



**Upper School
Parent-Student Handbook
2018-2019**



Greetings from Pudong Campus Head of School and Principals

Dear Students and Parents,

It is with great excitement that I welcome you to the 2018-2019 school year. I'm proud to be returning to SCIS Pudong and be a part of the Dragon Spirit.

My best wishes to all of you for a fun and rewarding school year as you strengthen existing friendships, make new ones, and challenge yourself to be the best version of you!

Your time here is special. So many nationalities to learn from and opportunities to push yourself.

This is a special community. Enjoy it, and have a great year.

Go Dragons!

Derek Luebbe
Head of School

Dear SCIS Community,

It is with great enthusiasm that we welcome you to the new school year. The Upper School administration is eager to support students in the accomplishments and challenges this year will bring. We encourage families, friends, and the entire school community to join us in supporting our students as they embark on this journey of growth.

This handbook is a tool to help guide students and families toward a successful and enjoyable year. Please be sure to read through this document carefully as it contains a number of updates. While we attempt to make the handbook as comprehensive as possible, situations may arise that will call for future changes. We will do our best to communicate any changes to you. Families should regularly review the school webpage (<http://pd.scis-his.org>) and review parent and student email inboxes for the weekly principals' letters and other communication.

We encourage families and students to share comments and concerns with us throughout the year. We are committed to making the Upper School experience as successful and rewarding as possible for our students. We value your support in achieving this goal.

We look forward to getting better acquainted with everyone in our SCIS community.

Sincerely,

Frank Volpe, Ph.D.
Upper School Principal

Naomi Shanks
Upper School Vice Principal

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Section 1: Pudong School Leadership

Administration			
Head of School	Mr. Derek Luebbe dluebbe@scis-china.org	Upper School Vice Principal	Ms. Naomi Shanks nshanks@scis-china.org
Upper School Principal	Dr. Frank Volpe fvolpe@scis-china.org	Lower School Principal	Ms. Elizabeth Gale egale@scis-china.org

Building Faculty			
Activities Coordinator	Mr. Victor Caban vcaban@scis-china.org	Transportation Supervisor	Mr. Stuart Ren sren@scis-china.org
Technology Coordinator	Mr. Barry Johnson bjohnson@scis-china.org	Finance	Ms. Katherine Yong kyong@scis-china.org
Upper School Secretary	Ms. Jelly Ling jling@scis-china.org	Reception/Admissions	Ms. Julia Qian jqian@scis-china.org

Section 2: Introduction and General Background

General Background

SCIS is an independent, co-educational international school. It was founded in 1996 on a campus in the Changning area of Shanghai, and currently operates four campuses, two in Puxi (Hongqiao) and one in Pudong (the east and west sides of the river that splits Shanghai roughly in half). Hangzhou International School opened in 2002 and operates under the aegis of SCIS. All four campuses operate as autonomous entities within the SCIS group of schools.

The SCIS Pudong and Hongqiao schools are fully-accredited by the Western Association of Schools and Colleges (WASC), and in 2013 earned its highest possible accreditation term of six years. SCIS was the first international school in Shanghai to be accredited by the National Council on Curriculum and Textbooks. SCIS is a member of the East Asia Regional Conference of Overseas Schools (EARCOS). HIS achieved WASC accreditation in the spring of 2005 and also was awarded the full six-year term of accreditation. Both Pudong and Hongqiao Campuses are three program IB World Schools, fully authorized by the International Baccalaureate Organization to offer its IB Diploma, Middle Years, and Primary Years Programmes

Governance

SCIS is overseen by members of a Board of Directors appointed according to the bylaws of the school's Articles of Association. The self-perpetuating, "corporate governance" model used at SCIS and the other ISF schools has been supported for many years by the European Council of International Schools in the United Kingdom and by International Schools Services in the United States,

and is the one endorsed by the National Association of Independent Schools. NAIS is the largest organization for independent schools--defined as schools that are "not under government control"--in the United States. In its statement on governance, NAIS reviews the other models, details the problems with an annually shifting, parent-elected board (especially for international schools with their more transient populations), and then says this:

"The corporate model of a self-perpetuating board is what NAIS advocates, where the board chooses itself and its successors and is focused largely on the strategic future of the school. It sees itself as having only one employee to hire, evaluate, and fire (the head of school), and it scrupulously and thankfully redirects all constituent complaints to the proper authority, the head of school, then supports the head of school in his or her adjudication of any challenges. This 'above the fray' approach frees the board to focus on the larger issues of institutional stability and growth and sends a strong signal to the community that the board has confidence in the leadership of the school, never allowing itself to become 'the court of last resort' to adjudicate conflict and overrule management decisions, knowing that if it does so, it will revert to the first model of governance indicated above and forever after be relegated to operational oversight rather than vision and strategy and generative thinking, its proper role."

Not For Profit Status, SCIS and Affiliated School

At its establishment in 1996, SCIS was classified by the Chinese government as a "Foreign Invested Enterprise", as were all international schools in China at the time, with

the exception of diplomatic schools. In the ensuing years, SCIS and a number of other international schools in China recommended to the government that a “not for profit” category be established. In 2008, the government invited ten international schools who had attained accreditation from China’s National Council for Curriculum and Textbooks (NCCT) to apply for the newly-established fei yin li (not for profit) classification, one of which invitees was SCIS. Our government relations office completed the application forms and audit process in late 2008, and in early 2009, the Shanghai Education Commission issued to SCIS a license confirming its status as a not for profit school. SCIS has been operating since that time under regulations, similar to those in other countries, which govern not for profit school operation in China.

International School Foundation

SCIS is affiliated with the International School Foundation. ISF is domiciled in Lansing, Michigan, and is directed by Larry Balli, Kristy Dewi, and Michael Dougherty. The directors receive compensation from the schools in accordance with respective Articles of Association at each school, and within limits set by the respective governments for not for profit schools in each country. Schools established under ISF direction include the American International School of Cape Town, Hangzhou International School, the International School of Perth (now managed by the Chevron corporation), North Jakarta International School, and Shanghai Community International School. The International Schools Foundation has been vetted and accorded 501 c3 status (not for profit) by the Internal Revenue Service of the United States. The ISF was established to solicit tax-deductible philanthropic contributions to benefit its affiliated international schools, but it does not own nor does it have legal connection with or liability for any of these schools. Each school affiliated with ISF is registered in its respective country under the auspices and not for profit regulations of that country.

Mission Statement

To develop inquiring, knowledgeable and caring learners who contribute positively to their communities.

Curriculum—A Brief Overview

SCIS Pudong is an International Baccalaureate World School (IBO) school authorized to offer the three IB Programmes:

- Primary Years Programme (PYP) Pre-School – Grade 5
- Middle Years Programme (MYP) Grade 6 – Grade 10
- Diploma Programme (DP) Grade 11 – 12.

Within the Upper School, curriculum is organized according to eight subject groups. Each subject is aligned to the SCIS Content Standards. The standards were chosen to serve the multi-national nature of our learning community. These standards are based on research, standards, and continua developed in Australia, China, New Zealand, Singapore, the United Kingdom, and the United States that target dispositions toward life-long learning, college/university preparation, as well as life and work in a global society.

Upper School students engage with the following subjects:

- Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts
- Design
- Physical and Health Education

At all levels, students engage in a wide range of interactive learning experiences, both on and off campus. These activities assist each student to develop a sound core of knowledge, a sense of logic, intellectual confidence and life-long learning skills. Most importantly, the school aims to foster a lasting love of learning.

Please refer to the separate Academic Handbook and to our website for curriculum information for specific Upper School courses.

Support Services

English as an Additional Language

SCIS provides support within the school day to students for whom English is not the dominant language. Special EAL class time is provided.

At the beginning levels, the EAL program concentrates on equipping students with the vocabulary and structures for meeting immediate school needs and assisting in the settling process. As students gain confidence, they move onto broader themes designed to develop speaking, listening, reading, and writing skills to a level that will enable them to participate effectively in all regular classroom lessons including English Language and Literature.

Students with limited English proficiency, or transferring from non-English speaking schools, will be assessed to determine the level of EAL support required. EAL classes are required for any student whose oral and written language is not sufficient to function satisfactorily in academic subjects. This may include both MYP English Language Acquisition classes and EAL Resource classes. For further information, please refer to the EAL Handbook.

Student Supports and Programs

Providing all students access to the curriculum is a primary responsibility of all SCIS teachers. At a foundational level, all teachers offer differentiated instruction by considering students’ individual learning styles, strengths, and weaknesses. Any student who is experiencing academic difficulties may receive an academic action plan, which identifies strategies and supports to assist students (i.e. required attendance at office hours, tutoring, classroom accommodations, etc.).

Students experiencing academic difficulties due to identified disabilities and learning needs may qualify for

addition intervention and support through the Learning Support Program. These supports may include: academic support, speech and language therapy, social skills support, and executive functioning skill building. Supports are provided through a collaborative approach of SCIS specialists: Learning Support Teachers, School Counselor, Speech and Language Pathologist, and School Psychologist. All decisions are informed by and contingent upon a match between the student's needs and the level of services available at SCIS.

For additional information on the SCIS Learning Support Program, please contact Brenda Dean, SCIS Director of Student Support.

School Counseling

School counseling is also available to assist students in need of social and emotional support. Common issues where school counselors provide support include: conflict resolution, peer problems, transition struggles, study and organizational skills, conflicts at home, and crisis or grief response. SCIS counseling services are meant to provide short-term support focused on immediate improvement. If extended support is needed, or services cannot adequately be provided at school, the counselor will assist the family in locating appropriate help in Shanghai. College counseling is also available on campus to educate students and parents about various universities, including the admissions process, understanding trends, and required testing. Seniors and their families are advised and supported as they go through the process.

