



Pudong ECE Campus
Parent-Student Handbook
2019–2020

Mission

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

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Greeting from Pudong Head of School and Lower School Principal

Dear Students and Parents,

It is with great excitement that I welcome you to the 2019–2020 school year. I'm proud to be leading the SCIS Pudong Community. I am entering my 10th year with SCIS, having the good fortune to have my own three daughters shaped by the SCIS Lower School. They are Pudong Dragons for life! I know you and your children will feel valued and nurtured within the SCIS community.

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. With so many nationalities to learn from and opportunities to expand yourself, the potential for a fantastic year lies within you.

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

Go Dragons!

Mr. Luebbe
Pudong Head of School

Dear SCIS-Pudong Lower School Families,

It is with great pleasure that I welcome you to 2019–2020 school year. I am extremely excited to be in my fourth year as the SCIS-Pudong Lower School Principal and I know this will be a wonderful year filled with fantastic learning experiences for both you and your child(ren).

As the educational leader of the Lower School, I will strive to ensure that each and every day SCIS students are safe, happy and learning. I believe that by working together as partners we will be able to create an exceptional educational experience in a safe and nurturing environment that allows all students to acquire the knowledge, skills, and attitudes necessary to become responsible and successful global citizens.

At SCIS we recognize that part of our success depends upon open communication and positive collaborative experiences between home and school. Therefore, I invite you to take an active role in your child's education by regularly visiting the school, taking part in community activities, showing a daily interest in your child's learning, and celebrating their progress.

This handbook serves as a tool that can be used to assist both students and parents through their learning journey at SCIS-Pudong. It provides basic information about our school policies, procedures, general guidelines, and other information. I encourage you to read it carefully and discuss the content with your child. Please do not hesitate to contact your child's teacher or myself at any point throughout the year if you have any questions or concerns.

Once again, I am both excited and honored to serve as the SCIS-Pudong Lower School Principal and be part of a community where parents, teachers and students care for each other and strive to build positive relationships that support both academic and social-emotional growth. I sincerely look forward to working together to ensure that we are fostering positive learning experiences for all students in a caring, collaborative and first-class international learning environment.

Sincerely,

Liz Gale
Lower School Principal, SCIS Pudong Campus
egale@scis-china.org

Section I: About SCIS

1.1 Purpose of this Handbook

The purpose of this Parent-Student Handbook is to help acquaint you with the Shanghai Community International School's history, curriculum, philosophy, structure, and to highlight some of the systems and procedures that are unique to the school. Please take the time to read this handbook as it contains some critical information.

1.2 Nature of the School

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 three campuses, two in Puxi (Hongqiao) and one in Pudong (the east and west sides of the river that splits Shanghai roughly in half).

1.3 Accreditation

SCIS is an IBO World School offering the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) of the International Baccalaureate Organization (IBO). The SCIS Pudong and Hongqiao schools are fully accredited by the Western Association of Schools and Colleges (WASC), and in 2008 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).

1.4 Governance

SCIS is overseen by members of a Board of Directors appointed according to the by-laws 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."

1.5 Financial Status

1.5.1 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.

1.5.2 Not-for-Profit Status

At its establishment in 1996, the Chinese government as a "Foreign Invested Enterprise" classified SCIS, 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.

1.6 Mission

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

Section 2: About the Pudong ECE Campus

2.1 School Hours

On normal school days, campuses are "open" from 7:30am to 4:30pm. Members of the school community and visitors are free to enter and exit when school is open. Please note that community members and visitors must wear their SCIS ID or visitor's badge when on campus.

The school day for students starts at 8:00 and ends at 3:00pm. Students are expected to arrive to school between 7:45am - 8:00am. Students enrolled in the half day program will depart school following lunch around 12:00pm. Afternoon buses leave school at approximately 3:12pm.

The Lower School Library will be closed at 4:30p.m. Lower School students are not allowed to be in the library after the school day concludes at 3:00pm unless they are supervised by a parent or guardian.

On weekends, the campus is open only to teachers, unless an event or activity has been planned.

2.2 Office Hours

School offices are open Monday to Friday: 7:30am to 4:30pm.

2.3 School Calendar

The school year is divided into two semesters. First semester runs from mid-August until December. The second semester runs from January to mid-June. The school year has 180 instructional days.

2.4 Security on Campus

Security guards are onsite 24 hours a day to ensure a secure school environment. The security guards closely monitor and record visitor access on campus. Additionally, security cameras are installed in various locations throughout the school to monitor student movement and ensure student safety at all times.

2.4.1 Entering Campus

Members of the school community and visitors are free to enter and exit when school is open. Students in uniform enter freely; teachers, parents and administrators enter using their ID card (or sign in if they have forgotten their card), and parents and visitors sign in on entry. ID cards for SCIS parents and alumni are available by application. Alumni are granted access to visit the school campus during after school hours, and by invitation or appointment during school hours. The school reserves the right to refuse entry to any person deemed a risk to the learning environment.

All visitors must sign in and register with the guards in order to obtain a Visitor pass, which will allow them onto campus. Community members and visitors must wear their SCIS ID or visitor's badge when on campus.

2.4.2 Exiting Campus During the School Day

Parents / guardians must sign out the student at the front office if the student is departing the campus prior to 3:00 p.m. An exit slip will be given to the parent / student at this time. This card will need to be handed to the guards in order to exit the school.

Lower school students must be accompanied by a guardian to depart campus. Middle and High School students may be accompanied by a guardian or can leave on their own with parental permission.

2.5 Parking on Campus

There is no parking on campus except for school-owned and/or faculty and staff vehicles.

Drivers of private vehicles may drop students off between 7:45am – 8:00am and pick students up at 12:00pm for half-day students and 3:00pm for full-day students. Drivers are expected to be on time, act in a courteous fashion and follow the security guards' directions. Drivers who repeatedly break these rules may be barred from the school campus.

Bicycle and scooter parking is available on campus.

2.6 Bus 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.

2.6.1 Registration

A bus service registration form should be given to the office at least four weeks before the desired commencement or address change for 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.

2.6.2 Rules of Conduct for the School Bus

SCIS-Pudong 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. Parents should also contact the Transportation Coordinator to verify the change in daily transportation. 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@scis-china.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.

Bus Expectations:

- Respect the Bus Monitor and Driver's directions.
- Fasten seatbelts shortly before departure and wear until the bus arrives at the student's stop.
- Close windows before the bus departs.
- Sit in any available seat, except for the front seat.

- Use digital devices responsibly under the following conditions:
- Play appropriate movies and/or games only.
- Keep device on silent or use headphones.
- Don't eat or drink on the bus.
- Behave respectfully at all times (to the driver, classmates, ayi, and anyone else).

2.7 Lunch

Lunch at SCIS is provided for all students. The menu is available on the website weekly. Our chef prepares menus that are well balanced and nutritional. Please direct any questions or concerns regarding school lunches to the cafeteria manager (pd-cafeteria@scis-china.org).

2.8 Snacks

Snacks provided from home are a part of the daily program. Please provide a healthy, easy to eat snack with your child each day. Healthy snacks include items such as: fresh fruit, vegetables, cheese sticks, seaweed, crackers and yogurt. Please refrain from sending high sugar items such as cookies, candy, cakes, chocolate and juice. Remember students are not allowed to share snacks with other students, due to possible allergy related issues. Students participating in the After-School Activity program are encouraged to bring an afternoon snack they can eat prior to the start of their ASA.

