![SCIS Pudong logo]

Lower School
Parent-Student Handbook
2018-2019

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 2018-2019 school year. I'm proud to be leading the SCIS Pudong Community. I am entering my 9thyear 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 2018-2019 school year. I am extremely excited to be in my third year as 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 1: 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.

Section 2: About our SCIS-Pudong Campus

2.1 School Hours
On normal school days, campuses are "open" from 7:30a.m. to 4:30p.m. Members of the school community and visitors are free to enter and exit when school is open.

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 so that they are prepared to begin classes promptly at 8:00. Buses leave school at approximately 3:15pm.

The Lower School Library will be closed at 4:30p.m.

SCIS Lower School only provides after-school supervision for students enrolled in an after-school activity.

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.

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 the 3:00 pm dismissal time. Drivers are expected to act in a courteous fashion and to 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 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, bus monitor, 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 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.

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.

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 Lower School

3.1 The SCIS Lower School Standards and 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/P.E. 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

Literacy
Literacy is imbedded into the Primary Years Programme (PYP) Units of Inquiry, as well as taught in a subject specific context. Throughout the Lower School, developing positive attitudes towards reading and writing is essential. Our framework for balanced literacy instruction is based upon the philosophies and practices of the Teachers College Reading and Writing Project (TCRWP). Teachers collaboratively plan units and assess students using common pre-assessments and summative assessments. Careful attention is placed on tracking students' reading growth and ensuring that students are reading books at their "just right" levels. In this way, instruction is differentiated to meet the needs of learners at different ability levels. Literacy skills are supported in class¬rooms that visibly display a language rich environment. Teachers employ a varied approach to instructional delivery, including but not limited to, small group, whole group, shared, and independent instruction.

SCIS implements the Common Core State Standards (USA) for English Language Arts (http://www.corestandards.org/ELA-Literacy/) for students in Kindergarten through Grade 5. The concepts, knowledge and skills embedded in the ELA standards are designed to provide students with a solid literary foundation, as well as the higher-level thinking skills and strategies necessary to be successful in life outside of the classroom. The K–5 ELA standards articulate what students should understand and be able to do by the end of each grade.

Math
Mathematics is imbedded into the Primary Years Programme (PYP) Units of Inquiry, as well as taught in a subject specific context. In addition to the IB Learner Profile attributes, the essential elements of the PYP: knowledge, concepts, ATLs, and actions, inform planning, teaching and assessing of mathematics throughout the SCIS Lower School. Through an inquiry-based approach, teachers seek to provide opportunities for all students to have access to the highest quality mathematics teaching and learning.

SCIS implements the USA Common Core State Standards for Mathematics (http://www.corestandards.org/Math/) for students in Grade 1 through Grade 5. The 1–5 mathematics standards articulate what students should understand and be able to do by the end of each grade. The standards are organized according to process standards and content standards.

3.2 Time Table and School Day
SCIS operates on a 4-day cycle. In 40-minute blocks, Lower School students participate in Mandarin daily, Music, Physical Education (PE), Art (students in Grades 2-5) and Library once every four days with specialist teachers. Students learn the remainder of the day with their homeroom teachers. See an example timetable below.

Grade 2 Sample Weekly Schedule				
	Day 1	Day 2	Day 3	Day 4
7:45 – 8:00	Student Arrival and Setting In			
8:00 – 8:15	Morning Meeting			
8:20 – 9:15	Writing Workshop			
9:20 – 9:40	Morning Snack & Recess			
9:40 – 10:20	Mathematics Workshop			
10:25 – 11:05	Mandarin			
11:05 – 11:20	Word Study			
11:20 – 12:00	Lunch & Recess			
12:05 – 12:45	Reading Workshop			
12:50 – 1:30	Physical Education	Music	Physical Education	Art
1:35 – 2:15	Inquiry and Exploration			
2:20 – 3:00	Inquiry and Exploration			Library

3.3 Physical Education, Music, Art
Physical Education (P.E.):
The SCIS Lower School 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, on the field, and in the swimming pool. 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, use music technology, compose, study music theory, improvise, and experience music of diverse origins. Music classes at

SCIS follow the Orff Schulwerk method, so we incorporate an active environment that encourages students to be confident, team-oriented, thinkers.

Art:
The lower school visual arts class covers a wide range of skills and styles of art. Creativity, expression, and problem solving are the roots of lower school art: therefore, all grades have significant input into the direction of the lessons.
The final pieces that the artists at SCIS create are great, but the artistic journey they take to get there is amazing.

3.4 Language Acquisition at SCIS Lower School
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 Language scope and sequence. Students attend Mandarin for 40 minutes a day. Our program offers five levels: Novice 1, Novice 2, Intermediate 1, Intermediate 2, and Experienced. Students are assessed for level placement. All levels integrate listening, speaking, reading and writing skills. Students have a variety of ways to approach learning, such as project-based learning, story-telling, and other activities related to Chinese culture.

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.

English Learner (EL) Definition: SCIS LS 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 for a home where the language usually spoken is other than English, or (3) usually speaks a language other than English; and B. Who is determined to lack the necessary English skills to participate fully in classes taught in English.

English Learner Identification:
Step 1: SCIS Lower School uses a Home Language Questionnaire to determine a student's home language(s.)
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.

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.

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 is used to determine grade level success, such as additional English language proficiency tests, NWEA MAP tests, comprehensive literacy assessments, and classroom performance.

3.4.3 Additional Mother Tongue Language Development Opportunities
SCIS Lower School collaborates with several other language schools to provide after school language lessons once a week for students who speak the respective languages as a first language. For further information regarding the availability of language schools for the 2018-2019 school year, please contact the Lower School Secretary, Vicky Xu at vxu@scis-china.org

3.5 Assessment and Reporting
SCIS Lower School 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 and conferences).

3.5.1 Standardized Testing
The SCIS Lower School utilizes the Northwest Evaluation Association (NWEA) MAP standardized tests for reading, math and language twice a year to measure student growth and achievement. MAP tests are norm referenced against the United States Common Core State Standards.

3.5.2. Comprehensive Reading and Writing Assessments
Teachers continually assess students' reading levels through daily classroom work and reading groups. Additionally, each

student's reading level is assessed three times a year using the Fountas and Pinnell Comprehensive Reading Assessment.

3.5.3 Parent-Teacher Conferences
Parent–teacher conferences take place in the first semester. These conferences provide parents with an opportunity to discuss individual student concerns with their child's teachers.

3.5.4 Student-Led Conferences
Student-led conferences take place in the second semester. These conferences will be student-led, with the focus on goal-setting and goal evaluation.

3.5.5 Report Cards
Teachers 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

Students must be in attendance for a minimum of six weeks of the grading period to be issued a complete progress report.

3.6 Learning Resources: Technology, Texts and Materials
Teachers gather learning materials from a variety of resources. When resources are issued as part of the curriculum, it is the responsibility of the student to return the them in good condition. Resources are checked out in the student's name. If not returned or if damaged, the student will not be issued school records until the fine is paid.

3.6.1 Laptop/Tablet Policy
Lower school students will have access to a variety of technology including laptops and iPads. Teachers will make electronic resources available as needed.

3.6.2 SCIS Technology Agreement
SCIS students are expected to be good digital citizens. Lower school values and behavior expectations apply to technology use. All students are required to follow the SCIS-Pudong Technology Agreement. Failure to adhere to this policy may result in the loss of computer privileges.

3.6.3 Backup Policy
Students are frequently using technology devices in the classroom are expected to back up their data. It is strongly recommended that students or parents purchase an external drive for storage and backup. An external hard drive can be purchased relatively cheaply at any local technology market.

3.6.4 Printing and Photocopying
Every student at SCIS has an account in the school printing system, and software allows SCIS technology staff to manage these accounts. Students will be charged for their printing. Paper should be re-used (blank side) when possible.

3.6.5 Other Materials and Supplies
Students may be requested to provide classroom materials (pens, pencils, notebooks, binders, etc.). Teachers will detail the materials required in the beginning of the year.

3.7 Homework
Homework is to be meaningful and assigned in a manner that enhances student learning. It helps establish patterns of study, build responsibility and develop time management skills. While homework is a student's responsibility, it also enables parents to learn more about what their child is doing in school and become involved in the learning process. We recognize the value of family time in a student's life and learning, and we aim to only intervene with purposeful homework.

At SCIS, homework may be used to:
- reinforce class lessons
- gain a better understanding of material and skills already taught
- continue learning activities started during class time

3.7.1 Homework Guidelines for Teachers, Students and Parents
Homework:
- is time based, not assignment based. The general guideline for maximum amount of daily time assigned per grade level may be as follows:
  - 2nd Grade: 20 minutes
  - 3rd Grade: 30 minutes
  - 4th Grade: 40 minutes
  - 5th Grade: 50 minutes
- has a stated goal or learning objective.
- is relevant to the classroom instruction.
- is engaging and authentic.
- can be completed independently by the student and may have differentiated options for different learners.

- should not completed by the parent. Parents may be involved in other ways (e.g. interviews, games, etc.).
- is accountable (i.e. assessed formally or informally by the teacher).
- can be ended by the parent when the effort exceeds what is reasonable and productive.

3.7.2 Homework Make-Up

Students who miss school for any reason should arrange to get assignments from their teacher when the student is well enough to do the work. The parents of students who miss school for extended periods due to illness are encouraged to contact their child's teacher for recommended work and advice on ways to make re-entry as smooth as possible.

If students know they will be absent due to a family obligation or a school-related activity, they should speak to their teachers prior to the absence in order to stay on-track with their classmates.

Teachers are not expected to create extensive individual programs. However, for students who miss school for long periods due to illness or other approved reasons, the teacher should provide some support to help the child continue in the program successfully upon their return. Similarly, teachers may make recommendations for remediation or enrichment activities to support learning over long holidays and as appropriate throughout the year.

3.8. Student Support Services
3.8.1 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.

3.8.2 Learning 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 Lower School begin with a referral to the Student Support Team (SST) when a concern is noted by a teacher. The team consists of the counselor, learning support teacher, principal, 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.

Learning support referrals are warranted when a student's academic performance is approximately two years below grade level expectations, as measured by multiple summative and formative assessments. The learning support teacher works closely with students, teachers, and parents to foster

student growth through push-in and pull-out support.

Behavioral referrals are also considered in the Student Support Team (SST) process. When a student's behavior consistently goes beyond what is reasonably managed in the classroom, 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.

3.9 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, as well as other aspects of the school day. These assemblies are student-led and meant to share our learning in an entertaining manner. Parents are invited to all assemblies.

3.10 After-School Activities and Athletics

In addition to the academic program, SCIS also runs a comprehensive Activities Program for all students in Kindergarten-Grade 5. These activities allow students to explore their strengths outside of academia and provide opportunities for team building and leadership. In the Lower School, students can choose from activities with an academic, artistic, or health/wellness focus.

General Information
- An SCIS Activities Handbook will be sent out at the beginning of each After School Activities session.

- The ASA program is a co-curricular program. It is not compulsory for students to be involved in ASA.
- ASA programs are led by SCIS staff and external vendors.
- Programs run by outside vendors such as Sport For Life or Mad Science may have a fee while SCIS staff run programs are covered in tuition
- ASAs are divided in to Arts, Academics and Athletics.

Registration:
- ASA registration information will be communicated to you through the school email
- Registration for ASA will be online on a "first come" service basis.
- Registration will not be accepted after the specified deadline.
- New students may join ASAs for the next session after their arrival.
- All funds for paid ASAs are handled by the external vendor.

Enrollment/Attendance/Cancellation Policy:
- The ASA Coordinator reserves the right to cancel an activity due to low enrollment.
- Parents must provide written communication to the ASA Coordinator if their child wishes to withdraw from an ASA.
- Behavior/Attendance: ASAs are part of the broader SCIS school program and students must respect the SCIS Code of Conduct and policies.
- When teachers are absent they are expected to plan for and arrange a substitute.

3.11 Classroom Birthday Celebrations and Class Parties

Birthday celebrations may be held in addition to classroom parties, but are restricted to no more than 30 minutes time in conjunction with the snack period, the lunch period, or the end of the school day. Invitations to private birthday parties may be distributed at school only if all children in the class are to be invited. Parents are asked to keep celebrations simple and clear all plans with the classroom teacher in advance. The giving of gifts is prohibited, including goodie-bags or party favors. Food options need to be considerate of allergies and preferably include healthy choices.

3.12 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. Occasionally, our counselor is able to coordinate tutoring for Lower School Students with volunteer Upper School students.

3.13 Library Services
3.13.1 About Our Library
The Lower School Library is located on the second floor and is open to all students and parents from Nursery to Grade 5. Our collection includes paper books, electronic books available through the Follett e-book program, online research databases (Encyclopedia Britannica and others), a limited DVD collection, and a limited collection of SCIS archival material including past yearbooks. