)</i>	Discussion with teacher, 1:1 lessons on research, task assigned, meeting with principal and parents.

Examples of behaviours that result in suspension in Middle and High School include the following:

Offence	Middle School (Grades 6 - 8)	High School (Grades 9 - 12)
<i>Repeated violations of the Code of Conduct</i>	1 - 3 day suspension	3 - 5 day suspension
<i>Possession or use of tobacco, vaping, alcohol or drugs on campus or at a school sponsored event</i>	1 - 3 days suspension; counselling upon return	3 - 5 days suspension; counselling upon return
<i>Distribution or sale of alcohol, tobacco, vapes, or drugs on campus or at a school sponsored event</i>	Suspension pending a review by the Board Expulsion Committee	Suspension pending a review by the Board Expulsion Committee
<i>Repeated or flagrant defiance of teacher or staff authority</i>	1 - 3 days in school suspension	3 - 5 days in school suspension
<i>Serious and / or repeated acts of plagiarism or cheating</i>	See Academic Integrity Policy	

<i>Theft or criminal activities</i>	1 - 3 days suspension; possible contact of local authorities	3 - 5 days suspension; possible contact of local authorities
<i>Possession of a dangerous weapon</i>	Suspension pending a review by the Board Expulsion Committee	Suspension pending a review by the Board Expulsion Committee

Please note that the School reserves the right to alter the consequences listed above based on the severity of the incident and the pattern of behaviour for individual students. It is important to note that two external suspensions within one calendar year may result in a referral to the school's Review Committee and / or Expulsion Committee.

Review Committee

PSI has a Review Committee made up of teachers and administrators. The committee meets to discuss individual students who may meet one or more of the following terms:

- Externally suspended twice in a calendar year and / or;
- A pattern of detentions and internal suspensions that have not resolved behavioural issues.

The committee reviews the student's complete record - attendance and punctuality, academic achievement, attitude and application grades, teacher anecdotal information, and discipline record. Parents and the student may also choose to speak to the committee.

The committee will make one or more of the following recommendations:

- An academic / behavioural contract that outlines specific terms for the student, their parents, and the school. NOTE: Students who do not adhere to the terms of the contract may also be recommended for expulsion or non-renewal;
- A recommendation for expulsion or non-renewal. These cases go to the expulsion committee (see below).

The committee will reconvene at the end of each semester to determine whether the contract should be concluded, extended or revised.

Students who are recommended for expulsion or non-renewal fall under the guidelines below.

Expulsion

Expulsion of students occurs for any acts that seriously threaten the safety of students and staff and / or for repeated acts of misconduct despite other disciplinary actions.

The School convenes an Expulsion Committee consisting of the School Director, Principal, at least one Board member and other relevant faculty members. The student may also request a specific teacher to serve as an advocate; this teacher is a non-voting member of the committee. Based on evidence presented and input from the parents and other teachers, the Committee decides whether or not to expel. The decision to expel must be unanimous. Students who are expelled are not allowed to return to

PSI at any time, either to re-enrol or to visit the campus. Students who are not expelled are placed on a behaviour contract that is reviewed quarterly for at least one calendar year.

The committee may also opt not to renew a student's enrolment at the end of the school year.

Examples of behaviour that may result in expulsion:

1. Sale or distribution of drugs, tobacco or alcohol on campus.
2. Violence or repeated incidents of fighting.
3. Gross violation of the Code of Conduct or repeated defiance of school rules and authority.
4. Possession of a weapon.
5. A referral from the Review Committee.

Please note that issues specific to each division are contained in the Primary or Secondary sections of this handbook.

Guidelines for Primary (and KG) Students & Parents

Section I: How does the day work for Primary school students (and KG)?

How does the school manage recess and snack time?

School Day

Our school day begins at 8:15 and ends at 15:30. Students should arrive at school by 8:10, and are marked late if they come in after 8:20.

Schedule

The school follows a Monday to Friday schedule.

On Thursdays, the IB curriculum runs until lunch time with the afternoon given to the Ukrainian school programme for students who are Ukrainian citizens requiring Ukrainian curriculum learning.

The Primary and Secondary school both operate on a Week A and Week B rotation, whereby the order or number of subjects differs between these two weeks. For students of Grade 11 and 12, in order to balance the requirements of the Diploma Programme, lessons change in a four week rotation (Weeks A1, B1, A2, B2).

Outdoor Play and Learning (OPAL)

The School feels it is of utmost importance for children to play outside on a daily basis. The health and academic benefits of fresh air and active play are well researched. Outdoor Play and Learning Play is essential for the physical, social, cognitive, and emotional development of the child. Play stimulates imagination and curiosity and supports academic achievement. Through play, students can explore their interests and most importantly have fun.

We believe all students should have the opportunity to experience daily unstructured outdoor play and our playground supports this play in all weather conditions. Additionally, our outdoor learning spaces offer a variety of materials to support the different play types, including natural materials and pathways, loose parts, structures to support physical and sensory needs, and open spaces for ball play. Outdoor play and learning evolves throughout the year with our students' individual needs and interests leading to the design of the type of play adults support and encourage.

Teachers and leadership are outside with the students supporting their play and social skill development. When weather conditions prohibit the use of the outside play areas, Primary students remain in their homerooms under the supervision of the homeroom teacher, or monitor.

Weather and Appropriate Clothing

Clothing for School = Clothing for Play

We go outside and play, everyday. Our learners are prepared for changeable weather with appropriate outdoor clothing, including rain equipment and boots when needed. No matter the weather, we get out to play. In addition to outdoor play, learning in the PYP can be messy. We suggest children not wear their best clothes to school. As our students are active all day, and they also visit the gym for PE, indoor shoes that can be worn for PE should be left at school. Please make sure that all clothing and shoes are labelled with the child's name using a permanent marker.

Occasionally it is not safe for children to play outside such as at times when there is heavy rain and thunderstorms. When temperatures are between -10C and -15C, the decision is based on the wind chill factor. Children are inside when the temperature falls below -15C. The school leadership makes the decision and informs teachers.

Snack Time

Morning snack times are determined by the homeroom teacher / grade level teams and last approximately 10 - 15 minutes. All Primary School students are asked to bring in a healthy snack such as sandwiches, fresh vegetables, cheese, yoghurt, fruit and the like. Students are not allowed to bring in chocolates, lollies, other types of candy or 'junk food' for snacks. Eating something healthy helps children stay focused and gives them energy to continue to work and play. Parents can also subscribe to the cafeteria's healthy morning snack program on a monthly basis.

All students should have a reusable water bottle to fill at our water dispensers around the school throughout the day.

Lunch Time

Students can either bring lunches from home or purchase these from the cafeteria at school. Primary students cannot purchase items from the We Belong Cafe.

How much time does my child get with specialist teachers?

Single-Subject and Additional Languages

All grades have PE, Art, Music and Additional language classes. Library and STEM skills are provided to students through integrated projects and lessons. Children are allowed to check out books when needed or during library time.

Section II: what are the behavioural expectations for my child?

How are students encouraged to make good choices?

In line with our mission and guiding principles, we are committed to providing all students with a caring, safe, and supportive school environment. All members of the school community are expected to treat one another with respect and dignity, valuing one another and upholding each other's rights and responsibilities. All members of the community have the right to be a member of and learn in a safe and secure environment that is free of harassment, prejudice and intolerance. All members of our community should:

- Respect themselves
- Respect others
- Respect their environment

PSI expects everyone within the community to be respectful, tolerant, and supportive of every member of the school. If a student chooses to behave irresponsibly, then there are consequences that will be enforced. Students have the responsibility to understand and adhere to the handbook and other policies of the school as well as to model PSI's Mission and Core Values at all times.

Our responsive approach to discipline helps students to take responsibility for their actions, and enables them to learn new behaviours for the future so they can make smart choices rather than dwelling on past mistakes. We focus on the behaviour, not the person.

All members of the PSI community take collective responsibility for the well-being of the students as part of our duty of care. Stopping inappropriate behaviour is challenging and needs collective time, creative consistency and patience from the whole community.

The ultimate success of our students is dependent upon mutual cooperation and partnership between parents and school personnel. A successful partnership begins with parents supporting the school's policies. For example, parents need to ensure that their child arrives at school on time, has regular attendance, and is equipped with the necessary materials. Parents should participate in school life and support the learning process.

In the event any concern should arise, a timely communication identifying the concern will be sent home.