2.9 Lost and Found

Lost and Found items are stored in the Lost and Found Bins near the Cafeteria. At varying points in the year lost and found items are displayed for students and parents. We strongly encourage parents to have their child's clothing and personal items labeled with name and grade where practical as this allows us to return lost items directly to the student. The school will eventually donate unclaimed items to a charity group, which supports local schools and students with special needs.

While the school will certainly put forth our best effort to track down lost items, the school is not responsible for the loss of any personal items a child brings with them to school. Therefore, students are highly discouraged from bringing valuable items or favored toys onto campus.

2.10 Contact Us

Address:

Shanghai Community International School, Pudong Campus
198 Hengqiao Road, Zhoupu Town
Pudong, Shanghai 201318, China
Phone: 86-21-6261-4338
Fax: 86-21-6261-4639
Website: www.scis-china.org

Lower School:

Principal: Liz Gale egale@scis-china.org
Secretary: Vicky Xu vxu@scis-china.org
Transportation: sren@scis-china.org

Section 3: Teaching and Learning at SCIS

3.1 SCIS Standards & Curriculum Framework: The Primary Years Programme (PYP)

SCIS is an authorized IB World School, offering the Primary Years Programme (PYP) of the International Baccalaureate (IB). The PYP is an international curriculum framework used at SCIS from Nursery to Grade 5 and focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

The PYP Programme Model:



The PYP programme, as with all IB programmes, is centered on students developing the attributes of the IB learner profile. The Learner Profile is a set of values, which collectively describe the qualities of internationally minded people.

These values form the culture and ethos of our school and apply not only to our students, but to our whole school community. The learner profile attributes are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

SCIS Standards are chosen from a number of national systems, including the Common Core State Standards for English Language Arts and Mathematics (USA); the AERO Project for Social Studies (U.S. State Department's Office of Overseas Schools); and Ontario Ministry of Education's Science and Health/PE. standards (Canada). Our standards were selected for their academic rigor, conceptual foundations, and overall compatibility to the PYP. They are delivered within the inquiry-based framework of the PYP.

Recognizing that knowledge is not static, the PYP seeks to uncover enduring understandings through a concept driven, inquiry-based curriculum framework. Important features of this framework are the explicit teaching of

skills, the development of personal attitudes and student engagement in self-initiated, responsible action.

The PYP framework is guided by six transdisciplinary themes of global significance:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

Knowledge

The six subject areas identified within the IB Primary Years Programme are language; social studies; mathematics; arts; science; and personal, social, and physical education.

Concepts

Eight fundamental concepts, expressed as questions, provide the structure for inquiry:

Form: What is it like?

Function: How does it work?

Causation: Why is it like it is?

Change: How is it changing?

Connection: How is it connected to other things?

Perspective: What are the points of view?

Responsibility: What is our responsibility?

Reflection: How do we know?

Approaches to Learning

Through the PYP, students are introduced to and begin to master a universal set of skills that are valuable for their learning within the classroom and in life outside of school. These skills are called the Approaches to Learning (formerly referred to as the PYP Transdisciplinary Skills) because they are like tools that students use to approach, manage and take ownership for their learning.

Approaches to learning include:

- Self-Management: Gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior and informed choices
- Social Skills: Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making and adopting a variety of group roles
- Communication Skills: Listening, speaking, reading, writing, viewing, presenting and non-verbal communication
- Thinking Skills: Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought and metacognition
- Research Skills: Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data and presenting research findings

Attitudes:

What do we want students to feel, value and demonstrate? Attitudes compliment, extend and deepen the attributes in

the IB Learner Profile. Displaying and fostering the following attitudes enable students to develop the attributes of the IB Learner Profile: tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, cooperation, confidence, commitment and appreciation.

Action:

The Action component involves students thinking and acting responsibly by taking thoughtful and appropriate action. The value is in the action being initiated by the students where they take ownership of the process and lead themselves forward. Action may extend their own learning or have a wider impact, and often looks different depending on the age group. Action can take many forms. To learn more about the PYP visit www.ibo.org

Please refer to the ECE Curriculum Guide for more detailed information on the SCIS-Pudong ECE Philosophy and curricular program.

3.2 Time Table and School Day

SCIS operates on a 4-day cycle. ECE students participate in a variety of activities throughout the school day including daily lessons in the classroom in Mandarin. Students also participate in a book exchange program through the Library and attend various music and movement activities both inside and outside of their classroom. See an example timetable below.

SCIS-Pudong Nursery Class Schedule	
7:45 – 8:00	Student Arrival and Settling In
8:00 – 9:15	Open Inquiry and Exploration
9:15 – 9:30	Circle / Story Time
9:30 – 9:50	Flexible Snack
9:50 – 10:50	Outdoor Exploration / Learning
10:50 – 11:30	Lunch in Classrooms
11:30 - 12:00	Transition to Nap
12:00 – 2:00	Nap Time
2:00 – 2:50	Flexible Snack / Open Exploration
2:50 – 3:00	Prepare for Dismissal

SCIS-Pudong Preschool / Prekindergarten Class Schedule	
7:45 – 8:00	Student Arrival and Settling In
8:00 – 9:00	Open Inquiry and Exploration
9:00 – 9:20	Music and Movement
9:20 – 9:40	Flexible Snack
9:40 – 10:00	Circle / Story Time
10:00 – 11:50	Open Inquiry and Exploration
10:50 – 11:50	Outdoor Exploration / Learning
11:50 – 12:20	Lunch in Classrooms
12:20 - 12:30	Transition to Nap
12:30 – 2:00	Nap Time
2:00 – 2:50	Flexible Snack / Open Exploration
2:50 – 3:00	Prepare for Dismissal

3.3 Physical Education and Music

Physical Education (P.E.)

The SCIS Physical Education Program uses an inquiry-based approach to teach lifetime health and fitness as detailed by the Ontario Curriculum. The program focuses on movement competence, active living, and healthy living through class discussions and a wide variety of games and activities in the gym. The goal is to develop healthy habits, locomotion skills, spatial awareness, hand-eye and foot-eye coordination, physical endurance, and strategic thinking in a safe and active environment that encourages students to be cooperative and inclusive towards others.

Music

Students at SCIS learn to sing, play instruments, dance, compose, study music theory, improvise, and experience music of diverse origins. Music classes at SCIS follow the Orff Schulwerk method, incorporating an active environment that encourages students to be confident, responsible, respectful, collaborative, thinkers.

3.4 Language Acquisition at SCIS

SCIS creates a multi-lingual learning environment in which the language of instruction is English, while also fostering other languages, including mother tongue. The acquisition of additional languages provides students the opportunity to thrive within our culturally rich community. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding.

3.4.1 Mandarin Program

The Mandarin program is a unit-based language program and aligned, where possible, to the PYP Units of Inquiry. Students are taught Mandarin in the context of their classroom by certified Mandarin Assistant Teachers. In addition, to Mandarin language, Chinese culture is also included through the Mandarin program.

3.4.2 English as an Additional Language (EAL) Program

SCIS-Pudong Lower School has two EAL program models to support the various proficiency levels of our students acquiring academic English: A Pull-Out Model and a Co-Teaching Model. All English learners benefit from the Co-Teaching Model. New English learners also participate in Pull-Out EAL every day with an EAL teacher. Our EAL program follows research and evidence-based best practices in academic language acquisition; is guided by WIDA’s English Language Development standards; and is aligned with IB PYP philosophies. Through our program, our EAL and homeroom teachers maximize co-planning and co-assessing time to integrate content, language, and literacy instruction effectively, which accelerates academic language development. The EAL program begins for students in Grade 1. Students within the ECE are fully immersed in English within the context and comfort of their homeroom class.

3.4.2.1 English Learner Definition

SCIS defines an English Learner (EL) as a student:

- A. Who, as declared by his/her parent (1) first learned a language other than English, (2) comes from a home where the language usually spoken is other than English, or (3) usually speaks a language other than English
- B. Who is determined to lack the necessary English skills to participate fully in classes taught in English.

3.4.2.2 English Learner Identification

Step 1: SCIS uses a Home Language Questionnaire to determine a student's home language(s) beginning in Kindergarten.

Step 2: If the student uses a language other than English, the student is administered an English language proficiency test. The results determine if the student qualifies as an English learner.

3.4.2.3 EAL Program Enrollment and Program Placement

If a student meets SCIS Lower School's English Learner definition, the student qualifies for EAL services. EAL are required services, and SCIS charges an additional one-time fee. The English Language Proficiency assessment results are used to inform EAL program placement.

3.4.2.4 EAL Program Progression and Exit

EAL and homeroom teachers collaborate to evaluate the progress of English Learners receiving service using multiple measures. When an English learner develops near grade-level proficiency in academic English, they move to monitor status and their performance is monitored by EAL and homeroom teachers. Students on monitor status no longer receive direct support from an EAL teacher. Students exit from the EAL program once they achieve the English language proficiency necessary for success in the classroom. Multiple criteria are used to determine grade level success, such as additional English language proficiency tests, NWEA MAP tests, comprehensive literacy assessments, and classroom performance.

3.5 Assessment and Reporting

SCIS uses both formative (informal) assessments and summative (formal) assessments to inform student progress and achievement across the curriculum. SCIS provides parents with various opportunities to learn about their child's achievement (e.g. report cards, conferences, Seesaw posts, email correspondence with the teacher).

3.5.1 Parent-Teacher Conferences

Parent-teacher conferences provide parents with an opportunity to discuss individual student progress with their child's teachers. There is one formal Parent-Teacher Conference scheduled in October; however, parents are encouraged to schedule a conference with their child's teacher at any point during the school year.

3.5.2 Student-Led Conferences

Student-led conferences will provide students the opportunity to share their learning in a classroom setting.

3.5.3 Report Cards

Teachers will explain their grading and assessment procedures for students at the beginning of the school year.

The school year is divided into two semesters and each semester consists of two quarters. Student performance is reported as follows:

- End of Quarter 1: Mid Semester Report
- End of Quarter 2: Semester 1 Report
- End of Quarter 3: Mid Semester Report
- End of Quarter 4: Semester 2 Report

3.6 Homework

We recognize the value of family time in a child's life. In support of our developmentally appropriate program, homework at the ECE is limited to daily reading for all age levels. Daily reading may consist of parents reading aloud to children, children reading with parents, and children reading to parents and/or independently.

Homework guidelines:

- Nursery, Preschool & Pre-Kindergarten- Parents read aloud daily in their native language.

3.7. Student Support Services

3.7.1 Counseling Services

Social/emotional counseling services are available to all students through a comprehensive model that includes whole-class counseling lessons, small group counseling, and individual counseling support. Referrals for group and individual counseling come from teachers, parents, and students. The counselor collaborates with teachers, parents, students, and outside agencies to minimize barriers to success.

3.7.2 Learning, Student Support and Positive Behavior Support

SCIS offers additional learning and positive behavior support for students as needed. Learning and positive behavior support services in the ECE begin with a referral to the Student Support Team (SST) when a concern is noted by a teacher. The team consists of the counselor, the learning support coordinator, principal, and/or the student's homeroom teacher, and other relevant faculty. The team determines the level of service following a review of the students' strengths and unique needs. Parents are notified if the SST proceeds with additional resources. Parent collaboration is an important part of this process.

Student and Learning support referrals are warranted when a student's academic performance is below grade level expectations, as measured by multiple summative and formative assessments.

Behavioral referrals are also considered in the Student Support Team (SST) process. When a student's behavior does not consistently meet developmentally appropriate expectations, a collaborative team approach is taken. Positive behavioral support services may include individual counseling, behavioral contracts, additional administrator support, increased home-school communication, and/or other behavioral interventions and supports.

Student files are regularly reviewed, and services are adjusted accordingly. When appropriate, SCIS collaborates with outside agencies to service students' unique needs. SCIS may consider conditional enrollment status on a case-by-case basis, taking into consideration home-school collaboration, and the student's level of need relative to the school's service capacity.



3.8 Assemblies

Our Lower School community gathers for assemblies on a regular basis. The purpose of assemblies is to provide students with an opportunity to celebrate achievements, build community, and showcase what has been learned in our Units of Inquiry. These assemblies are student-led and meant to share our learning in an entertaining manner. Parents are invited to all assemblies. Students in Kindergarten through Grade 5 attend Lower School Assemblies.

3.9 Classroom Birthday Celebrations

All birthday celebrations should occur during the morning or afternoon classroom snack period. Birthdays can be celebrated by the parent reading one of the birthday child's favorite books "Birthday Book" which is optional and/or sharing a small treat with the class.

Parents are asked to keep birthday celebrations simple. Parents are required to contact a teacher one week before the child's birthday to confirm the date and time of day as well as discuss any possible food allergies or restrictions. If the teacher does not hear from the parent within this timeframe, the teacher is to contact the parent to inquire about the birthday.

Teachers will recognize student birthdays as appropriate for the age in question. Teachers are not permitted to allow birthday gift bags, candy, toys, party decorations, entertainers, outside vendors or any other items that may cause additional disruptions to the school day. Please do not plan on distributing gift bags or toys to students as they will not be permitted.

Acceptable birthday treats include:

- Small/miniature muffins or cupcakes (1 per child)
- Chopped fresh fruit or vegetables (please provide small plates or bowls with utensils)
- Crackers, pretzels and cheese
- Yogurt
- Cookies (1-2 maximum per child)

Items that are not acceptable for birthday snacks:

- Large cakes
- Ice cream
- Sugar pops, candy, or lollipops
- Jello/pudding
- Gum

Invitations to private parties may be distributed at school ONLY if all children in the class are invited.

3.10 Tutoring

SCIS teachers are not available for tutoring because of the labor laws in China. Our teachers are granted Work Permits and Visas for the sole purpose of working for the school while the teachers reside in China. Any work outside of the school's authority is not legally condoned and could put the teacher at risk of deportation and the school at risk of a fine or censure.

3.11 Library

ECE students have regular opportunities to visit the school library and/or be visited by the school Librarian or Library Assistant. They are allowed to bring books home each week. Please ensure that the books are returned the following week during library time. Parents are also able to check out library books and the library is open until 4:30pm each day.

3.11.1 Library Hours

The SCIS-Pudong Lower School Library is open weekdays from 7:45 a.m. until 4:30p.m.

Lower School students are not allowed to be in the library at the conclusion of the school day after 3:00pm unless they are supervised by a parent or guardian.

3.11.2 Library Lost Book Fees

Students are asked to return books on time, but there are no fees for late books. However, lost book charges are 100 RMB for a softcover and 150 RMB for a hardcover book.

3.12 Field Trips

Field trips are an important part of the ECE program, and student safety is a priority at every step. Field trip goals include exposure to the culture and geography of this country, and learning experiences for the students that are directly related to the curriculum. All field trips will be tied to curricular and grade level goals.

EXPENSES: The school will provide transportation for approved local trips in the general Shanghai area. While meals are generally provided by the cafeteria, parents will be asked to pay entry fees, or other related costs.