The School's Expectations of Its Students

- We expect students to behave in a way that is conducive to a productive educational atmosphere. This means that students will not only strive to take full advantage of their own opportunities here, but also do nothing which might interfere with others striving to do the same.
- We expect students to respect their teachers and all other adults in the school.
- We expect students to arrive on time each morning ready to learn. This means that students have spent the necessary time on the previous day's homework, have had sufficient sleep, and have had breakfast.
- We expect students to show consideration for others, and to appreciate people from other races, creeds, and backgrounds.
- We expect students to work and play together harmoniously, to help others, and to show good sportsmanship in games.
- We expect students to show care for the property, building, and flora of the school, and to exercise responsibility appropriate to their age.
- We expect students to be honest.

What Students Can Expect From School

- Students can expect the teachers and administration of their school to have their safety and wellbeing in mind at all times.



- Students can expect that their teachers will be devoted to helping them learn and grow.
- Students can expect teachers to approach topics from a variety of angles to insure that students with different learning styles will have every opportunity to visualize and grasp new curricular material.
- Although teachers may not always condone a student's behavior; or agree with everything a student says or wants, students can expect teachers to listen to them, and to try to understand them.

Values

- We value an atmosphere of open inquiry tempered with a sense of order and consideration for others.
- We value the appreciation of diversity, and the opportunity to learn from the multitude of cultural backgrounds represented at international schools like ours.
- We recognize the individual nature of each student, and value a community in which these individuals can learn together harmoniously.
- We value the opportunity to stimulate the love of learning, which we believe is in every child.
- We value creative and inventive thinking, and the ability to approach problems from different angles.
- We value our opportunity to learn about China, our host country, and the importance of our Chinese teachers and staff, who serve as our most important link to this country.
- We value the human relationships which constitute our community and foster learning: relationships between teachers and students, between students, between teachers and parents, and between parents and their children.
- We value parents' concern, involvement, and contribution to the life of the school.
- We value the development of character integrity in each of our students.

Section 3: Policies and Procedures

Academic Guidelines and Policies

Academic Guidance

All matters concerning registration, course selection, grading, credits/records, graduation, and testing (outside SCIS system) are processed through the Principals and/or a designee.

Attendance and Grading

In the event that a student misses five classes in a quarter or ten classes in a semester (in a given class) for any reason (including late enrollment), the Principal will convene a committee including the class teacher to consider whether that student can be awarded credit for that course. Four tardies will be considered as equivalent to one absence in consideration of credit matters. Each class will be considered separately and decisions may be different based on subject matter and the ability of the teacher to assign comparable make up work for excused absence.

Office staff should be notified well ahead if a student will be missing school. Students are expected to be present for exams during the scheduled examination sessions at the end of each semester. Exceptions, in the event of extenuating circumstances, are at the discretion of the principal.

Grading

It is the philosophy of SCIS that students will respond more favorably to the opportunity for success than the threat of failure. The school shall seek to make achievement recognizable and possible for students and conduct student evaluations as objectively as possible. Students earn semester grades of 1-7 based on IB-MYP/DP published descriptors.

Graduation Requirements

Students are required to complete a minimum of 25 credits as outlined below to earn an SCIS High School Diploma. Please refer to the SCIS Pudong Upper School Academic Handbook for details.

Language and Literature	4 credits
Individuals and Societies	3 credits
Sciences	3 credits
Mathematics	3 credits
Language Acquisition	3 credits
Physical & Health Education	2 credits
Arts & Design	2 credits
Additional Coursework	5 credits
Other	CAS/EE/TOK
Total to graduate:	25 credits

IB-DP courses

Students enrolled in IB-DP courses will receive a course grade each semester from their SCIS teachers. DP students also receive a grade based on the final IB examinations administered to all IB students worldwide. Scores on this test determine the possibility of earning an IB Diploma and of earning college credit. These scores are not included on the SCIS transcript.

IB exam fees

Fees for IB exams are payable by the student.

Credits Earned/Transferred and Graduation Policies

The following policies are established to deal with the most common cases in question. The administration reserves the right to make exceptions to this policy if exceptional circumstances are apparent.

Transcripts

High school students will be issued transcripts that document the sum of their work at SCIS.

Credits Earned: Semester and Final Grades

Course credit will be awarded on a semester basis.

Transfer Students: Earned/Transferred Credits, Graduation Requirements

Due to student transience and the multiple systems of international schools, issues regarding the transferring credit must consider a vast array of possibilities. What follows are general guidelines regarding these decisions. In all cases, final authority lies in the decision of the SCIS administration.

- Students transferring into SCIS will be awarded SCIS credits for passing grades in equivalent-hour courses from their previous schools. Upon arrival at SCIS the administration will determine the courses that receive credit, and communicate the future courses needed to meet the SCIS graduation requirements.
- For cases involving students who have attended school systems with different school years or courses that do not have a similar number of weekly contact minutes as SCIS courses, the transfer of credits shall be determined by the administrator and communicated to the incoming student in a timely manner.
- Only full semester, passing grades (as determined by the previous school's grading policy) will be eligible for credit.
- Transferring students may be required to demonstrate reasonable knowledge in a placement exam in order to be admitted mid-year into some classes.
- SCIS will not award credit to students who have taken a course for which they have previously received credit. For example, a student who passes the first semester of a course but fails the second will earn 0.5 credits. He may not repeat the first semester next year and receive another 0.5 credits.

- In some cases, students who transfer to SCIS late in their high school years may be able to take SCIS courses and transfer them back to their previous school to receive a diploma from that institution. It is not the responsibility of the school to 'negotiate' graduation from other institutions for students.

Summer Courses and Online Courses

Students may not use online or summer school classes to accelerate their graduation from SCIS. However, it is possible for a student to make up credits needed for graduation for courses that they have failed by satisfactorily completing an class in an accredited school during the summer months or online. Replacement courses must be pre-approved by the SCIS administration in writing.

Scheduling

Course Loads

Upper school students in grades 6-10 are scheduled for eight classes. Students in Grades 11-12 are scheduled for seven classes and one Study Hall. At times, students who enroll in online or self-taught courses will have a block scheduled for that work. Any exception to the required course load requires administrative approval.

Schedule Changes

Students wishing to change classes must submit a Schedule Change form, filled out by all the relevant teachers, the administrator, and the student's parents. This form must be completed within a timeframe outlined by the administration with deadlines set annually. Class changes later in the semester are not normally permitted, with exceptions made at the discretion of the principal.

Withdrawn Classes

A student who wishes to drop a class after the Schedule Change deadline specified will be considered to have withdrawn and failed the class. Students will not receive credit for classes that they have not completed, and this will be reflected on their transcripts and reports.

Conditional Enrollment

The typical probation process is outlined below. In severe cases, SCIS reserves the right to bypass certain steps of this process and proceed directly to the Conditional Enrollment Committee's recommendation to the Head of School.

Conditional Enrollment is the formal notice that the student is not being successful at SCIS for either academic or behavioral reasons. At this point, a parent meeting may be requested to clarify expectations, develop support mechanisms that can aim toward improvement, and outline possible consequences. All probation notices will be reviewed at specified dates. If conditions have not been met, a Conditional Enrollment Committee will evaluate the specific situation and make a further recommendation to the Head of School regarding modified conditions, grade promotion/retention, and/or the capability of the school to serve the student's needs. This recommendation may include the termination of enrollment of the student at SCIS.

Academic Watch

Our goal at SCIS is to help students achieve academic success. If a student is struggling academically, the student will be placed on Academic Watch to formally communicate this to students and parents. Students who are placed on Academic Watch may be ineligible to join non-class specific after-school / evening / overnight activities unless on an improvement plan approved by the principal. This does not include China Go! Trips. Also, as part of the academic plan for improvement, students may be required to attend teachers' Office Hours after school for additional assistance.

Students will be placed on Academic Watch as follows:

- MYP students (grades 6-10) who are failing to "progress towards course expectations" at the mid-semester, or to achieve levels of 3 or above at the semester in three or more courses.
- Diploma students (grades 11-12) who are failing to "progress towards course expectations" at the mid-semester, or to achieve levels of 3 or above at the semester in two or more courses.



Students will be evaluated at the end of each reporting period. The Academic Watch will be regularly reviewed. If a student meets or exceeds the above criteria, he/she will be removed from Academic Watch.

Behavior Contracts

Students who demonstrate an inability to respect the school environment will be placed on a Behavior Contract. Parents will be notified and the specific behaviors and future expectations will be outlined. Students who are unable to fulfil the expectations of the contract may have their enrollment terminated. In such a case, consequences will be clearly noted in advance in the student's contract.

Retention

In some cases, the SCIS staff will recommend that a student be retained at a grade level for the next school year. Teachers are fully cognizant of the various social and psychological ramifications of retention, and only make this recommendation when they feel it is in the best overall academic and social interests of the child. In some cases, this is a recommendation only, and parents will make a decision after meeting with a panel of teachers who will advise on the situation. In other cases, when the teachers feel strongly that it would be detrimental for the child and/or the other students in the class for the child to be promoted, the school may make the re-enrollment of the child contingent upon retention.

Activities

In addition to the academic program, SCIS runs a comprehensive After School Activities (ASA) Program for all Upper School students. These activities include the areas of athletics, arts, leadership, community service, and technology.

Athletics Program Objective

At SCIS, our aim is to provide enjoyable and safe athletic opportunities to students. SCIS will provide equal opportunity to all students regardless of ability, gender, ethnic background or age in a cooperative, friendly, and enjoyable environment between all participating students. Students will be encouraged towards a healthy social and physical lifestyle through participation in sport in a non-threatening environment.

Conference Affiliations

SCIS maintains membership in CISSA (China International Schools Sports Association), SISAC (Shanghai International Schools Activities Conference) and ACAMIS (Association of Chinese and Mongolian International Schools) and will observe all the rules and guidelines of these organizations.

Coaching Philosophy

- Students will be encouraged to participate in a variety of international team and individual sports that will be based on the interest, needs and abilities of students as well as the school's ability to provide safe and appropriate facilities and equipment.