We believe that:

- students learn self-discipline, self-control, responsibility, and how to communicate feelings as they are socialised into the group
- teachers help students find strategies to satisfy their needs and understand their own behaviours
- students need to feel as though they belong to the group, and therefore may engage in attention and power-seeking behaviours. However, they can learn to understand their own motives for behaviour, and can learn strategies for self regulation
- students should learn to take responsibility for their own behaviour and to accept the

consequences of their actions

- logical consequences that are matched appropriately with the student's level of disruption
- manage the situation effectively

Our approach to behaviour management emphasises and develops the following dispositions in particular (but not limited to):

<i>Empathy</i>	They can imagine themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
<i>Independence</i>	They think and act independently, making their own judgments based on reasoned arguments and they are able to defend their judgments.
<i>Integrity</i>	They are honest and demonstrate a considered sense of fairness.
<i>Respect</i>	They respect themselves, others and the world around them.
<i>Tolerance</i>	They are sensitive about the differences and diversity in the world and are responsive and respectful to the needs of others.

How are your behaviour and discipline practises changing?

Our approaches to behaviour and discipline are based on restorative practices research and good educational practices as indicated below:

Decreased emphasis on	Increased emphasis on
A reactive culture where behaviour management resides with individual teachers	A proactive, responsive culture where there is collective responsibility for behaviour
Student being labelled as 'bad'	Behaviour being separated from the student
Individual systems for dealing with behaviour	Whole school system for dealing with behaviour
Consequences not known and/or unclear to students, parents, faculty and staff	A staged list of clear, known consequences known to students, parents, faculty and staff
Behaviour problem being passed on to homeroom teacher to be dealt with	Behaviour problem being dealt with by the adult present at the time it occurs
Inconsistent ways of dealing with behaviours	Consistent commitment to dealing with behaviour according to the PSI guidelines
Plan of action decided upon solely by teacher	Student involvement in plan of action

Plans which only focus on stopping undesirable behaviour	Plans which focus on helping student to take responsibility for their actions and find desirable alternative behaviours
Reminders, fault-finding, public reprimands, humiliation, shouting, threats and negotiation	Purposeful, private solution-focused discussion involving student input, understanding, and cooperation
Commands such as, "Stop that at once!"	Conversations using restorative questions: • What happened? • What were you thinking/feeling at the time? • Who do you think is upset by what you have done and in what way? • What do you need to do to make things right? • What will you do differently if this happens again?
Material rewards such as stickers, points, smiley faces etc.	Intrinsic rewards and acknowledgement e.g praise, comments, gestures
Seeing failure and mistakes negatively and expected for the specific student as this contributes to a fixed mindset.	Considering mistakes as opportunities for learning as this contributes to a growth mindset

Zones of Regulation

Our Zones of Regulation programme is used throughout the whole of Primary School. Students learn to identify and regulate their emotions according to four colours, as follows:

- Green zone means the child's emotions are calm and they are ready to learn.
- Blue zone means that the child is tired, sad or not feeling well.
- Red zone means the child is angry or feeling agitated.
- Yellow zone means the child is frustrated or feeling anxious or worried.

While we want all of our children to be in the green zone, there are times they will find themselves in one of the other zones. As we teach Primary students the zones, we also teach them strategies to regulate their emotions and move them back to the green zone.

For disagreements and smaller problems, the following steps should be followed by the students before going to an adult. Adults also guide students to use these steps before the adult intervenes to solve the problem for the student.

1. If you are angry or upset, take a minute to cool off e.g walk away, ignore it, calm breaths
2. Use an assertive voice and tell the person to STOP as you don't like it

3. Tell the person how you feel and what you want using an 'I message'
4. Listen to the other person carefully
5. Take responsibility for your part of the problem and apologise
6. Think of solutions
7. Choose the best solution for both of you

Remember: If it's a big problem, students should tell an adult they trust right away. (This can be the teacher on OPAL duty, class teacher, counsellor, or principal.)

Breaking rules or engaging in totally unacceptable behaviour (physical aggression or hurtful and abusive language) may result in disciplinary action. A common approach might be a detention during lunch recess or an Co-curricular programme activities, an in-school suspension in the principal's office, or at times, an out of school suspension. Very serious or repeated offences can lead to expulsion.

How do teachers and administrators support students in making good choices?

When helping students solve problems, teachers and the principal might ...

- Help students talk and listen to each other when solving a problem
- Listen to the reporting student and write a report of the incident
- Talk to the person who initiated the problem
- Remove the person(s) from the class or yard
- Send the person(s) to the principal if it is repeated or totally unacceptable behaviour
- Speak to the parents about the behaviour

When dealing with problems, teachers and the primary principal will always ...

- Listen to both sides of the story and all the students involved (including any observers)
- Let students know that reporting is sensible
- Work out the best way to handle the situation together with the student
- Let students know the result
- Report incidents and results thoroughly to families for their information.

Academic Integrity

All students are expected to maintain academic integrity with respect to their academic work. It is unacceptable to submit someone else's work as their own work, give their work to someone else to use, copy homework, or to use notes, signal or talk during a test. In primary school, students begin to learn how to summarise and paraphrase content in texts and, as an upper primary student, learn about plagiarism and the importance of doing their own work when called upon. A complete explanation of the definitions, the roles and responsibilities, the consequences and the support systems may be found in the whole school [Academic Integrity Protocols](#).

What are the consequences for students who make poor choices?

In PSI primary we endorse the application of **logical consequences**: these are developmentally appropriate and reflect the age of the student, the severity and frequency of the inappropriate behaviour. These will be applied as a means to promote a safe, caring, positive school environment.

Acting in a way that results in situations that are unsafe, uncaring, and/or negative will result in a range of consequences and procedures that exist depending upon the level of inappropriate behaviour. The welfare of the other students and adults is equally important and must be considered.

Any consequences/procedures will bear in mind any mitigating circumstances such as

- A young student who is still developing an understanding of appropriate behaviours;
- A new student who is still learning PSI's expectations of behaviour, or is experiencing extreme transition issues.
- A student who was unduly provoked.
- A student who is under extreme stress for valid reasons e.g. death in the family, divorce.

Level One - Inappropriate Choices (Classroom / Teacher Level)

It is understood that children at this age are learning how to behave and interact with others outside the family. At times, children test limits or simply do not know how to make the right choice. They may get frustrated or angry and may not react in a socially acceptable way. These are called 'inappropriate behaviours'.

At Level One, all classroom teachers and specialist teachers establish their own classroom expectations, grievance procedures, and consequences. They also issue appropriate re-directions, warnings and counselling. Teachers determine whether specific behaviours are significant enough or repeated often enough that they require further action at the administrative level.

Level Two - Unacceptable Behaviour (Principal Level)

This may include refusal / not following a staff member's directions, physical aggression, inappropriate language, and / or repeated inappropriate behaviours. When a teacher sends a student to an administrator for a behaviour issue, the meeting is divided into two parts: Learning from our mistakes and accepting consequences for our actions.

Wherever possible, consequences are meant to reinforce the behaviour that needs correcting. Consequences can vary depending on the maturity level of the child. For example, students in Grades 4 and 5 are considered old enough to refrain from physical aggression on campus at all times, so consequences are more serious.

Repeated unacceptable behaviour will lead to the student and their parents meeting with the Primary principal, after which the student may be placed on a behavioural contract.

Level Three – Totally Unacceptable Behaviour (Principal Level)

This may include fighting, excessive physical behaviour, violence, biting, repeated harassment and / or repeated refusals to follow an adult's instruction.

Suspension

Suspensions of students, either in-school and out of school, occur for serious offences and can vary in length. In these instances, students are immediately and officially suspended from school. An official letter of suspension is issued to the family involved.

For in-school suspensions, the student must attend school but remain in the principal's or another member of school leadership's office for the day(s) the child is suspended. Teachers will give work to the student to do while suspended.

For out of school suspension, the student is sent home for one or more days. This means that they cannot attend any school events during the time of that suspension, but they are expected to keep current in class work.

All students involved in a discipline issue, including students who may have been frightened or harmed by another student, receive assistance from our School counsellor. This assistance can be in the form of individual conversations, weekly meetings, discussions among small groups of children, whole class lessons and more.

In order to return to school, the parents and the child must meet with the Principal. The student must exhibit a willingness to return to class. A behavioural or probationary contract is developed for a period that may range from one month to the rest of the school year. This is reviewed before the student moves to the next grade level.

PSI reserves the right to deny enrolment to any student for the next school year if the student and / or parent does not demonstrate a commitment to and support of the child's behavioural development. (See page 45 for our parent code of conduct.)

Please note that the School reserves the right to increase the consequences listed above based on the severity of the incident and the pattern of behaviour for individual students. It is important to note that two suspensions within one calendar year may result in a referral to the school's Expulsion Committee.

Level Four – Expulsion (Principal / School Director / Board of Governors)

Expulsion of students occurs for any acts that seriously threaten the safety of students and staff and / or for repeated acts of misconduct despite other disciplinary actions. (See examples on page 68).

The School convenes an Expulsion Committee made up of the homeroom teacher or PYP coordinator, the principal, the director, and at least one Board member. The student or parent may also request a specific teacher to serve as an advocate; this teacher is a non-voting member of the committee. Based on evidence presented and input from the parents and other teachers, the committee decides whether or not to expel. The decision to expel must be unanimous. Students who are expelled are not allowed to return to PSI at any time, either to re-enrol or to visit the campus.

NOTE: The school also reserves the right to immediately move past the first three steps for serious incidents. Under serious circumstances, the school school leadership may choose to suspend or expel without going through all the steps involved.

Section III: How does the school celebrate and reward students?

What do I need to know about student parties and celebrations?

Birthday Celebrations

If you would like the class to share in a simple, easy-to-serve birthday cake (or cupcakes) for your child, please speak to the class teacher at least three days prior to make an arrangement for the most suitable time on the lesson timetable. We aim to keep this process as simple and unobtrusive to the learning programme as possible.

Birthday parties are managed by parents. It is the responsibility of parents to inform the school about any changes in pick up or bus routines at the end of the day.

Please do not supply fizzy soft drinks, lollies, gift / lolly bags, presents and additional food as part of these birthday celebrations at the school. Invitations are not required and will not be distributed by the teachers.

When inviting a few students - in consideration of children's feelings, we ask that printed or electronic invitations be sent to school ONLY if all the children in the class / grade are invited. If you are unable to accommodate large numbers for parties, please contact families privately via email or phone.

When inviting the whole class the homeroom teacher will be happy to forward the invitation for you only if you are inviting the whole class.

- Parents need to remind invited families to inform the school about who will be collecting their children on the day of the party.
- Parents should supply the school with the list of who is attending the party so it can be double checked with security. If this list is provided in advance, Reception can make sure all parents on the list have given permission for children to leave with you. This will make the departure from school smooth and efficient.

The parents of invited students:

- If your child rides the bus, email the PSI School Office (secretary@psi.kyiv.ua) and their homeroom teacher to inform us that on the day of the party, your child will go home with the family organising the party.
- If your child is picked up from school, email the homeroom teacher and inform them that on the day of the party, your child will go home with the family organising the party. Send a copy of this email to the PSI School office (secretary@psi.kyiv.ua)

The school will:

- Forward any emails regarding the party to reception and / or the organising family when whole classes or grades are invited.
- Provide Security with the list of students with confirmed parent permission to leave with the family for the party.

Assemblies

Primary school assemblies are scheduled periodically throughout the year. Assemblies are held to give students opportunities to present their work, share what they have learnt, practice presentation skills and learn proper audience behaviour. Parents are invited to some of these community assemblies.

Guidelines for Secondary Students and Parents

Section I: How are secondary students encouraged to make good decisions?

How does the school help students balance their rights with their responsibilities?

PSI expects students to work towards their full academic potential and behave in a manner that will bring respect and honour to the School, their families, their own communities and their personal development as responsible learners.

It is our aim to nurture well-balanced, mature individuals who are able to take responsibility for their own actions and who will grow to be valued members of the international community. Students at PSI are encouraged to recognise that rights bring with them equivalent responsibilities. Student rights are balanced against responsibilities in the following ways:

Responsibility	Students have the right to	Students have the responsibility to
<i>Learning</i>	Learn to the best of their ability in well-taught, productive classes	Do their best work and help others do their best. This includes listening and following directions, asking for explanations when needed, disturbing no one in class, arriving to class on time, and turning in neat, carefully planned and completed work
<i>Respect</i>	Be happy and to be treated with understanding and respect as individuals	Respect others, treat them with understanding and not hurt their feelings
<i>Expression</i>	Hear and be heard and be free to express their opinions, feelings and ideas	Respect others' opinions, feelings and ideas and to listen to others
<i>Safety</i>	Be safe and secure in school with rules developed to support these rights	Respect others' right to safety, treat others with the same kindness they would expect themselves, and obey

		school rules
<i>Property</i>	Bring their belongings and materials to school and utilise school materials	Look after their own possessions, respect other people's property, and use and share school materials in an appropriate manner
<i>Dress Code</i>	Wear clothes of their choice to school without being judged by peers	Wear clothes that are decent, inoffensive, and appropriate and take care of their clothing Refrain from judging the clothing of others

How does the Advisory Programme help students make good choices?