PARTICIPATION: All class/grade members are encouraged to participate in field trips. Occasionally a teacher will require that a parent accompany their child on a field trip.

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 a parent does not permit their child to participate on a field trip, the parent is responsible for keeping their child at home.

DRESS CODE: The school uniform is required on field trips unless expressly indicated otherwise in 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.

PARENT PARTICIPATION/PARENT PICK UP AT FIELD TRIPS:

Parents are encouraged to participate in field trips; however, the classroom teacher will determine the number of parent volunteers. If you are serving as a parent volunteer, you will ensure the care and safety of your assigned students. Due to the safety role of parent chaperones, parents are asked not to bring other children.

There can be an occasion to have a specific child accompanied by their parent for disciplinary or safety reasons, with consultation with administration. Furthermore, if a parent is participating in a field trip and wishes to take their student home directly from the event, the parent must utilize the SCIS sign out sheet with the Grade Level Representative to release their child from SCIS care.

Section 4: SCIS Admissions, Placement and Attendance Policies

4.1 Admissions Requirements

The Principals and the Director of Admissions will determine admission and continued enrollment. All students of appropriate age are eligible for admission based on the following criteria:

- If it is believed that the school has the capacity to meet the educational needs of the applicant.
- The potential of the applicant to benefit from the educational services provided.
- The ability of the applicant to meet the attendance and behavioral expectations of the school.
- Fulfillment of the school's financial and medical requirements.

4.2 Placement

Upon enrollment, students are placed in a grade by our Admissions Department based upon their previous academic history and their chronological age. For younger grades, greater emphasis is placed on age as much of this instruction is developmental. Students who will turn two years old by 1 October of that school year will be eligible to enter the Nursery program. Students who will turn three by 1 October will be placed in Preschool. Students who will turn four by 1 October will be placed in Pre-Kindergarten. Students who will be five by 1 October will be placed in Kindergarten.

In some cases, students will be considered for placement ahead of their chronological peers if they have had previous academic history which justifies such

placement. The Principal will make the final decision on grade level placement.

Administration is intentional about ensuring each of the homerooms is a representation of SCIS's global community. Therefore, nationality, mother tongue, English language proficiency, academic status and gender are all considered in the development of homerooms. To ensure mixed groupings, SCIS is not able to honor parent requests for particular teachers.

4.3 Retention of Students

In some cases, there may be a need to retain students at a grade level for the next school year. Teachers and administration are fully cognizant of the various social and psychological ramifications of retention, and 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 committee. In other cases, when the administration 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.

4.4 Student Dismissal

The decision regarding the dismissal in the case of a student is the sole responsibility of the Head of School. Consultation with Administration, Admissions Office, teachers, parents, and students will be held prior to a final decision.

4.5 Student Withdrawal

The parents of students leaving SCIS should inform the teacher and the admissions 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.

For students leaving two weeks or less before a normal reporting period, the student will wait for the progress report to be issued.

4.6 Tuition 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 include the distribution of one set of uniforms, daily school lunch, and bus service as outlined in school policy.

All fees must be paid prior to a student starting school. The school requires that school fees payments be made in RMB, though US dollars will also be accepted. Students who leave during or at the end of the first semester are entitled to a refund of the second semester of the annual tuition. Students who leave during the course of the second semester will not receive a tuition refund.

NOTE: Seat deposit fees are non-refundable for any reason.

4.7 Student Attendance

At SCIS we believe that regular school attendance is essential to the progress and achievement of the student. All students are expected to arrive at school on time and attend all scheduled classes. Not only does attendance reinforce and enrich the learning process, it also establishes patterns and attitudes that will carry forward into adult work habits.

4.7.1 Absences

If a child is absent, the parent should either call or email the school office in the morning. If your child is sick or has been diagnosed as having a contagious disease or illness, please notify the school nurse immediately with symptoms. Any chronic illness needs to be disclosed to the nurse as well as the classroom teacher.

Teachers are not expected to create extensive individual programs; however, for students who miss school for long periods, due to illness, we can provide more extensive support to help the child continue in the program successfully upon his/her return.

4.7.2 Tardiness

It is important that students arrive at school on time. Tardiness disrupts classroom activities and may result in a student missing critical learning which could affect his or her grades. Students who are tardy must check in at the office in order to update attendance before going to class.

4.7.3 Planned Absences

Parents occasionally schedule trips outside of published school holidays. Teachers are not expected to provide assignments that students can work on during these absences, understanding that these are no substitute for the instruction, discussion and interaction of the classroom.

4.7.4 Unexcused Absences

All absences are considered 'unexcused absences' until a parent provides a reason for the absence to the classroom teacher.

4.8 Visitations by Non-Enrolled Students

Visits by non-enrolled guests can be distracting to the other students and take time away from instruction. However, non-enrolled students, especially alumni, are welcome to visit our campus. All visits must be prearranged through the divisional school office.

Section 5: SCIS-Pudong ECE Culture

SCIS-Pudong Lower School aims to facilitate an environment that is conducive to the intellectual, social and personal development of each student, as stated in the school's mission. SCIS intentionally builds culture by co-constructing and articulating our beliefs and practices on positive culture development, classroom management, positive discipline practices, and common expectations in ways aligned to our mission.

We believe the building of culture involves:

- The explicit, continual development of the PYP Learner Profile Attributes and Attitudes, especially the fostering of respectful and positive relationships between all members of the school community.

- Clarity of expectations.
- The intentional creation of a safe and supportive school culture and community, where all are encouraged to listen and make valued contributions.
- An inclusive approach to problem solving, so that the feelings, needs and views of everyone are considered.
- An understanding of the connection between beliefs, motivations and actions of our students, faculty and community members.
- The belief that students are able to resolve their own problems, with support, time and an opportunity to tell their story, as needed.
- Reflection as a key practice of social emotional learning and relationship building.

Our ECE Philosophy

At SCIS-Pudong we believe that early childhood development is the foundation of all learning. As such, we create learning environments that generate wonder, creativity, curiosity and engagement for all children. To this end, we embrace play as the child's primary expression of their social-emotional, linguistic, cognitive and physical development. Additionally, we respect the unique learning styles, cultural backgrounds, interests and identities of our youngest learners and aim to create a warm and inclusive family atmosphere where all members feel inspired to work together in a genuine partnership.

Our Image of the Child

Children are:

- fully formed knowledgeable, capable and competent human-beings with their own opinions, ideas, and interests.
- rich in culture, identity, and personal experiences that influence their view of the world.
- social and collaborative people who learn from each other and are motivated to communicate and engage in society.
- active co-constructors of knowledge with peers and adults
- interested and capable of exploring complex and abstract ideas
- constantly evolving in their thought, play, physical and emotional growth
- unique with gifts and talents that should be celebrated
- language learners who express themselves in a variety of ways
- present, curious, and constantly interacting with their environment

5.1 Positive Culture Development at the ECE

Respect is at the core of the SCIS school culture. We believe that students need to feel safe and valued in order to be engaged in their learning. SCIS develops positive school culture through the use of the PYP Learner Profile Attributes and Attitudes, as well as collaborating to create structures, routines and expectations.

In addition, we believe that all children have the right to the following:

- Children have the right to develop their potential in all situations at all times.
- Children have the right to communicate their understanding of the world through play.
- Children have the right to be heard, accepted, and respected in all manners concerning his or her rights.
- Children have a right to learn in a safe environment where their best interest is the primary consideration in all decisions and must be considered to resolve conflicts between different rights.

- Children have a right to be raised in a loving and nurturing home environment that works in active partnership with the school.
- Children have the right to choose their own friends.
- Children have the right to choose their interests and learning paths with depth of learning provided by the teacher.
- Children have the right to the best health care possible; nutrition, rest, and a clean and safe environment.
- Children have the right to belong to an inclusive community that accepts them for who they are.

5.1.1 The PYP Learner Profile Attributes & Attitudes

The learner profile attributes and PYP attitudes give us a frame for how to treat one another and the environment. Our diversity, collaborative nature, and supportive community define the ECE. Students are equipped with the skills they need to be accepting, dynamic, and expressive communicators. The learner profile attributes and attitudes are supported across the school day.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers	We nurture our curiosity developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

PYP Attitudes

At SCIS, students demonstrate:

Appreciation: Appreciating the wonder and beauty of the world and its people.

Commitment: Being committed to their own learning, persevering and showing self-discipline and responsibility.

Confidence: Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

Cooperation: Cooperating, collaborating, and leading or following as the situation demands.

Creativity: Being creative and imaginative in their thinking and in their approach to problems and dilemmas.

Curiosity: Being curious about the nature of learning, about the world, its people and cultures.

Empathy: Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.

Enthusiasm: Enjoying learning and willingly putting the effort into the process.

Independence: Thinking and acting independently, making their own judgements based on reasoned argument, and being able to defend their judgements.

Integrity: Being honest and demonstrating a considered sense of fairness.

Respect: Respecting themselves, others and the world around them.

Tolerance: Being sensitive about differences and diversity in the world and being responsive to the needs of others.

5.1.2 Structures, Routines and Expectations

Faculty and students collaborate to establish shared school wide structures, routines and expectations to enable students to reach their full potential. All community members are expected to exhibit positive attitudes and language towards one another and the environment. Student participation and leadership plays an important role in building a positive culture.

5.2 Positive Discipline

When behavior occurs that results in harm, conflict or threats to safety, SCIS ECE's goal is restoration. Our positive discipline practices are designed to repair the harm done to a person or a relationship. The consequences or the person who caused harm or conflict are designed to be logical. We believe positive discipline practices enhance learning opportunities for all, as well as develop positive school culture. Furthermore, SCIS ECE's positive discipline practices represent a partnership between the school, students and parents.

Positive Discipline Practices that Lead to Restoration:

Active Reflection:

- Restorative questioning
 - When things go wrong:
 1. What happened?
 2. What were you thinking of at the time?
 3. What have you thought about since?
 4. Who has been affected by what you have done? In what way?
 5. What do you need to do to make things right?
 - When someone has been harmed:
 1. What did you think when you realized what had happened?
 2. What impact has this incident had on you and others?
 3. What has been the hardest thing for you?
 4. What do you think needs to happen to make things right?
- Strategies used with Restorative Questioning
 - I Statements – Reflection sentence stems and frames that give students the tools, the language, and a process for restoration.
 - Think Sheets – Reflection sheets guiding students to write about the restorative questions. Sometimes, teachers ask for parent signatures for further reflection opportunity.
 - Role Play fictional conflicts to build the process.

Logical Consequences:

We design consequences that are logical for the action committed, and reflect with the students to ensure the student understands the connection between the action and the consequence. For example, a student who intentionally damaged school property may conclude during the restorative questioning process that s/he will replace the property with money he earned. A student who started a physical fight during a recess soccer game may be banned from playing soccer for one week.

Roles in Responsive Classroom Management & Positive Discipline

We expect teachers to facilitate the development of a positive culture and manage their classrooms effectively using a variety of responsive techniques. Teachers, administrators and parents all share roles in facilitating positive discipline.

5.2.1 Biting/ Scratching

While frustrating for children, teachers and parents, biting and scratching are normal stages in the development of Nursery and young Preschool students. Biting and scratching typically occur during a moment of frustration for a child with limited language or communication skills. Children bite and scratch for various reasons:

1. Children learn by exploration and toddlers are "oral beings"; thus, they will place everything into their mouths, which may include another child's finger.
2. Children bite to relieve the pressure resulting from new teeth breaking through the gums.
3. Biting and scratching are a basic response to frustration, hunger, or being tired because toddlers and two-year-olds do not have the vocabulary to articulate these feelings/emotions due to limited social skills.
4. Toddlers and two-year-olds bite or scratch in order to move children who are in close proximity, too rough, or too intimidating.
5. Children bite or scratch to get attention.
6. Children bite or scratch to protect personal space because they need a certain amount of space around them and do not want intrusion.

Should a child bite or scratch another child at school, teachers will take the following action:

- The biting/scratching child will be immediately removed from the play situation and the child who has been bitten or scratched will be comforted and given general first aid as needed by the campus nurse (cleaning the area, ice pack).
- The biting/scratching child will be reminded by teaching staff that
 - biting/scratching hurts his/her friends
 - to use his/her words instead of biting/scratching (teacher will model language)
 - when a child chooses to bite/scratch, they choose not to play with friends
- The child will be allowed to return to play in another area within a 1-5-minute break from play.
- Parents of both children will be notified of the incident.

Subsequent Biting/Scratching Incidents

If a child engages in another biting or scratching incident in the same day or week the teacher will call for a parent meeting to take place within 48 hours of the last incident.

- teacher will provide parent some basic home-school connection tips for helping to prevent biting/scratching
- parent will be expected to remind child of and assist child with proper language and actions for a child to take to prevent further biting/scratching.

In the case where the skin has been broken, parents of the children involved in the biting/scratching incident will be contacted by the classroom teacher; informed that the child has been seen by the school nurse and will be advised to have their child seen by a health care provider

5.3 Other SCIS Expectations

5.3.1 Drugs, Alcohol, and Tobacco

SCIS campuses are non-smoking environments at all times, both indoors and out. All members of the school community are expected to adhere to the laws of the host country regarding alcohol and drugs.

5.3.2 Weapons

Students are prohibited from bringing weapons of any kind, including realistic toy weapons, onto the campus. Any instrument which can propel a projectile which might cause physical injury, including sling shots, BB guns or any sort of 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.

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 ensure that there is a clear understanding of the regulation.

5.3.3 Chewing Gum

Chewing gum is not allowed on any SCIS campus.

5.3.4 Uniform and Dress Code

SCIS students adhere to a dress code, which promotes a sense of orderliness and school community, helps with campus and field trip security, and reduces "fashion competitions" which can sometimes lead to social cliques. ECE students in Nursery to Prekindergarten wear navy blue trousers, shorts, or skirts and a light blue polo shirt (short or long sleeved) with the SCIS book logo and acronym. A navy cardigan sweater and fleece with the SCIS logo and initials can be worn in cooler weather.

All students should wear athletic shoes or sneakers that are safe for running and climbing during recess and PE. Crocs, flip-flops and sandals are not permitted. Caps or hats are also required for outside play in the summer months.

There are occasional 'free dress' days on which students are not required to wear the school uniform. These usually occur in connection with a special holiday or event.

Extra Clothes

All students (Nursery-Prekindergarten) should have one to two extra sets of clothing to be kept in the classroom in case the uniform gets soiled. Please label all articles of clothing with your child's name.

5.3.5 Personal Belongings and Valuables

Students are discouraged from bringing personal items to school such as toys, electronic devices, and large amounts of cash or valuable personal belongings. The school and its teachers take no responsibility for lost or stolen personal belongings. All nap materials and clothing must have your child's name written on them.

5.3.6 School Property

The school assumes that children will respect school buildings, books, furniture and equipment. If a student has damaged school property, it will be the child's responsibility to fix or replace what has been damaged.

5.3.7 Bus Expectations

Student safety is our number one concern regarding transportation. Violations of bus expectations could result in disciplinary action consistent with SCIS policies or termination of bus services to ensure the safety of all. Please refer to Section 2.6 for complete bus transportation information as well as the expectations below.

The school reserves the right to suspend or remove students from the bus service should they not adhere to the safety rules set forth below.

- Remain in your seat with the seat belt firmly fastened around your waist.
- Do not get up and move around the bus while it is moving.
- No eating on the bus.
- Only soft comfort toys are permitted on the bus. No other toys are permitted at school unless directed by the classroom teacher.
- Do not do anything that might distract the driver. These actions include:
 - Loud noises such as yelling, screaming, or the use of inappropriate language
 - Throwing items inside the bus or out the window
 - Fighting and/or arguing with other students, the driver, or bus monitor
 - Turning around, standing or jumping on the seat
- Music may not be played on the bus, either via the van's radio or your own device UNLESS it is a personal device such as an iPod that will not bother others.
- Windows stay closed at all times (unless there is a breakdown, or the Air conditioning is not working).
- Keep the bus clean. Remove all rubbish from the areas where you were seated.

- Younger students are required to sit nearest to the bus monitor toward the center.
- The bus driver's primary responsibility is the safety of the passengers. Children must be respectful towards and obey any requests made by the driver and the bus monitor:
- If there is an accident or the bus breaks down, students should listen for instruction from the driver or monitor. If they 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.

Parents are asked to bring bus concerns to the transportation coordinator and/or divisional school administration. SCIS's Parent Code of Conduct (Refer to Section 5.6) applies to SCIS Transportation Services as well.

5.3.7.1 Bus Consequences

First Violation:

- Discussion with adult on bus duty
- Behavior is documented

Second Violation:

- Bus rules are reviewed with the student
- Behavior is documented
- Parents are emailed about the incident and bus rules are sent home by the Transportation Coordinator

Third Violation:

- Behavior is documented
- Student meeting with the Counselor or Principal
- Parents are notified about the incident by the Counselor or Principal

Fourth Violation:

- Behavior is documented
- Student meeting with the Principal
- Student meeting with Principal and parents
- Bus privileges will be reviewed

Fifth Violation:

- Behavior is documented
- Possible expulsion from the bus

5.3.8 Toileting

Nursery students are not expected to be toilet trained prior to the start of school. However, it is important to note that toilet training is not part of the nursery curriculum or developmental objectives. Parents are expected to support this process at home. Toilet training will be supported at school when a teacher determines a child is showing significant signs of readiness. A conference with the classroom teacher is required prior to a child beginning the process at school.

Students in grades Preschool and Prekindergarten are required to be toilet independent upon entering the start of the school year. Diapers and Pull-ups are not allowed during the school day, but will be accepted during rest/

naptime only in Preschool. In the event of a toileting accident, soiled clothes are bagged and sent home with the parent/guardian for laundering. While accidents may happen, these must be infrequent occurrences. If more than two accidents happen within the same week, the teacher will schedule a meeting with the parents to create a plan of action.

Within one month, if there are more than four accidents, the parents will need to meet with the Homeroom Teacher to determine a course of action. In cases where the student is willfully having frequent accidents, or showing signs that they are not fully toilet trained, they will be asked to stay at home for a week until the situation improves.

Section 6: School Community Relations

6.1 Communication

Communication is key to the success of the ECE program. Parents will receive classroom news via the classroom website, communication journals, and occasional emails from your classroom teacher. These communications should answer many of your questions and keep you informed of upcoming class and school events.

It is the responsibility of parents to read through all communication. If you have a concern regarding your child, please set up an appointment to speak to the teacher in private. It is important that you first approach your child's teacher with issues and concerns prior to speaking with the campus administration. Parent/teacher conferences are not limited to the formal conference in October. If you have any questions concerning your child's schoolwork or other school matters, please make an appointment with the teacher at any time during the school year.

6.1.1 E-mail

Email is a necessary communication tool among staff and with parents. 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.

6.1.2 WeChat

WeChat is not a recognized communication tool between parents and staff. Please use email to voice your concerns and to document your conversations.

In the event that a class WeChat group is formed among parents please adhere to the SCIS-Pudong WeChat Group Norms listed below. Violation of these norms will result in dismissal from the WeChat group.

1. For safety and security, users will identify themselves using a WeChat name which includes the English names and grades of their children.
2. Be mindful of your audience/group and respect their sensibilities.
3. Refrain from "chatting" with one or two people in a group.
4. Avoid gossip and the rumor mill.
5. Be conscious of how frequently you send messages and when you send them.

6. Evaluate the usefulness of your messages to others – Does everyone really need to know this?
7. Evaluate your information before you hit 'send' – Is your information accurate and reliable? And could it, unintentionally cause others unnecessary worry or anxiety?
8. If you're angry, put your phone down.
9. Don't post anything you would feel uncomfortable saying to a person's face, including to your child's teacher or coach.
10. Avoid debate and argument – WeChat is not the right forum for it.
11. Be aware of your tone in any message you send – and remember, it can be more difficult and take more effort to capture tone in writing than verbally.
12. Avoid sarcasm if there's a chance your humor could be misinterpreted.
13. Avoid profanity or any words/phrases that should not be used in a family environment.
14. Don't assume your group chat is private – it's not, regardless of your intentions and assumptions.
15. Keep your posts short and to the point.

6.1.3 Beginning of the Year Curriculum Guide and Overview

All SCIS parents will receive a Grade Level Curriculum Guide from their child's homeroom teacher at the beginning of the year. Additionally, teachers will communicate information related to:

- Forms of communication
- Requests for resources students may need
- A weekly schedule including upcoming events

6.1.4 Seesaw

In line with the SCIS Information Technology Philosophy, Mission Statement and Essential Agreements, SCIS Lower School makes use of Seesaw as the primary online communication tool. This tool will be utilized by parents, teachers and students for recording student progress as well as, a student digital portfolio during the Lower School years at SCIS. Through the regular use of Seesaw, students are provided with developmentally appropriate opportunities to engage with Seesaw in a way that allows them to develop their abilities to create, innovate,

communicate and collaborate. Additionally, teacher and student postings on Seesaw will provide parents and family members with a regular and consistent open invitation into their child's learning journey.



6.1.5 Communitas Magazine

Communitas is the SCIS magazine written by SCIS faculty that will be sent home throughout the year with students. It is also available on the school website.

6.1.6 Lower School Principal's Blog Post

Each week, the Lower School Principal will publish a blog post titled the Principal's Post which is designed to communicate general information about upcoming events at the school, as well as showcase various aspects of the school's programs. Please make it a habit to regularly read the Principal's Post to ensure you do not miss out on important information pertaining to Lower School events and happenings.

6.1.7 Head of School's (HOS) Communication

The HOS will communicate with parents and community members regularly in order to give a macro view of the strategic directions for SCIS.

6.1.8 Homeroom Teachers

Homeroom teachers communicate with parents on a regular basis via Seesaw. This form of communication may also be supplemented by emails.

SCIS encourages strong ties between home and school. In addition to parent-teacher conferences and school reports, teachers work hard to promote a positive and successful relationship between the home and school. Frequent communication is an important part of maintaining close relations between the school and the home. Concerns about a student's progress at school are communicated to the parents or guardian of the student by the child's teacher(s), counselor or Lower School Principal.

6.1.9 Parent Change of Contact Information

We use the parent SCIS email accounts as a primary means of communication. We ask parents who don't plan to check their SCIS parent email accounts frequently to have their parent account emails automatically forwarded

to another email account. Please contact our Technology Coordinator at pd-technology@scis-china.org or stop by the tech help desk if you would like automatic email forwarding support. It is also essential that the school have accurate phone numbers, addresses, and emergency contact information for all children. Please advise the Lower School office of any change of contact information as soon as possible.

6.2 Issues of Concern

6.2.1 Concerns about School Classroom Activity

Any specific concerns a parent may have regarding activities in their child's classroom should first be discussed between the parent and the teacher. Then, if necessary, with the divisional Principal.

6.2.2 Concerns about School Personnel

Any concerns about school personnel should first be raised with the Lower School Principal. After listening to the parent's concerns, the Principal may deem it necessary to conduct a conference to provide a positive solution. If the matter cannot be resolved or appears to be of a serious nature, the Principal may arrange for a confidential hearing with the Head of School. In no case will complaints be made or discussed in the presence of students.

6.2.3 Concerns about Student Learning Materials

Any concerns about a particular class resource or library book should be directed to the Principal. Principals receiving a complaint about such matters may confer with the Head of School.

6.3 Parent and Friends Association (PAFA)

Membership to the Parents and Friends Association (PAFA) is conferred to parents and/or guardians upon the enrolment of their child. Other relatives or family friends with an interest in the school and its students may join. PAFA's goals are to:

- encourage parent and community involvement.
- help coordinate programs outside of the provided curriculum in which volunteer parents provide assistance to the teachers and the school.
- encourage participation by all without discrimination.
- work collaboratively with school leadership including administrators, teachers and staff.
- effectively communicate decisions and events to all PAFA members.

PAFA may raise funds to support various efforts that build our community. It does so under the aegis of SCIS, the legally registered enterprise under which by Chinese law any funds must be designated. Therefore, the SCIS administration holds responsibility to audit all revenues and expenditures of PAFA and include these figures in its annual government audit.

SCIS operates on a not for-profit basis and all monies arising from fund raising are to benefit our school and our children. All money raised by PAFA will be allocated towards items outside of the scope of the school's planned operating

budget. All funds earned under the auspices of PAFA must be allocated and spent within a reasonable amount of time of having been raised, preferably within the school year in which the funds were raised. Each PAFA will be allowed the liberty to make charitable donations based on membership approval. However, at fund-raising events parents will assume that their contributions will be going towards the school and its children. Therefore, when events are planned in order to aid a charity, that information should be publicized before and during the event so that participating parents know who is benefitting from their participation.

PAFA is legally a branch of SCIS and follows the direction of the Administration and Board of Directors. Therefore, the administration reserves the right to make all final decisions regarding PAFA activities. Currently there is one PAFA group and leadership team on each campus. PAFA may in the future wish to create a new group on an existing campus – for example, divide into ECE PAFA and Upper School PAFA. Each PAFA group will be responsible for formulating and communicating its leadership structure on an annual basis.

6.4 Room Parents

Room Parent Roles and Responsibilities

Mission: To support teachers in building a positive classroom community.

Communication: All email communication from room parents will go through the classroom teacher. Email and Seesaw will be used as the primary means of communication from the school to the parents. We understand that WeChat is often used as an informal means of communication and as a school we support the positive communication shared amongst parents. However, please note that all communication, whether formal or informal, is expected to follow the Parent Code of Conduct and WeChat Group Norms.

Expectations: Room parents should be familiar with classroom rules and classroom schedules to ensure alignment of school activities and special school events.

Tasks & Roles of Room Parents:

- Organize food and crafts for classroom celebrations under guidance of the classroom teacher
- Support for special requests from classroom teacher: Mystery reader, cataloging classroom library, etc.
- Organize classroom volunteers
- Support the Parent Code of Conduct as outlined in the Parent Handbook
- Collect money from class parents

6.5 Parent Code of Conduct

SCIS schools expect parents and/or guardians to show respect and concern for others by:

- Supporting the respectful ethos of our school by setting a good example in their own speech and behavior towards all members of the school community;

- Working together with teachers for the benefit of children. This includes approaching the school to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution;
- Correcting own child's behavior, especially in public where it could otherwise lead to conflict, aggressive or unsafe behavior;
- Respecting the school environment, including keeping the school tidy by not littering.
- Observing campus security measures

In order to support a peaceful and safe school environment, the school cannot tolerate:

- Disruptive behavior, which interferes with the operation of a classroom, an office area or any other part of the school grounds. This includes words or actions that bring the institution into disrepute or gravely affect the conduct of school business.
- Using loud and/or offensive language or displaying temper.
- Threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises. (Some actions may constitute an assault with legal consequences).
- Damaging or destroying school property.
- Abusive or threatening emails, phone, social network messages or other communications.
- Chain email communications that elicit unsolicited support for a concern or complaint and do not follow appropriate lines of communication.

Violations of the Parent Code of Conduct will be reported to the appropriate administration and may result in a parent and/or guardian being restricted from entering the school grounds to safeguard our school community. In extreme cases involving a major violation and/or repeated violations of the parent code of conduct, disenrollment of the parents' children from SCIS may be necessary.

6.6 Parent Absences

If parents or the legal guardian leaves Shanghai temporarily and leaves a child in the care of someone else, they are required to notify the school in advance. The parents should give the dates of their absence; the names, numbers and pertinent information of the temporary guardian; and the parents' contact details should be given to the school during the absence from Shanghai.

6.7 Yearbooks

Yearbooks are available for purchase during the months of May and June. The yearbook contents represent the entire Pudong Campus and is compiled by a cohort of Upper School students.

Section 7: Health & Safety



7.1 Student Illness

If your child is sick or has been diagnosed as having a contagious disease or illness, please notify the school nurse immediately with symptoms. Any chronic illness needs to be disclosed to the nurse as well as the classroom teacher.

Children 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.

Children should NOT come to school if they have any of the following symptoms:

- Fever (over 99°F/37.2°C)
- Diarrhea
- Vomiting
- Discharge from the eyes or ears
- Heavy nasal discharge
- Persistent cough
- Unidentified rash

If a child becomes ill while at school, they are taken to the nurse for an assessment. If the nurse determines that the child needs to go home, the following steps will be taken:

- A parent will be called to pick up the child. 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 within 60 minutes of notification from the nurse.

- The child will be kept in the clinic and monitored by the nurse until a parent or another designated individual arrives.

In the event of physician approval that a child can return to school, the administration may still require the child to be excluded for the following reasons:

1. The illness prevents the child from participating comfortably in school activities.
2. The illness results in a greater care need than the teacher and assistants can provide without compromising the health and safety of the other children.
3. The child has any of the following conditions:

Fever: A child with a fever of 99°F/37.2°C or more will be sent home. The child may return when fever-free for 24 hours without the use of fever reducing medicines.

Diarrhea: A child having uncontrolled diarrhea will be sent home. Uncontrollable diarrhea is defined as: an increase in number of stools, compared with child's normal pattern, increased stool water; decreases form that is not contain by the use of the toilet. The child may return when symptom free for 24 hours (stools are no longer watery, and child has had at least one normal stool) and must be eating normally.

Vomiting: If a child has vomited, he/she will be sent home. The child may return if there has been no vomiting for 24 hours and is tolerating bland foods.

Conjunctivitis (Eye Infection): If a child 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.

Ear Infections: If a child exhibits symptoms of an ear infection and is acting ill, the child will be taken to the nurse and parents will be notified so that they may take the child to see a physician. The child may return after being cleared by a physician and/or starting antibiotic medicine. Child must be fever-free for 24 hours without the use of fever reducing medicines.

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.

Hand Foot and Mouth Disease (HFMD): A child will be excluded until fever free for 24 hours without the use of fever reducing medicines and with the approval of a physician. Also a child who has open mouth sore and is drooling or who has open blisters on their hands or feet will be excluded from the program.

Head Lice: A child with head lice will be excluded from school and may return when hair has been properly treated and all nits have been removed. A nurse will check the child before he/she may return. The child may not ride the bus.

Measles: 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.

Mumps: A child suspected of having mumps will be sent to the nurse and the parents will be notified. A child may return 5 days after the swelling first appeared.

Pinworms: A child with pinworms will be excluded from school until 24 hours after treatment.

Ringworm: If a child is suspected to have ringworm that child will be taken to the nurse and the parents will be notified. The child may return to school after being cleared by a physician and 24 hours after the completion of the treatment.

Respiratory Syncytial Virus (RSV): If a child is diagnosed with RSV, he/she will be excluded from school for 7 days after diagnosis and/or discharged from the hospital. Children age 2 and older diagnosed with RSV may return to the school upon doctor recommendation.

Rubella: A child with rubella will be allowed to return to school 5 days after the rash first appeared.

Shigella: A child with shigella should be excluded from school until he/she has no shigella in his/her stools (two negative stool cultures)

Strep Throat: A child with fever and strep throat will be excluded from school. The child may return after 24 hours of antibiotic therapy and if fever-free for 24 hours without the use of fever reducing medicines.

Whooping Cough: A child with whooping cough will be allowed back at school 5 days after antibiotics have begun.

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.

Children who have been sent home from school due to illness will not be allowed to ride the school bus until they have remained home for the required duration of the illness (see above). Parents who violate this policy may lose the ability to schedule continued bus service for their child.

NOTE: Children who become ill at school with a fever, who vomit, or have head lice will NOT be allowed to ride the school bus. A parent or guardian will need to pick the child up from school. There can be no exception to this rule.

Students who do not attend school or are sent home from school due to illness the day of an event such as a birthday, concert or movie night, may not participate in the evening event.



7.2 School Health Services

SCIS contracts nursing services through World Path Clinic International and has a certified nurse on campus that is available during school hours.

7.2.1 School Healthcare Guidelines

For minor accidents, bumps and bruises, the nurses will treat the student and contact the parents either by email or phone call. Should a child be physically ill, have a fever (over 37.2 degrees Celsius), or suffer a potentially serious injury, such as a significant bump to the head, parents will be contacted and are expected to come and pick up their child within the hour. If the parent cannot be contacted, the student's emergency contact will be notified.

7.2.2 Medical Emergencies

In the case of an accident involving serious medical emergency or injury, the nearest teacher will stay with the

injured child and send for help from the school office and/or nurse. If the child needs to be taken to the hospital, he or she will be driven to the nearest Emergency Room (Shanghai United). A representative from the school will accompany the child, and remain with the student 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.

7.2.3 Communicable Diseases

In cases of widespread infectious disease concerns, as with the Sudden Acute Respiratory Syndrome (SARS), the school will adopt infectious disease protocols based on recommendations and guidelines of the World Health Organization and the local health authority.

7.2.4 Allergies

Parents are responsible for notifying the school nurse, classroom teacher and administration of all physician-diagnosed food, environmental or medical allergies, prior to the child's first day of school. Once they have notified the school, parents will receive an Allergy Waiver Form. This should be submitted to the Nurse within 48 hours. Related medications such as antihistamine or an Epi-pen must be kept on campus with the school nurse.

7.3 Medication Administration

The school nurse, with prior approval, can administer medication to a child at school. Classroom teachers and assistants are not permitted to administer any type of medication to students. School staff may not administer sunscreen, insect sprays, other creams, lip balms and lotions without prior written approval from the parent/guardian. Any medication to be administered during the school day must be sent to the nurse with the Medication Form and be properly labeled.

7.4 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 are 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, s/he 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.

7.5 Insurance

We expect that all students enrolled at SCIS have current medical insurance that covers them for treatment in Shanghai. We also expect that a parent or guardian will promptly arrive at the hospital in case of an emergency. Although the school has liability insurance for major accidents, we do not provide routine medical insurance reimbursement for any medical costs.



7.6 Safe Air Protocols

SCIS has installed a double air filtration system to ensure optimal indoor air quality in all learning spaces. SCIS has adopted guidelines for managing students' exposure to outdoor air pollution as well. Outdoor air quality is monitored on an hourly basis, and students stay indoors for all activities when the air quality index (AQI) is 200 and above, as indicated by the U.S. Consulate's Shanghai Air Quality Monitoring Site.

7.7 Nap Time

Children enrolled in a full day Nursery or Preschool/Prekindergarten program will have an opportunity to nap after lunch. Parents should provide a small blanket, and an optional small plush animal to remain at school for the full week. These items should be brought to school each Monday, and will be sent home each Friday for laundering.

Parents who do not return nap items as requested will be contacted via email or called by the teacher. Nap items are required as a health and safety element of our program.

The scheduled nap time is approximately 60 minutes of undisturbed rest time within a 90-minute window. Teachers may not purposefully keep a child from resting nor wake a child before the end of the rest period. Children are not required to sleep, but will be expected to rest for the first 20 minutes of the nap period, and then may engage in quiet activities for the remainder of the period.

7.8 Separation Anxiety

It is very common for young children to be anxious when separated from parents, especially in our Nursery and Preschool programs. Children need to be assured that separation will result in a reunion. Please, say a quick good-bye to your child when you leave and if necessary, reassure them of your return. Each child is unique, and the classroom teacher will work to ease separation anxiety issues based on individual child and family needs. In general, parents are welcome in the classroom in the morning time prior to the start of the day, and are asked to leave when the school day starts at 8:00 am.

7.8.1 Settling In

Starting school is a journey and it can mean many things to different children and their parents. It may be the first time your child has been left with people he or she does not know or encounter languages that are unfamiliar. We wholeheartedly recognize and anticipate that it may be challenging for your child to adapt to their new surroundings, teachers, languages, classrooms, and friends. However, through careful planning, preparation and most of all time, we aim to ensure this journey is successful for all of our early childhood students and their families by supporting them before, during and after school has begun.

To attain success, we place great value on building strong relationships with each of our early childhood families by providing multiple opportunities for parents and teachers to work together and share information about the child and their specific needs. By working together, we can create a smooth and positive transition to school for you and your child.

How Can I Help with Settling In

- You can help your child settle into school by being positive about the experience and talking with them about what they might do at school
- Help your child be as independent as possible and provide them with opportunities to manage simple tasks such as opening a snack container, drinking from their

water bottle, unzipping their pants or coats and putting on their shoes.

- Create a morning routine that includes saying good-bye in a cheerful way.
- Let your child know they will see you after school.
- At the end of the day, ask your child about some of the fun things they did in school that day and build positivity surrounding the fun learning experiences they will encounter upon their return to school.

7.9 Emergency Evacuation Procedures

Evacuation drills are vital in order to ensure the safety of the students entrusted to the school's care. At least two 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 with their classes and stress the seriousness of emergency evacuation drills. Teachers are to ensure that an evacuation map is posted in their classrooms.

7.10 Final Remarks

This document is meant as a guide to help answer questions you may have about the SCIS Lower School and to guide you through your time with us. If you have further questions or would like to discuss the content of this document, please feel free to contact Liz Gale, the Lower School Principal, at egale@scis-china.org. You may also set a meeting through the Lower School secretary.





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