- Emphasis will be placed on teamwork, sportsmanship and learning.
- Coaches will maintain the freedom to change rules, facilities, equipment, player numbers and ages in order to provide a more equitable and fair sporting environment.
- SCIS players and coaches will stay within the "spirit of competition" by observing individual sport rules and broader rules of sportsmanship and courtesy at practices and games.
- Coaches are expected to ensure that all students have equal access to facilities and playing time, as appropriate for age level and level of competition.
- Coaches maintain the right to distribute disciplinary action if students are misbehaving or acting inappropriately at any practice, game or any other time students are under the coach's supervisory control. At the coach's discretion, any disciplinary action may be brought to the SCIS administration.



Player Philosophy

Students are required to maintain good academic and behavioral records at school and may be disqualified from participation at the discretion of SCIS administration for any reason.

Any student who meets behavioral and academic requirements will be provided access to play. SCIS will not hold try-outs for CISSA middle school sports and all students will have equal opportunity to participate in games and practice regardless of ethnic background, ability, sex or any other qualifying factor. Junior Varsity and Varsity level sports do hold try-outs and the amount of playing time is based on perceived ability, performance and team needs.

Students may be disqualified from participation for failure to comply with team rules as specified by the coach. Students are expected to attend all practices and games, unless excused by the coach. Repeated failure to attend practices or games may result in the student's disqualification from participation.

Representation in CISSA Rep games will be based on game and practice attendance, team spirit, ability and any other guidelines the coach deems appropriate.

Admissions

All questions regarding admission to the Upper School program should be forwarded to the Director of Admissions for SCIS. Upper School Admission requirements may change from year to year and include the following:

Admission Process

Eligibility to Attend SCIS

SCIS is subject to the laws of the Government of the People's Republic of China, and the regulations set by the Ministry of Education. International schools in China are exclusively for the children of foreign nationals temporarily residing here. The student must hold a foreign passport in order to be enrolled.

Passport and Visa Requirements

By Chinese law, international schools may accept children of expatriates residing temporarily in China and traveling on a foreign passport. The school must see the original passport and visa of the student at the time of registration and will maintain photocopies in the student's file.

Transcript Review

Grade level placement and class scheduling is based on a transcript review that matches students to appropriately leveled classes. This may involve placement in classes typically at grade levels above and/or below the student's age appropriate grade level. This process also involves the granting of Earned/Transfer Credit.

EAL Support

EAL support for students will be determined at the time of admissions. Upon arrival on campus, students will be evaluated to determine the appropriate level of support.

Class Placement

Upon enrollment, students are placed in a grade or section based upon their previous academic history and their chronological age. Grade placement is the purview of the school administration. While parent input will be considered, the school determination will be final.

Tuition and Fees

Tuition fees pay for all the operating and capital costs of the school including teacher salaries and benefits, books and materials, computers and software, utilities, building, and operating expenses. School fees also include many other ancillary goods and services as detailed each year on the annual fees document and according to current board policy.

All fees must be paid prior to a student starting school. For specific information regarding payment and refund policies, please refer to the admissions department.

Withdrawal from SCIS

Students leaving SCIS should inform the office as soon as they know they will withdraw. This will enable the office to prepare leaving documents. Before such documents can be issued, a withdrawal form must be prepared, which checks on such things as library and textbooks being held by students, outstanding fees, forwarding addresses, and so forth.

Students who withdraw within three weeks of a normal Progress Report issuance will not receive an early report. The Progress Report will be forwarded to the parents or the office when it is issued on the regular date. Students leaving more than three weeks prior to a Progress Report issuance will receive a special interim report, listing the progress of the student at the time of withdrawal.



Air Quality Monitoring

The SCIS administration team and school nurse are responsible for monitoring air pollution information. This information will be gathered daily from the US consulate and Chinese government monitoring centers and, when there is elevated air pollution, disseminated to all staff members. In addition, information from the media, the Shanghai Education Commission, local air pollution control agencies, and health departments will be considered where applicable. Schools will communicate any concerns regarding air pollution using a color-coded system that is based on the US Environmental Protection Agency's Air Quality Index (also used by US Embassy and Consulates in China).

Decisions for reducing exposure to air pollution will be based on individual student risk. Students at highest risk (including our youngest students, students with respiratory diseases, and sports or activities that require heavy exertion for extended periods of time) will be given greatest consideration.

The indoor environment at SCIS campuses are fully filtered, thus the above practices are applicable only for outdoor activities. For additional air quality information, please visit the SCIS-Pudong web site (pd.scis-his.net).

Attendance and Absences

Daily Class Schedule

The Upper School schedule operates on a block schedule with a total of eight blocks. There are four periods per day, and classes meet every other day for 80-90 minutes in a four day rotation. All full year classes receive a half credit for each semester for a total of one (1) full credit for the year. Semester based classes receive a half credit. Students will be issued their individual timetable on the first day of school.

Record-Keeping, Absences, and Tardies

Teachers keep a daily record of student attendance and will record any absent or tardy students. Students arriving late to school (8:00-8:15) should report directly to their first period class. They will be marked tardy unless they have an excused absence (see below). Students arriving to school after 8:15 must sign in at the main office. Students who are late due to the late arrival of an SCIS bus need not check in at the office. They will be considered as an excused tardy without the need for a form. Students who arrive more than 15 minutes late to any class will be considered absent and may be able to clear the absence through the main office.

Excused Absences

It is the parent's responsibility to inform SCIS on the first day and each successive day of a student's absence. The main school office will then change the recorded absence to "excused" in the ManageBac database. Note the consequences for multiple absences in the "Academic Policies and Guidelines" section.

For pre-planned absences, students are encouraged to meet with teachers prior to their absence. If health permits, students are expected to check ManageBac regularly and keep up with all posted tasks and assignments. Teachers can then assign make-up work so that the student has less work to complete upon returning. Whenever possible, please schedule doctor and dental appointments after school hours. The following absences are excused:

- Illness
- Serious illness or death in the immediate family
- Emergency medical situations
- Absences approved in advance by administration

Students are given the opportunity to make up missed work by meeting with teachers. Students should be aware that, as a rule, they will be responsible for all material that was missed due to any type of absence.

Unexcused Absences

If a parent does not directly inform the office through email or ManageBac of the student's reason for missing school, then the absence is considered unexcused and teachers may choose to not accept class work for the period(s) missed.

Tardies

Students should be in class at the designated time ready to learn. If a student comes unprepared for class, or must leave to get materials, this can be considered a tardy. Students who are more than 15 minutes late for a class will be considered as unexcused absent. There will be no academic penalty for students who are tardy or absent, unless these are unexcused.

Students Arriving / Leaving School Mid-day

All students arriving to school after 8:15 should report to the main office and have their name crossed off the absence list. Students are not allowed to leave campus before the end of the school day without permission from the principal. Parents must email the Upper School secretary at the beginning of the day so that they appropriate teachers can be notified. In an unplanned situation, parents should report to the main office or the principal's office to gain assistance from the school staff for dismissal of their child.

Behavior

Beliefs About Discipline

At the core of our belief about student discipline is respect. By maintaining our lines of respect, most issues we face can be handled with minimal disruption to the educational program.

Most aspects of our Upper School Discipline Policy are encompassed in the following statement.

At SCIS we respect:

- Learning
- All People
- Property
- Language
- Personal Space

SCIS offers the following guidelines and expectations to assist teachers in handling student discipline:

The aim of the guidelines is to develop a caring, safe and positive school environment that encourages a strong sense of belonging; and where the rights and responsibilities of individuals are recognized and respected.

- We expect students to behave in a way that is conducive to a productive educational atmosphere. This means that students will not only strive to take full advantage of their own opportunities here, but also do nothing which might interfere with others striving to do the same.
- We expect students to respect their teachers and all SCIS staff.
- We expect students to arrive on time each morning ready to learn. This means that students have spent the necessary time on the previous day's homework, have had sufficient sleep, and have had breakfast.
- We expect students to show consideration and respect for others, and to accept and appreciate people from other cultures, ethnicities and backgrounds.

- We expect students to work and play together harmoniously, to help others, and to show good sportsmanship in games.
- We expect students to show care for the property, building, and flora of the school, and to exercise responsibility appropriate to their age.
- We expect students to be honest.

In summary, high expectations for respect and good citizenship by our students will result in less time being spent on reacting to adverse behavior. In other words, we get what we expect. Most behaviors we will come across with our students can be addressed under the statements above.

Student Discipline

It is understood that there will be times when some students may have difficulty with acting responsibly and making good choices. In such cases, we believe that consequences for misbehavior need to be fair to help students develop self-management and personal responsibility. The school will address behavioral incidents that impact the student experience on campus. To this end, a consequence for misbehavior should involve some follow-up discussion with the student. In order for consequences to be fair and effective, incidents need to be considered individually. However, in order to maintain consistency, SCIS operates within a series of consequential guidelines. Listed below are [possible consequences for disciplinary incidents](#), which may be single, sequential or simultaneous.