PSI Philosophy of Advisory
At PSI, we recognize the importance of social-emotional development in the holistic growth of our students. Through our Advisory programme, we aim to foster meaningful relationships, to cultivate empathy, and to encourage a journey of self-discovery in a safe and supportive community. Our collective and individual well-being is enhanced as students and faculty engage authentically within their advisory group, crafting outcomes that are purposeful and personalised.

Role of Advisor	
Advocate	☐ Aware of learner's strengths and challenges and supports them through personal growth ☐ Engages learners in critical conversations ☐ Listens to learner's needs and concerns ☐ Supports learners in advocating for themselves ☐ Engages in conversations with appropriate faculty when there are support concerns
Community Builder	☐ Fosters meaningful relationships within community group ☐ Creates a safe environment to support collective well-being ☐ Facilitates opportunities for leadership and active engagement in our community ☐ Celebrates individual and collective accomplishments
Coach (Mentor)	☐ Fosters meaningful relationships with each learner ☐ Provides specific strategies to support Individual well-being (academic, social, emotional) ☐ Supports learners in goal setting - both academically and in connection to

- | | |
|--|--|
| | social-emotional development
☐ Engages learners in reflective practices that promote purposeful action |
|--|--|

What is the code of conduct?

The school leadership, board of governors, and staff at PSI expect that all members of the school community demonstrate respect for self, others, and the environment at all times. This includes any time that they are on campus and any time that they are away on school-sponsored trips. When students fail to do so, the school leadership and board reserve the right to take appropriate disciplinary action for activities that are considered detrimental to the welfare of the school, student body or individual.

PSI students are subject to disciplinary action for incidents of misconduct occurring during school or while attending school-sponsored activities, whether on the school campus or off the campus. These rules include but are not limited to the following:

Academic Integrity

All students are expected to maintain academic integrity with respect to their academic work. It is unacceptable to submit someone else's work as their own work, give their work to someone else to use, copy homework, or to use notes, signal or talk during a test. It is also unacceptable to use cell phones or other devices to obtain or share information during a test. A student who uses artificial intelligence to generate text or images and submit it as their own creation is committing plagiarism. It is important to note that students who help someone else cheat are held to the same standard and the same set of consequences.

A complete explanation of the definitions, the roles and responsibilities for all parties, the consequences and the support systems may be found in the [Academic Integrity Policy and Protocols](#).

Alcohol, Drugs, Vaping, or Tobacco

The PSI Board of Governors has a very clear policy on banned substances:

PSI is a smoking (including e-cigarettes / vaping) and drug free zone with regards to the campus and all school sponsored events. No person may be on campus in a state of impairment.

Students and staff found in violation of this policy are subject to disciplinary action, including possible expulsion / dismissal. As part of this process, the School works with students and their families to provide education and support where appropriate.

The director may request parents to provide evidence of testing of their child for banned substances.

At the director's discretion, any person on campus may be removed if they present a clear and present danger.

Specifically, that means the following for students and parents at the School:

- **Smoking / Vaping:** Students found smoking / vaping on campus or in possession of associated paraphernalia are subject to disciplinary measures. Community members smoking or vaping on campus or at a school event that includes children are seen as in violation of the Parent Code of Conduct.
- **Alcohol:** Students on campus, and those participating in activities after school and trips outside school are not permitted to consume alcoholic drinks. The possession, transport or consumption of alcoholic drinks, or being in a state of alcohol impairment, either in school or on school-sponsored trips, results in suspension or expulsion. Limited consumption of alcohol on the premises by adults in conjunction with official school functions is permitted only with the prior approval of the school director.
- **Substance Abuse:** The following are viewed as examples of gross misconduct leading to disciplinary action that may result in expulsion:
 - The possession, distribution, sale and use of illicit drugs or associated paraphernalia;
 - Improper use or distribution of other substances or prescription medications;
 - Failure to cooperate with a reasonable request to test;
 - Being in a state of impairment during school time or at a school event due to substance abuse.

Prescribed or 'over the counter' medicines that could affect a student's performance or judgement must be declared to and discussed with the medical office prior to any use at school. Failure to do so is a violation of this policy.

Students caught distributing or selling any of these items are automatically referred to the Board Expulsion Committee.

- **Testing:** If the Director has reasonable suspicion that a student is in a state of impairment, they request that the family provide evidence of testing by a qualified medical representative.
- **Searches:** The administration has the right to search a student's locker, personal property or clothing if there is reasonable cause to believe the student has banned items.

Any student who tests positive for the presence of prohibited substances is in violation of this policy and is subject to discipline, up to and including expulsion.

A student whose parents refuse to allow the student to take any drug and / or alcohol test is suspended pending a decision on disciplinary actions. Any such refusal is documented and signed by PSI and the student's parents. Usually, this is a written final warning prior to expulsion, but may result in expulsion depending on the circumstances of the case (for example, if there has been repeated violation of the substance abuse policy).

If the identified circumstances or the condition of the child's health requires notification of medical authorities, police or embassy (in relation to foreign students), the School takes the appropriate additional measures.

- **Employees:** It is important to note that staff handbooks contain similar language for all employees of PSI.
- **Bullying** – See in the handbook. .
- **Cyberbullying**
Cyberbullying, which utilises all of the electronic paraphernalia of modern life—cell phones, instant messaging, videos, email, chat rooms, blogging, social media—to threaten, insult, harass, spread rumours, and impersonate others, is not tolerated. Since it can continue 24 hours a day, 7 days a week, and because perpetrators remain anonymous, invisible, unpunished, and distant from the impact of their actions, cyberbullying can be even more harmful than ordinary bullying. For the purposes of this policy, “cyberbullying” shall mean using the communication capacities of computers, the Internet and/or other digital communication devices to bully others by:
 - Sending or posting cruel messages or images;
 - Threatening others;
 - Excluding or attempting to exclude others from activities or organisations;
 - Starting or passing on rumours about others;
 - Harassing or intimidating others;
 - Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group;
 - Sending or posting harmful, untrue or cruel statements about a person to others;
 - Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger;
 - Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images; and/or engaging in tricks to solicit embarrassing information that is then made public.
 - Taking, sending, posting, or sharing photos or videos without consent.

Closed Campus

All students should carry their ID cards with them and use them for entering and exiting the campus through the main gate. Students who lose their cards must replace them at a small cost.

- Students are not allowed to leave campus and then come back on the same day. This includes the time between the end of classes and the start of Athletics or Activities.
- Students who leave for the day must complete the permission form and have it signed by all teachers whose classes will be missed as well as by the principal or their PA.

Dishonesty

Students who do not respond honestly to teachers or administrators may be subject to disciplinary

action, including suspension. This includes telling deliberate falsehoods, hiding information that has been requested, or any other form of deliberate dishonesty.

Displays of Affection

PSI recognises that general feelings of affection may exist between students. Public displays of affection, however, should not interfere with school life and community expectation. Students should refrain from inappropriate behaviour such as intimate and prolonged embraces and / or kissing, and similar actions on campus, school buses and school events. Repeated incidents will lead to a parent conference.

Dress Code

Pechersk School International's student dress code is designed to give students the widest possible range of choices to express themselves through their apparel, whilst recognising that as a diverse community, we must respect each other's different values and beliefs.

A student committee aligned with our Student Council is collaborating with academic leadership to create a new dress code that all students will be expected to adhere to. **When completed, it will be added here for families to access.**

Electronic devices

PSI is a [Bring Your Own Device \(BYOD\)](#) school. All Secondary students must have their own laptops. Students in grades 6 to 12 are not allowed to have cellphones on their person, in their bags, or otherwise under their control during the school day. We encourage students to leave their phones at home. Students who choose to bring the phones to school must deposit them in the phone bins for retrieval at the end of the school day. Attempting to circumvent this policy will result in the disciplinary steps described in the 'Bell to Bell, No Cell' Policy (technology services section of this handbook).

Fighting

Any deliberate, aggressive physical contact with another person that might result in an injury is considered fighting. 'Play fighting' or 'horsing around' can also result in injury and is also prohibited. Fighting will result in a suspension for all students involved. A severe incident and / or repeated incidents may lead to expulsion.

Food and Drink

Students may have water bottles in school and in classes. Consumption of food in classrooms is by teacher discretion, but students are expected to clean-up after themselves if they bring food into the building. Lunch should be eaten outdoors, in the cafeteria, or in the cafe.

Students are not allowed to order food for delivery from outside suppliers without administrative approval. Drivers or other adults bringing students their lunches must take them directly to the

designated table in the cafeteria, where students may pick them. Students are then responsible for taking food or food containers home with them.

We strongly discourage the use of caffeinated beverages and sugary drinks or food.

Inappropriate Behaviour

Teachers have the right to stop any behaviour that disrupts the learning opportunities or threatens the safety of others.

Insubordination

Students are expected to follow a staff member's directions.

Laboratory Safety

Creating an unsafe situation in the Science or Design lab could harm not only the student involved but also others, and will result in disciplinary action.

Obscenities and Profanities

All students are expected to use appropriate, inoffensive language. This also refers to wording and slogans on clothing. Penalties range from parent contact to detention. Language aimed at an individual may be viewed as an act of bullying and could result in suspension. This rule applies to any languages spoken by students.

Stealing

It is not acceptable for students to take what doesn't belong to them, even as a practical joke. Students caught stealing are suspended after the first offence and need to return or replace the stolen items. Repeated incidents of stealing and / or the theft of expensive items can result in expulsion.

Vandalism

Destruction or desecration of school or personal property is not allowed. Students who engage in such behaviours are subject to detention or suspension, and will be asked to either reimburse the school or individual and / or assist in the repair or cleaning of damaged items.

Weapons

PSI has a 'zero tolerance' policy for weapons on campus. The School defines a weapon as any item that could be used to harm another person. It also includes 'toy' weapons. Students caught with a weapon on campus or at a school event are automatically suspended from school. The School reserves the right to move directly to an expulsion hearing if the situation warrants it.

NOTE: The school leadership reserves the right to search student lockers, backpacks and / or clothing if they have a suspicion of possession of banned substances, weapons or stolen items.

Section III: High School

Academic Pathways in Grade 11 and 12

PSI offers three pathways:

1. **PSI Diploma:** All students enrolled in Grade 12 are automatically enrolled for the PSI high school diploma. PSI believes in the value of concurrency of learning; the principle under which students deal each year with a balanced curriculum in which the PSI-required subjects are studied simultaneously.
2. **PSI Diploma plus IB subject specific certificates:** Students may also opt to sit for the external examinations of the International Baccalaureate Organisation. Successful students would then be awarded IB subject-specific certificates in addition to their PSI diploma.
3. **PSI Diploma plus the full IB Diploma:** The most rigorous program offered at PSI is the full two-year IB-diploma for eligible Grade 11 and Grade 12 students. The IB has a set of requirements to obtain the Diploma, including a minimum number of overall points, a minimum number of points for HL subjects and requirements for the Theory of Knowledge course, the Extended Essay and CAS (Creativity – Action – Service).

Graduation requirements for the PSI Diploma

In order to graduate from PSI, students need to meet all the requirements below:

- earn 26 credits between Grade 9 and Grade 12 (see table below)
- demonstrate sustained effort in all required subjects from Grade 9 - 12
- a minimum attendance of 80% to ensure continued enrolment
- adequate management of all school materials
- participation in annual and end-of-year routines

The table below shows the minimum number of required credits. A credit is earned for each year a course is passed.

Subject	Minimum credits*
English	4
Mathematics	3
Science	3
Individuals and Societies	3
Additional Language(s)	2
Art or Music or Drama or Design	2

Physical Education	2
Accumulated Additional Credit	7
Total (Minimum)	26

*The minimum grade required to earn a credit is a 3

To obtain a PSI diploma, students must earn a minimum of 26 credits for high school graduation. One full credit is awarded for each subject satisfactorily completed over two semesters in the school year.

Glossary & IB Resource Links

1. Please find the [PSI Glossary of Terms](#) for definitions or clarification of terminology used.
2. For more information about the IB PYP in general, visit the [IB PYP website](#).
3. For more information on the MYP in general, please visit the [IB MYP website](#).
4. For more information about the IB Diploma Programme in general, please visit the [IB Diploma Programme website](#).