Expectations/Values	Consequences
<p>Level 1: Not Taking Responsibility</p> <p>Minor offenses that do not directly disrupt the teaching and learning of others such as:</p> <ul style="list-style-type: none"> • Not following classroom expectations • Late to class • Materials not brought to class • Off-task • Homework not done • Littering/not cleaning up after self • Using mobile device in class • Non instructional computer use including sending emails in class time, accessing social networking sites, using a laptop when the teacher has instructed it to be closed 	<p>Level 1: Consequences are designed to promote responsible behavior.</p> <p>Depending on the behavior, the following interventions are employed by the teacher:</p> <ul style="list-style-type: none"> • Verbal warning - provide feedback regarding behavior and reminder of rules • Discuss strategies for improvement • Stay after class or short break detention • Document on ManageBac and notify parent • Removal of item (bring to Principals) • Report if necessary to the Principals
<p>Level 2: Not Behaving Respectfully</p> <p>These include behaviors which disrupt teaching and learning (or repeated Level 1 behaviors) such as:</p> <ul style="list-style-type: none"> • Disturbing/Disrupting the learning of others • Frequent/repeated lateness to class • Absent from class/school without excuse or permission • Plagiarism, collusion, cheating, lack of academic honesty* • Rough play (including hiding others' belongings) • Inappropriate language • Inappropriate displays of affection • Computer use that violates "Acceptable Use Policy Agreement" including: offensive emails, using non-SCIS network, using passwords other than your own to access information, spamming, other inappropriate computer use 	<p>Level 2: Consequences are designed to allow students to reflect on their behavior and plan improvement which may involve the support of the Vice Principal, Counselor, Parents and the teachers.</p> <p>May include any of the consequences above and...</p> <ul style="list-style-type: none"> • Warning • Daily report/contract • Conflict mediation/counseling • Temporary removal from class • Parent-Teacher Conference • Lunch/Break Detention • School Detention • Limiting access to internet and/or email • Restitution

Expectations/Values	Consequences
<p>Level 3: Serious Offenses or Repeated Level 2 Behaviors</p> <p>These include behaviors which are considered to violate the rights of others and/or are considered dangerous such as:</p> <ul style="list-style-type: none"> • Repeated Level 2 Offenses • Violence toward self, others or property • Vandalism • Fighting • Harassment • Theft • Plagiarism, collusion, cheating, lack of academic honesty* • Possessing dangerous items or weapons or replicas • Possessing or accessing pornographic material • Computer use that violates "Acceptable Use Policy Agreement" including: offensive emails, using non-SCIS network, using passwords other than your own to access information, spamming, computer hacking, trashing, or tampering in any way with another persons' work or intellectual property, using programs to access passwords of other students or teachers and/or to remotely access computers of others. • Using, possessing or distributing tobacco, alcohol or other chemical substances on school premises, field trips; in school uniform or any instance that places the school in disrepute. 	<p>Level 3: Consequences are designed to demonstrate that students will lose privileges if they don't respect the rights of others which may involve the Teachers, the Parents, the Counselors, the Administrators and other support agencies as appropriate.</p> <p>May include any of the consequences above and...</p> <ul style="list-style-type: none"> • In-school Suspension • Parent-Teacher-Administrator Conference • Drug testing • Out-of-School Suspension • Ban from computer equipment • Pay expenses if damage or repairs are necessary • Referral for outside counseling • Incident to be reviewed by the School Head, and/or the School Board, with possibility of conditional continued enrollment, or expulsion. • Report to the local authorities

*Please refer to the SCIS [Academic Honesty Policy](#)

Academic Honesty

As SCIS students develop into "inquiring, knowledgeable and caring learners who contribute positively to their communities," they have daily opportunities to read and write, to consider and create. They draw upon a broad base of shared information and ideas to construct and express their own understandings, support their own arguments, and articulate new ideas in their own unique voices.

We are committed to the practice of academic honesty in all aspects of teaching and learning, and expect that the conduct and work of all SCIS stakeholders will be consistent with Principled behavior described by the IB Learner Profile.

We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

Academic Conduct

Appropriate academic conduct calls for students to act as scholars, drawing on a growing body of information

and ideas for knowledge, foundation, and inspiration while generating their own original products and using feedback as a constructive opportunity for continued growth.

Academic misconduct is behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. This behavior limits the opportunity for learning and growth for all involved.

Behavioral Expectations

Campus Privileges

Grades 6-8:

Students are dismissed from school at 3:00 pm and busses leave the school at 3:15. By 3:15 all middle school students should be on their way home and none should be on campus. There are exceptions to this as follows:

- Students may be with a teacher for office hours assistance
- Students may be with a teacher for an after school activity

If neither of the above is the case, then students should take the bus home. Students who are with a teacher for either of the above and complete that activity before 4:30, should wait in the library where there is adult supervision. Once the library closes at 4:30, the students may then proceed to the late bus and seat themselves. That bus will depart the school no later than 4:45.

The important principle for middle school students to understand is that they must at all times be under the supervision of an adult while on campus. Middle school students are not permitted to leave campus at any time during or after the school day unless they are proceeding home on a bus or are with a parent or designee.

Grades 9-12:

- May leave and return to campus between 3:15 and the departure of the final activities bus
- Are responsible for their behaviour and are reminded to make responsible decisions and that they are still representatives of the school at this time
- Are expected to abide by all SCIS rules, including respectful behaviour and adhering to school rules regarding uniform, alcohol and tobacco whether on campus or not
- Agree to spend their on-campus time in the designated places, unless given explicit permission from a teacher to be elsewhere
- Are expected to take part in ensuring that the after-school environment is a productive and safe one for all students
- Can expect these privileges to remain in place so long as the student body as a whole continues to follow the guidelines
- Who violate the guidelines can expect loss of after-school privileges and other potential consequences

Non-Harassment Policy

It is the policy of the SCIS Board of Directors to provide an educational, employment, and business environment free of unwelcome harassing situations. Harassment is understood to include unwanted behaviors (including bullying) directed against a person's racial, religious, sexual, or other personal orientations that are of a persecutory nature to the individual.

Insubordination

Failure to follow a staff member's direction or overt actions of disrespect will not be tolerated and can result in suspension from school. Repeated acts of insubordination may result in student dismissal from SCIS.

Fighting

Fighting is not accepted. "Play-fighting" and "horsing around" can also result in an injury to others and is prohibited. Fighting may result in an out-of-school suspension for all those involved.

Displays of Affection

Students should refrain from inappropriately intimate behavior both on campus and at school events.

Obscenities and Profanities

All students are expected to use appropriate, non-offensive language and gestures. Failure to do so will result in referral to the principal and disciplinary actions.

Weapons

Students are prohibited from bringing weapons of any kind onto the campus. Any instrument which can propel a projectile which might cause physical injury, including sling shots, bb guns or any sort of pellet or paint guns, in addition to real guns, knives, martial arts objects, or any such instrument or machine that could either cause harm or give the appearance of being capable of causing harm should not be carried on to the campus. In today's hyper-sensitive security environment, even toy weapons are prohibited.

Teachers will confiscate from students any items that fit the above description. The item will be returned to the student's parents after a meeting with the principal is held to insure that there is a clear understanding of the regulation.

Drugs, Alcohol and Tobacco

SCIS campuses are non-smoking environments including all areas within the perimeter fence of the school grounds for students and adults. Students possessing or using tobacco at any time while under the care of the school are subject to discipline, including suspension and expulsion. Similarly, student possession or use of alcoholic beverages is prohibited during any period students are under school supervision and responsibility, even if they are over 18 years of age. While alcohol is allowed on SCIS campuses during occasional teacher and/or parent events, consumption by any student is not allowed. For the protection of our students, our school has a "zero tolerance" policy in the case of the use of illegal drugs, including marijuana, ecstasy, amphetamines, or other controlled substances other than prescribed medications. To that end, any student enrolled is subject to random or targeted drug analysis testing if determined to be prudent and necessary by the Head of School. All drug testing is non-invasive and done via a laboratory analysis of a hair sample. In the event that your child is chosen for random or targeted drug testing, you will be notified prior to the hair sample being taken, and when the laboratory results have been returned. A positive test will result in immediate suspension from school pending the outcome of a more complete investigation and a conference with parents regarding the outcome of that investigation. Confirmation of illegal drug use as stipulated above will result in immediate expulsion.

Change of Contact Information

Please advise the school office of any change of address or contact information as soon as you can. One simple change of address by you can set a complex chain of route

changes into motion for the bus system, and it may take more than just a day or two to confirm new pick-up times.

It is absolutely essential that the school have accurate phone number and emergency contact information for all children.

Chewing Gum

Chewing gum is not allowed on any SCIS campus.

Class Size

The Board has established guidelines for class sizes which vary according to grade level, classroom size and other factors. In extenuating circumstances, and when it is of benefit to the school, additional students might be enrolled. Examples of such circumstances include enrolling of a child from a company that has supported the school in the past or to allow siblings from a family with two or three children the ability to attend the same school. Such exceptions are rarely made, but it is important to note that the class size parameters are “guidelines” as opposed to “limits”. The school administration is charged with the final decision regarding class sizes.

Communications

General communication between the school and families involves one or more of the following:

- The school website (pd.scis-his.net) is the first point of contact for school information. Here can be found the school calendar and announcement postings as well as a large number of links to helpful pages.
- ManageBac is our school curriculum management system. All scheduled assignments are posted to ManageBac, and it is the main point of communication between students and teachers on academic matters. Parents have access to their students' assignments, grades, assessment comments, and attendance records on this site as well as teachers' email contact information. There is a link to ManageBac on our website.
- Email announcements will be sent to parents' email accounts as required.
- An update from the principal's desk is communicated on a weekly basis.

Any concerns about a student's progress at school should first be communicated to the teacher involved. If after such communication, a parent feels that further attention is advisable the parent should contact the Principal to discuss the matter further. The Head of School may be contacted when a parent feels a concern is still unresolved or if the concern directly relates to a Principal's decision or action. Teacher email addresses can be found on ManageBac, on the class syllabus distributed by teachers at the start of the year, through the school web site, or by contacting the school secretary.

Parents are encouraged to contact the school any time they have questions, concerns, or require information.

Composite Classes

As numbers or academic composition of a group of students warrants, a composite class may be formed. In such cases, students will be clearly categorized as following one or the other grade level program represented in the composite class. For example, the school may offer an otherwise unviable language class to students by combining levels in one class.

Deliveries

Deliveries to students by parents are welcome. In order to minimize class disruption, items should be brought to the office for delivery.

Dress Code/Uniforms

SCIS students adhere to a dress code which we believe promotes a sense of orderliness and school community, helps with campus and field trip security, and reduces “fashion competition” which can sometimes lead to social cliques or ostracizing based on superficial judgments.

Grades 6 through 8 wear tan shorts, trousers, or skirts and a navy blue polo shirt (short or long sleeved) with the SCIS book logo. A navy fleece or cardigan sweater with the SCIS logo or other approved outerwear such as the SCIS hoodie sweatshirt can be worn in the cooler weather.

Grades 9 through 12 wear tan shorts or trousers, or plaid skirts and a light blue Oxford cloth button down shirt or long sleeved shirt with the SCIS book logo. A navy fleece or cardigan sweater with the SCIS logo or other approved outerwear such as the SCIS hoodie sweatshirt can be worn in the cooler weather. A letterman's jacket is available for team sports or clubs, and a navy blue 3-button blazer with the SCIS crest is available for more formal events.

In the Upper School, shorts and skirts should be of an appropriate length and the student should be able to touch the bottom of the garment with fingertips when arms are at their side. Shirts should be buttoned appropriately.

All students wear appropriate shoes. Athletic shoes or sneakers are acceptable. “Flip-flops”, “thong” sandals, or other beach-type footwear are not appropriate for school. Caps or hats in the classroom are also inappropriate. The use of light sweatshirts/hoodies or sweaters that are not distributed by the school are not acceptable during school hours.

Student clubs may order SCIS branded attire through the Activities Office. All designs must be approved by the Activities Director. Colors are limited to navy blue, grey, and pudong green. Designs require sponsor approval and must be available to everyone in the club.

All students are expected to be well groomed and appropriately dressed at school or during school-related functions off campus. Immodest or distracting attire is

inappropriate in our multi-cultural setting, and this can extend to haircuts, hair dyes, jewelry, makeup, body art or other aspects of personal appearance.

There are occasionally days on which students are not required to wear the school uniform. These may occur approximately once a month, usually in connection with a special holiday or event. On those days, students are expected to wear shirts with sleeves (no tank top or halter top shirts) and must look neat and presentable.

Students who do not have the proper school attire will be sent from their class to the school office, where they can phone home to have proper clothing sent to school or will be loaned clothing by the school.

PE Dress Code

When students attend PE classes at SCIS, they are expected to be dressed appropriately for rigorous, physical exercise. All students are expected to wear close-toed athletic shoes in class, or may change into appropriate shoes once they arrive in class. Sandals and "dress" shoes are not considered appropriate for PE class. Upper school students will be able to change once they arrive in class and will be permitted to change before leaving. "Proper attire" will be characterized as an SCIS PE shirt along with shorts or sweatpants.

Earphones/Headphones

Students are free to listen to music or other school appropriate content in the library, lounges, and other study spaces. Out of respect for others sharing the space, it is expected that students will listen with headphones or ear buds. Teachers have discretion to permit or not permit the use of headphones during independent work time in their classrooms. Headphones should NOT be worn while walking through the building, in the halls or on the stairs, as it is important for both safety and courtesy that all students are aware of their surroundings and the others around them while moving.

Facilities Usage

SCIS can make classroom, theatre, or athletic facilities available to groups conducting classes or activities outside of the regular school program, including outside groups, on a fee-paying basis. Contact the school office for requests and prices. (Fee waivers for recreational activities may be made at the school's discretion.) School functions will take priority for the use of school facilities.

Field Trips

Field trips are an important part of our school program. The goals of these trips include exposure to the culture and geography of this country, and to provide social and behavioral experiences for the students.

Expenses

The school will provide transportation for approved local trips in the general Shanghai area. In some cases parents

will be asked to help support these trips by paying entry fees, or other related costs.

Generally, overnight field trips will be discouraged, and will only be approved in special cases for middle school students. In these cases, an overnight field trip should cause the student to miss no more than three school days, with China Trips as an exception.

Overnight trips for High School students such as ACAMIS will be paid for by families.

Participation

All class members are encouraged to participate in field trips. Assignments and supervision for non-participating students will be the responsibility of the teacher.

Students will be responsible for class work that was missed. With administrative approval, individual teachers may deny a specific student from attending a field trip/ event for academic or behavioral reasons.

Permission Forms

Details of the trip and its justification will be sent via a letter from the sponsoring teacher. This letter will include a permission form, which must be signed by the parent and returned to the teacher if the student is to participate in the trip.

The school uniform is required on field trips unless expressly indicated otherwise on the permission slip. SCIS expectations and understood codes of behavior are in effect on all field trips, just as they would be on the campus. During daily field trips and especially during longer sports tournaments, it is expected that students will take pride in being a SCIS Dragon and represent the school by demonstrating appropriate and responsible behavior.

Fire Drill and Evacuation Procedures

Fire drills are vital in order to ensure the safety of the students entrusted to the school's care. At least three drills will be held annually. The cooperation of all adults on campus is needed and will be appreciated. Teachers will review these procedures and the evacuation routes (available from facilities) with their classes and stress the seriousness of emergency evacuation drills. Teachers are to ensure that an evacuation map is posted in their classrooms.

- In the case of a fire, the office will call the fire department and notify the local education authorities.
- Silence must be maintained during the evacuation. Teachers are responsible for reminding students to be quiet.
- All SCIS employees other than teachers, teacher aides, and members of the Administration will evacuate (including all drivers and the main office staff). Guests and visitors are expected to evacuate during drills with no exception.
- All people on campus, including office and support staff, parents and guests, will participate in every fire drill.

Gate Entrance Procedures

Private cars using any SCIS campus entrance are requested to drive slowly and carefully in our entrance street and approaches. All vehicles are required to display an SCIS vehicle permit.

All visitors should note that entrance guards are instructed to stop each person entering the campus to ascertain the nature of their business on the campus. All visitors are required to wear a badge provided by the guards and to report to the office. If a person can present documentation issued by SCIS, they will be allowed to enter without being stopped.

We ask that parents and visitors approaching our entrance gates treat the guards courteously and respectfully.

Guardianship

Parents who leave Shanghai temporarily and leave child(ren) in the care of someone else are required to notify the school giving all dates, names, numbers and pertinent information in advance. Students should be left in the guardianship of a responsible adult who can communicate with the school if needed.

Head Lice

Parents should be advised that it is not uncommon during any school year to have cases of head lice at school. Head lice, which are not considered a serious condition, is quite common in schools. Students who are detected as having head lice will not be able to remain at school until they are free of any lice or nits. If live lice are detected, the hair should be treated with shampoo products specially designed to remove lice.

When lice is detected in the classroom we send out a notice informing parents and involve our nurse in diagnosing and checking the whole class, as well as the students who ride the same bus.

NOTE: If a student has lice, they will not be allowed to ride the bus and a parent must come pick them up from school. The student may not ride the bus until s/he has been identified as nit/lice free by the school nurse. The child must go directly to the clinic upon return to school to be checked.

General Health Guidelines

If your child is sick or has been diagnosed as having a contagious disease or illness, please notify the school nurse at pd-nurse@scis-china.org immediately with symptoms. Any chronic illness needs to be disclosed to the nurse as well as the classroom teacher. Students with contagious illnesses should be kept at home until a doctor verifies that the period of contagion is past. This information is critical to help contain the spread of illness. If a student becomes ill while at school, they are taken to the nurse for an assessment. If the nurse determines that the student needs to go home, the following steps will be taken:

- A parent will be called to pick up the student. If a parent cannot be reached, the emergency contact person(s) designated in the student's file will be contacted. Students who are ill should be picked up as soon as possible following notification from the nurse.
- The student will be kept in the clinic and monitored by the nurse until a parent or other designated individual arrives.

Protocols for Specific Conditions:

Conjunctivitis (Eye Infection): If a student has signs and symptoms of conjunctivitis, they will be taken to the nurse and parents will be notified. The child will be sent home with recommendations to see a physician. The child may return after being cleared by a physician, 24 hours of antibiotic medicine, and no discharge from the infected eye.

Chicken Pox: A child will be sent home when chicken pox lesions are detected. The child may return 6 days after the appearance of the last lesion and when all chicken pox lesions have crusted.

Measles/Mumps/Rubella: A child suspected of having measles will be sent to the nurse and the parents will be notified. A child may return 5 days from the first sign of the rash.

Additional Illnesses: Other illnesses or conditions that require treatment by a physician will be managed as directed by the physician after approval by the SCIS administration.

Health Card

All students must have a Health Card on file in the office. (The blank health card form is part of the admissions packet; copies are available in the office.) Current TB (tuberculosis) tests are required for each student annually. Of vital importance are the contact numbers for both parents and an emergency third party (neighbor, friend) so that we may contact you in the event of illness or emergency.

Homework

Homework is an important part of the educational program at SCIS. It provides students with opportunities for independent practice, skills reinforcement, and research and also promotes good time management and responsibility.

Total homework time for any given night will vary. Some children will find some assignments more time-consuming than other children, and sometimes this divergence will vary according to the subject. (One child might complete math homework in less than the average time, but humanities in more than the average time.) Roughly, however, Upper School students should expect to spend

- Grade 6: 1 hr per night
- Grade 7: 1-1.5 hrs per night
- Grade 8: 1-2 hrs per night
- Grades 9-10: 1.5-2 hrs per night
- Grade 11-12: 2-3 hrs per night

Please keep in mind that because classes meet every other day, all homework tasks have a minimum of two days before they are due, and in many cases, students are working on ongoing projects over extended periods of time. All students need support in developing effective habits of time management and the capability to break larger projects into manageable chunks to be completed over time.

If homework is consistently taking considerably more or less than the time suggested above, or if the student insists that “we never have any homework in that subject,” then there could be a communication problem. The parent should contact the teacher to address this misunderstanding or any problems which may exist in the way the student is addressing the assignments. Note that teachers post homework and all other tasks on ManageBac.

Make-Up Homework

Students who miss school for any reason should arrange to get assignments from a friend in the same class (assuming the student is well enough to do the work). Students who miss school for extended periods, whether due to sickness or other reasons, can request a list of assignments and recommended work to make re-entry as smooth as possible.

Teachers are not expected to create extensive individual programs, however, for students who miss school for long periods. While teachers will make recommendations for summer reading, daily journal writing, and other such activities which will keep a child reading and writing during long vacations such as the summer holiday, they will not set detailed, day-to-day assignments for these vacations. Similarly, there is a school policy prohibiting the loan of textbooks over the summer. We believe that in an effort to give a child a “head start” in these books, the intended use of the material is not properly achieved, causing confusion which can impede progress the following school year.

Missing Work

Students who fail to submit work on time will be referred to student support services and will be expected to remain after school that day to complete the missing work. Partial or full credit may be given at the relevant classroom teacher’s discretion.

Hours of Operation

The school day starts at 8:00 and ends at 3:00. Students are expected to arrive to school between 7:40-7:55 so that they are prepared to begin classes promptly at 8:00. Buses leave school at 3:15. Transportation for after school activities is provided as required. The school is open from 7:30 – 4:30, Monday-Friday. All children and parents, drivers and ayis are expected to leave the campus by 3:15 pm unless they have specific school related business or are involved in a school activity. High school students may stay on campus in designated areas until the last activity bus leaves.

Language of Instruction

With the exception of specific language classes, the language of instruction at SCIS is English. All students are expected to speak English during class time. This is to support development of English skills and also to foster a sense of inclusion in the class.

Laptops

All students are loaned a laptop computer, which remains the property of the school. With the advent of the one-to-one laptop program, computers have become a very important and powerful resource for learning. However, by nature the laptops also can become a major distraction in the classroom if used inappropriately. As such, it is imperative for students to understand that use of their computers is not a right but a privilege, and is contingent upon their compliance with the guidelines below.

All users are responsible for the physical condition of their laptop and should work to avoid damage that will interrupt their ability to complete work on time.

Accidental damage can happen. SCIS has a certified technician on campus to help analyze and repair minor problems.

Laptops should only be used in class when instructed to do so.

Upon issuance, it is expected that students will bring their computers with them to class for every period. However, students should never have computers out during class time unless specifically instructed by their teacher to do so.

Computers must be used appropriately during school hours

During class time, computers should only be used for the immediate learning activities sanctioned by the teacher. Any use outside the given activity and allowances of the teacher will be considered a violation of laptop policy. Accordingly, as a general rule, the following uses are never permitted unless given explicit prior approval by a teacher:

- social networking sites
- gaming
- streaming video
- music and/or other audio
- instant messaging
- photo booth and/or other screen capture

Obviously, there may be times in which the above programs or others like them will be a component of classroom learning, in which case the teacher will make this clear. However as a basic rule, policy is that during class time, the only programs or windows open should be those directly relating to the classroom content at hand. [For additional information, please refer to the Responsible technology use agreement form.]

Students must respect others’ privacy and property

Students must respect others’ property including work,

files, passwords and software. Users are responsible for keeping their own passwords secure and for changing them as often as necessary. Users must not misrepresent themselves, others or the SCIS community via online communication. Lastly, students are not to use the school network for streamed media or downloading as it degrades the network performance.

Consequences for laptop misuse

Any student using a laptop inappropriately (i.e. having the computer out when unasked for; using programs during class time that are not directly related to the lesson, etc) will have violated policy. Violation of stated policies will be disciplined as follows:

- First offense: a warning is issued to the student
- Additional offenses: the student will be told to close the computer and keep it out of sight for the remainder of the period. At each offense, an email will be sent home to parents/guardians explaining the nature of the violation and its consequences for the student. A copy of the email will be sent to the principal who will record the number of times a student has been caught misusing the computer. If misbehavior continues, the computer will be confiscated by administration. Parents will be notified. The student may not receive the computer until an administrator meets with the parents and students to discuss the behavior and further consequences issued by the tech staff.

In the event of a confiscation for any length of time, any and all work missed by students during this time will be their personal responsibility to make up in whatever fashion is deemed necessary. If a student loses access to the laptop during a time in which it is required for class activity, there will be alternative activities and/or methods used to achieve discipline while also ensuring that learning objectives are met, as outlined by the teacher in each case.

As a final note, all students should be aware that any tampering of any kind with someone's computer; files, etc or participating in cyberbullying* is considered an extremely serious offense, and will be disciplined accordingly by staff and administration.

Consequences may include but are not limited to:

- Parent meeting
- Engaging parental controls on the student's computer
- Loss of access to the school's network
- Complete loss of access to technology

Please understand that communication systems and use of the school's network is private. SCIS reserves the right to monitor any student at any time without prior warning to ensure reliability, integrity, security, and appropriate use.

**Cyberbullying is defined by the Center for Safe and Responsible Use of the Internet as "being cruel to others by sending or posting harmful material or engaging in other forms*

of social cruelty using the Internet or other digital technologies. It has various forms, including direct harassment and indirect activities that are intended to damage the reputation, or interfere with the relationships of the student targeted, such as posting harmful material, impersonating the person, disseminating personal information or images, or activities that result in exclusion."

Library

It is expected that Upper School English and Individuals & Societies teachers will ensure that students spend time in the library as part of their course work. The SCIS library functions as a center of learning and enjoyment for students on a daily basis. The library also serves as a resource center with written, audio-visual, computer-based, and graphic resources.

Students are encouraged to use the library for both learning and leisure. Students become familiar with proper use and care of the library systems and resources. They are taught to select appropriate reference materials and to collect, organize, and present information effectively for research assignments. Through literary appreciation, students build awareness and appreciation of different literary forms.

The library is open from 7:30 – 4:30. Upper School students are able to check out up to 5 books for up to two weeks. Students are expected to abide by the procedures outlined by the SCIS librarian.

Procedures for Challenging Library Selections

A parent who feels that a book or books are inappropriate for the library can identify the book, note in writing the passage or passages or other reasons for which he or she feels the book is inappropriate, and submit this memo to the librarian or the principal. A committee comprised of the librarian, teachers, principal and a PAFA representative will review the challenge and determine whether to keep the book in general circulation, limit its access, or remove the book entirely from the library.

Lockers

Lockers are school property furnished for student convenience. Each student will be assigned a locker and provided instructions for a locker combination. SCIS is not responsible for missing items. Students are advised not to share their locker combinations with others. The school reserves the right to inspect school lockers at the discretion of the school administration.

Lunchroom Procedures and Student Etiquette

Students will be supervised while at lunch and recess and at least one teacher will be on duty during all lunch periods. During lunch, students are expected to remain seated or move about in a calm and orderly fashion. Students are also expected to clean up their own trash and return trays when finished. Good etiquette with respect to lunch staff and other students is expected at all times.

Lost and Found

Lost and found items are stored in or near the library area. Items marked with the student's name will be returned. We strongly encourage parents to have clothing and personal items labeled with name and grade when practical, as this allows us to return lost items directly to the student. The school will eventually donate unclaimed items. Exceptionally expensive items that are found are kept in the safe and can be retrieved from the school secretary.

Medication

Any medication to be administered during the school day must be sent to the school nurse with full instructions and proper labeling.

Medical Emergencies

In the case of an accident involving serious medical emergency or injury, the nearest teacher should stay with the afflicted child and send for help from the school office. If the child needs to be removed to the hospital, he or she will be taken (by school transport unless inadvisable due to neck or back injury) to the nearest international medical facility. A representative from the school will accompany the child, and remain with them until the parents arrive to take responsibility. The office will notify the parents and instruct them to proceed to the location where the child is being transported. When the parent arrives, the school representative can depart after explaining all relevant circumstances.

Parents and Friends Association (PAFA)

PAFA's purpose is to provide support to the school through the coordination of special activities outside of the regular school program and to coordinate parent involvement with the school through volunteer work. Parents of SCIS students are by definition members of this organization. PAFA will elect an "executive committee" to coordinate its activities. These elections normally occur in June or December, but can be called at any time by the executive committee.



PAFA conducts various activities, some of which help raise funds for the school and some of which provide volunteer support for teachers and students. PAFA is legally an entity of SCIS, and it is a school requirement that all funds earned under the auspices of PAFA be allocated and spent within one year of their having been raised.

PAFA's allocations have generally been for materials outside of the normally budgeted books and supplies, which the school funds through tuition payments. Examples of PAFA allocations include enrichment opportunities such as artist, author, or special guest visitors, special funding for extracurricular events, and items that specifically support PAFA's mission.

PAFA also serves as a channel through which parents can communicate ideas for the betterment of the school to the administration. It works in an advisory capacity only, however, and does not establish school policy. That is the domain of the administration under the supervision of the Board of Directors. PAFA is not a vehicle to air individual parent concerns or a substitute for communication directly to the school.

PAFA uses the SCIS Dragon Newsletter and the regular "PAFA Post" as its main form of communication. Any other memos to be distributed via students must be channeled through and approved by the Head of School. Further information regarding PAFA can be found on the school website (pd.scis-his.net).

Parking

Drivers of private vehicles may pick students up outside the front gate. Please inform drivers that they should not blow their horns outside of campus, and should move along if directed to do so by our school security. Drivers who repeatedly break these rules may be barred from the school campus.

Personal Belongings

Students are discouraged from bringing personal items to school such as personal gaming systems, electronic devices, and large amounts of cash or valuable personal belongings. Students may ask the office to hold onto any valuable that must be brought to school for various reasons. The school takes no responsibility for lost personal items. Teachers are encouraged to discuss these issues thoroughly with their students and encourage them to be responsible with their personal possessions.

Students are provided with locks and lockers for storing personal belongings. Items such as bags, books and clothing left unattended in the school may be removed to office for later retrieval.

Photocopying

Students are provided access to copier machines for school purposes via access codes. Photocopying costs are the students' responsibility beyond an initial sum provided by the school.

Progress Reports and Records

Parents and students will have access to ongoing assessment results for every course through ManageBac. Simple progress reports will also be communicated at midterm to accompany face to face conferences between students, parents, and teachers. Formal report cards will be issued at the end of each semester.

The progress report is primarily a form of communication from teacher to student and parent. It also serves as communication between SCIS and another school to which the student might transfer. SCIS considers the first more important, but must be aware of the differing systems to which its students will transfer, and thus the progress report must ensure a high degree of clarity. A student must be present for a minimum of 15 school days during a reporting period to receive a report card.

Although parents are interested in ratings and, of course, want to know how well their child is doing relative to the other children in the class, the school prefers to have parents and students focus on their child's individual progress and on ways in which they will be able to grow and improve.

SCIS has found that its students successfully transfer to even the most rigid and "old-fashioned" school systems using its report format. Thus, SCIS does not try to create artificial transcripts, grades, or rankings for its students.

Traditionally, strong features of SCIS assessments have been the attention and time devoted to written comments on each student, which identify strengths and weaknesses and suggest strategies for continued improvement. These comments reflect the character and nature of the classroom experience for students and provide a good basis for parent-teacher, student-teacher, and parent-student dialogue.

Students with outstanding fees, overdue library books, or other unsettled administrative matters will have reports withheld until the matter has been settled.

Sickness/Accident

School medical staff is responsible for caring for students who become ill at school, and for dealing with accidents. Students who are ill should not be sent to school, as they pose a health risk to other students. If a student comes to school sick, the office staff will telephone the parent and request that a driver is sent to return the student home.

Students who have a fever are not permitted back to school until 24 hours after the fever breaks; students who vomit are not permitted back to school until 24 hours past the last vomit. We ask that parents adhere to these parameters to help keep all students at school healthy.

Children who have been absent due to illness may be required to bring a doctor's note to school with them

when they return, and submit the note to the school nurse. The administration reserves the right to make final attendance decisions regarding the health and safety of all students.

We will attempt to notify the parents as soon as there is any situation of which they should be aware. To this end, it is extremely important that parents provide the office with up-to-date telephone numbers including home, office, cellular phone, and the number of a friend in case we cannot reach you.

It is expected that parents will have medical insurance policies for their students to cover expenses for illnesses or accidents which may occur during your stay in SCIS, whether on campus or off. Although the school has liability insurance for major accidents, we do not provide routine medical insurance reimbursement for any medical costs.

Standardized Testing

The SCIS Upper School utilizes the Northwest Evaluation Association standardized tests. Standardized tests are given at least once per year. These tests are normed against American standards and provide feedback to the individual student and the school as a whole. SCIS offers the PSAT tests on site to all 10th grade students. Under special circumstances, SCIS will invite certain grade 9 and grade 11 students to take the PSAT. SCIS will pay for these exams.

SCIS is a SAT test center and offers the SAT throughout the school year. The college counselor will assist students in registering for the SAT, though parents are expected to pay the costs involved. Parents should contact the counselor with regard to how often and when the child should take the SAT.

Student Council

SCIS has Student Council organizations in both the middle school and high school to provide a forum through which positive student leadership can become an influence on the development of Shanghai Community International Schools.

Telephone

Students may use the school phones in the offices for important calls to parents only, with permission from a staff member. Parents calling in may leave messages for students or teachers, but the school office staff will not summon teachers or students from class to come to the phone, as it is disruptive to classes.

Cell phone use is not allowed during class time.

Textbooks and School Materials

Textbooks, library books, laptops, and other school materials issued to a student on a loan basis should be returned within the time allotted for borrowing. Students who lose textbooks, library books, laptops or other

school materials are liable to pay for their replacement. It is the responsibility of the student to return the book and other materials in good condition (with allowances made for normal use). These resources are checked out in the student's name, and if they are not returned (or a fine paid), the student will not be issued a progress report or SCIS transcript. Students are encouraged to check periodically that they have their own books and have not accidentally swapped with a classmate. Students and parents can check their Destiny accounts to see what is currently checked out to them.

Students will be given an SCIS agenda notebook upon enrollment. All other classroom materials (pens, pencils, notebooks, binders, etc.) need to be purchased by the student. Individual teachers will detail the materials required in the beginning of the year. Students may be expected to buy graphing calculators for math classes.

Transportation

Shanghai Community International School, through a contracted bus service, provides bus service to many parts of Shanghai. The school reserves the right to refuse service to any part of the city which is impractical because of its location relative to other pick-up points. The school also reserves the right to suspend or remove students from the bus service should they not adhere to the rules.

Registration

A bus service registration form should be given to the office at least four weeks before the desired commencement or address change for of bus service. Every new address affects the routes of several vans, and service cannot be started prior to this one-week period. Registration and pick-up change requests are filled in the order of payment made, and are subject to seat availability.

Rules of Conduct for School Bus

The school offers a bus service as an option for those who desire transport to and from school.

Parents are asked to review with students the regulations governing the bus service. Students who do not adhere to these rules are subject to suspension and ultimately expulsion from the bus service. Misconduct on the buses will be reported by the bus monitor, a student, or a parent to the office, and may also be reported to the principal.

Of primary concern to parents and the school administration is the safety of each child. Rude or disruptive behavior that might distract the driver cannot be tolerated.

THE BASIC RULE: There is one basic rule that supersedes all others in importance and simplicity: Remain in your seat with the seat belt fastened and do not distract the driver. Be on time. **The driver will wait three minutes past the scheduled time;** after that, he has been instructed to leave so that the others on the route are not late to school. If a bus often is late or very early, please report this so that the driver can be reminded to move along to the next

house after the three-minute waiting period. Also, please check with the office if there is any doubt about a specific pick-up time. If a bus comes too early, it will wait until the scheduled pick-up time, but check to make sure of that time. Schedules change every time a new student is added to the bus system. If a bus is always early, let the office know so that the preceding students can be assigned a later pick-up time.

If a bus does not arrive, please telephone the school to see if it is simply late. Please understand that the drivers cannot control unusual traffic conditions caused by weather, roadwork, or accidents. If the bus has missed a house due to a substitute driver unfamiliar with the route or some such reason, the office can make other arrangements to come and collect the child.

Students (bus riders) who wish to ride home with another student must bring in a written request from a parent (this also serves as a parental permission letter) in order to ride on a different bus. Any such request should be submitted to the school office and is contingent on availability of space. Students will not be allowed to board a bus that is already fully loaded. The further in advance the request is submitted, the greater the likelihood that the request can be approved.

If there is an accident or the bus breaks down, students should listen for instruction from the driver or monitor. If you are told to leave the bus, stay together with the other students as far from the road as possible until a service vehicle and another van arrives.

Please contact SCIS-Pudong transportation coordinator, Mr. Stuart Ren (sren@scischina.org), or an administrator with any questions or concerns.

Students who have not obtained prior approval and are not able to board a late bus will have to wait at school until their own car can come collect them, or taxi transportation can be arranged at the student's expense.

Tutoring

SCIS teachers set aside "office hours" time after school to assist students with school work. It is recommended that students who are struggling in classes take advantage of this opportunity before considering an outside tutor (unless recommended to do so by the school). The classroom teacher can make specific recommendation for areas on which to focus at home, and can even meet at school with the tutor to provide him or her with further background with which to plan. SCIS teachers are not permitted to engage in tutoring for pay.

Visitors

All visitors must sign in at the entrance gate and proceed to the main office to check in. Visitors wear the "visitor" name card during their visit so that our staff and students will know to help guide them.

Visitations by Non-Enrolled Students

SCIS is not prepared to accept supervision and liability from visitations by non-enrolled students. As such these visits are not allowed due to the unnecessary workload placed on the classroom teacher to provide an effective program for any child who might be visiting. Further,

visits such as these can be distracting to the other students and take unnecessary time away from the teacher. In some cases, the school may set up a visit by students who are not enrolled to see if they are suited for the SCIS school environment.





SEMESTER I

SEMESTER II

JULY				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

AUGUST				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

SEPTEMBER				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

OCTOBER				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

NOVEMBER				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

School Calendar 2018-2019

IMPORTANT DATES:

AUGUST
01-06 New Faculty Inservice
07-13 All Faculty Inservice
13 New Family Orientation
14 First Day of Semester One

SEPTEMBER
24 Mid-Autumn Festival Holiday

OCTOBER
01-05 National Holiday/October Break (Oct 1-3)
08 Professional Inservice (No School for Students)
25 Parent-Student-Teacher Conferences (No School for Students)

NOVEMBER
23 Professional In-service (No School for Students)

DECEMBER
14 End of First Semester (Early Dismissal for Students)

JANUARY
01 New Year's Day
07 Professional Inservice/New Family Orientation (No School for Students)
08 First Day of Semester Two

FEBRUARY
04-08 Chinese New Year Holiday

MARCH
01 Hosting ACAMIS Conference (No School for Hongqiao Students only)
21 Student-Led Conferences (Early Dismissal for Hongqiao Students. No School for Pudong Campus Students)

APRIL
01-05 Spring Holiday & Qingming "Tomb Sweeping" Festival (Apr 5)

MAY
01 Labor Day Holiday

JUNE
07 Duanwu "Dragon Boat" Festival Holiday
14 End of Semester Two (Full Day of School for Hongqiao Students. Early Dismissal for Pudong Campus Students)
15 Professional Inservice (No School for Students)

JANUARY				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

FEBRUARY				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

MARCH				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Legend

- New Student/Family Orientation Day
- First Day of Semester
- Legal Holidays (No School)
- New Staff Inservice (No School for Students)
- Professional Inservice (No School for Students)
- School Holidays (No School)
- Conferences
- End of Semester
- Saturday Make Up Day (if needed)
- ACAMIS Conference

SCIS Pudong Upper School

Daily Block Schedule 2018-2019

Monday/Friday	
Time	Upper School
8:00 – 9:30	First Period
9:30 – 9:40	Break
9:40 – 11:10	Second Period
11:10 – 11:45	Lunch
11:45 – 11:50	Passing
11:50 – 1:20	Third Period
1:20 – 1:30	Break
1:30 – 3:00	Fourth Period

Tuesday/Wednesday/Thursday	
Time	Upper School
8:00 – 9:25	First Period
9:25 – 9:35	Break
9:35 – 10:55	Second Period
10:55 – 11:30	Lunch
11:30 – 11:35	Passing
11:35 – 12:05	Advisory
12:05 – 12:10	Passing
12:10 – 1:30	Third Period
1:30 – 1:40	Break
1:40 – 3:00	Fourth Period

SCIS Pudong Upper School

Daily Schedule 2018-2019

Assembly Schedule	
Time	Upper School
8:00 – 9:20	First Period
9:20 – 9:30	Break
9:30 – 10:50	Second Period
10:50 – 11:20	Lunch
11:20 – 11:25	Passing
11:25 – 12:45	Third Period
12:45 – 12:50	Passing
12:50 – 2:10	Fourth Period
2:10 – 2:15	Passing
2:15 – 3:00	ASSEMBLY

	Day 1	Day 2	Day 3	Day 4
1st Period	A	E	D	H
2nd Period	B	F	C	G
3rd Period	C	G	B	F
4th Period	D	H	A	E

SCIS-Pudong Day Calendar

UPPER SCHOOL

2018-19 Semester I

AUGUST				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14 1	15 2	16 3	17 4
20 1	21 2	22 3	23 4	24 1
27 2	28 3	29 4	30 1	31 2

NOVEMBER				
M	T	W	TH	F
			1 2	2 3
5 4	6 1	7 2	8 3	9 4
12 1	13 2	14 3	15 4	16 1
19 2	20 3	21 4	22 1	23
26 2	27 3	28 4	29 1	30 2

SEPTEMBER				
M	T	W	TH	F
3 3	4 4	5 1	6 2	7 3/4
10 CHINA TRIPS	11 CHINA TRIPS	12 CHINA TRIPS	13 CHINA TRIPS	14 CHINA TRIPS
17 1	18 2	19 3	20 4	21 1
24	25 2	26 3	27 4	28 1

DECEMBER				
M	T	W	TH	F
3 3	4 4	5 1	6 2	7 3
10 4	11 1	12 2	13 3	14 4
17	18	19	20	21
24	25	26	27	28
31				

OCTOBER				
M	T	W	TH	F
1	2	3	4	5
8	9 2	10 3	11 4	12 1
15 2	16 3	17 4	18 1	19 2
22 3	23 4	24 1	25	26 2
29 3	30 4	31 1		

- New Faculty In-service (no school for students)
- Professional In-service (no school for students)
- Holidays (school closed)

- Conferences (NO CLASSES)
- End of Semester (HALF DAY)
- SCIS Final Exams

SCIS-Pudong Day Calendar

UPPER SCHOOL

2018-19 Semester 2

JANUARY				
M	T	W	TH	F
1	2	3	4	5
7	8 1	9 2	10 3	11 4
14 1	15 2	16 3	17 4	18 1
21 2	22 3	23 4	24 1	25 2
28 3	29 4	30 1	31 2	

APRIL				
M	T	W	TH	F
1	2	3	4	5
8 2	9 3	10 4	11 1	12 2
15 3	16 4	17 1	18 2	19 3
22 4	23 1	24 2	25 3	26 4
29 1	30 2			

FEBRUARY				
M	T	W	TH	F
				1 3
4	5	6	7	8
11 4	12 1	13 2	14 3	15 4
18 1	19 2	20 3	21 4	22 1
25 2	26 3	27 4	28 1	

MAY				
M	T	W	TH	F
		1	2 3	3 4
6 1	7 2	8 3	9 4	10 1
13 2	14 3	15 4	16 1	17 2
20 3	21 4	22 1	23 2	24 3
27 4	28 1	29 2	30 3	31 4

MARCH				
M	T	W	TH	F
				1 2
4 3	5 4	6 1	7 2	8
11 3	12 4	13 1	14 2	15 3
18 4	19 1	20 2/3	21	22 4
25 1	26 2	27 3	28 4	29 1

JUNE				
M	T	W	TH	F
3 1	4 2	5 3	6 4	7
10 1	11 2	12 3	13 4	14
17	18	19	20	21
24	25	26	27	28

- New Faculty In-service (no school for students)
- Professional In-service (no school for students)
- Holidays (school closed)

- Conferences (NO CLASSES)
- End of Semester (HALF DAY)
- SCIS Final Exams

SCIS-Pudong Upper School Teaching Faculty 2018-19

Language & Literature

Brooke Boldon	English A, HOD Theory of Knowledge	bboldon@scis-china.org
Takako Kurauchi	Japanese A	tkurauchi@scis-china.org
Michael Nicholaides	English A, Humanities	mnicholaides@scis-china.org
Samantha Riddle	English A/B, Drama	sriddle@scis-china.org
Wendy Wen	Mandarin A/B	wwen@scis-china.org
Kyeungwon Lee	Korean A	klee@scis-china.org
Michael Steele	Humanities, English A	msteele@scis-china.org

Language Acquisition

Andres Lopez	French, Spanish	alopez@scis-china.org
Xiating Fan	Mandarin	xfan@scis-china.org
Alison Roberts	English, HOD	aroberts@scis-china.org
Amadea Chen	Mandarin	achen@scis-china.org
Samantha Riddle	English, Drama	sriddle@scis-china.org
Wendy Wen	Mandarin	wwen@scis-china.org
Eva Torrontera	Spanish	etorrontera@scis-china.org

Individuals & Societies

Steve Lawrence	Humanities, History, Psychology	slawrence@scis-china.org
Michael Nicholaides	Humanities, English A	mnicholaides@scis-china.org
Michael Steele	Humanities HOD, English A	msteele@scis-china.org
Dave O'Reilly	Economics, Film	doreilly@scis-china.org

Sciences

Etienne Bilz	Physics, Math	ebilz@scis-china.org
Jill Sculerati	Science HOD, Biology, ESS	jsculerati@scis-china.org
Connie Hedderson	Science, Chemistry	chedderson@scis-china.org
Martin Mavec	Science	mmavec@scis-china.org

SCIS-Pudong Upper School Teaching Faculty 2017-18

Mathematics

Etienne Bilz	Math, Physics	ebilz@scis-china.org
Garret Newell	Math HOD	gnewell@scis-china.org
Karin Valenza	Math	kvalenza@scis-china.org
Joshua Vanta	Math, PHE	jvanta@scis-china.org

Arts/Design

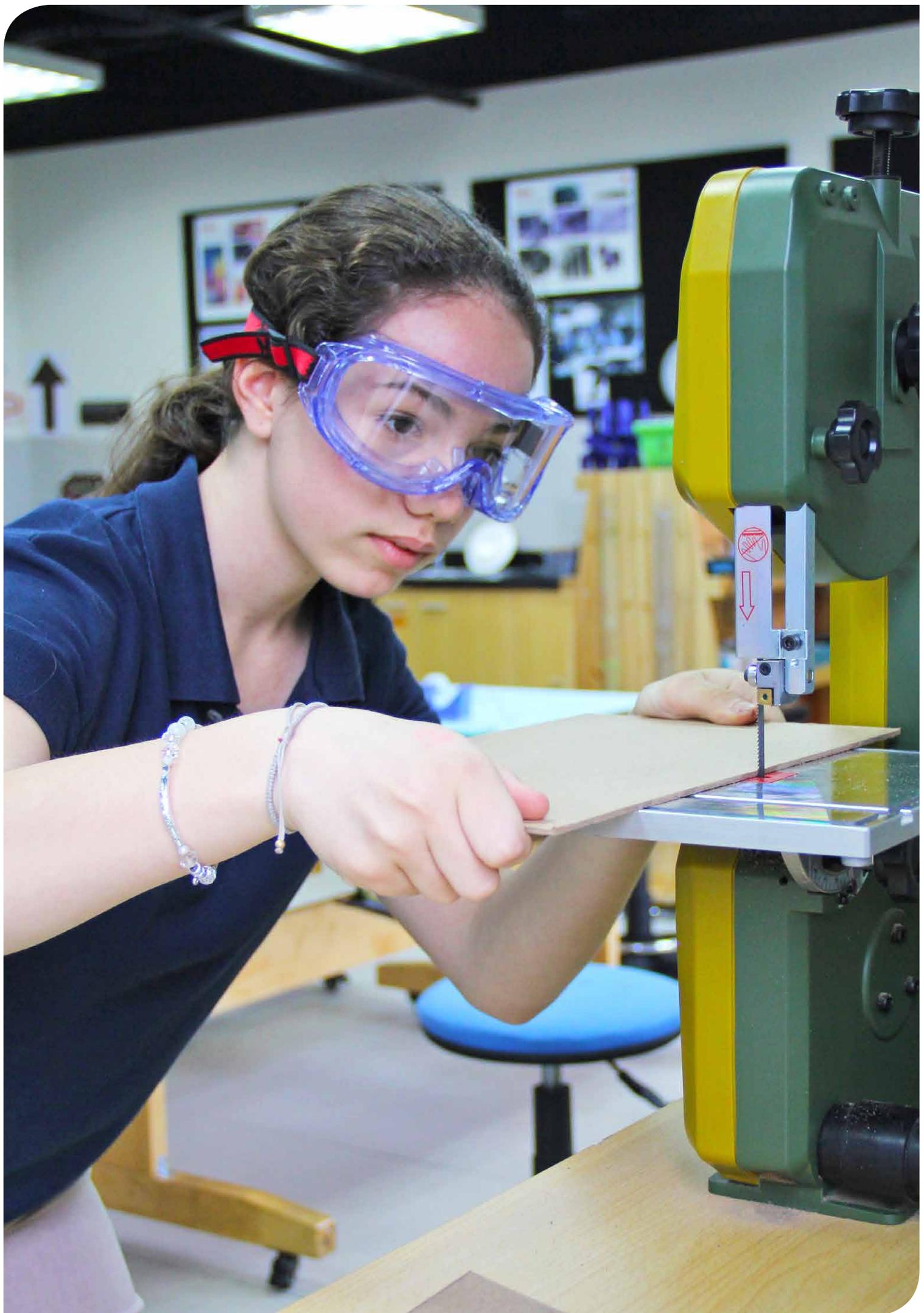
Chris Demas	Music	cdemas@scis-china.org
Dave O'Reilly	Arts HOD, Film, Economics	doreilly@scis-china.org
Samantha Riddle	Drama, English A	sriddle@scis-china.org
Chris Willauer	Design	cwillauer@scis-china.org
Cara Whiteside	Visual Arts	cwhiteside@scis-china.org

Physical and Health Education

Vic Caban	PHE HOD	vcaban@scis-china.org
Joshua Vanta	PHE, Math	jvanta@scis-china.org
Martin Mavec	PHE, Science	mmavec@scis-china.org

Interdisciplinary

Emily Williams	Library, Extended Essay	ewilliams@scis-china.org
RiAnn Caban	Learning Support	rcaban@scis-china.org
Kristen Scheiner	Learning Support	kscheiner@scis-china.org
Julie Broad	Learning Support (Academy)	jbroad@scis-china.org





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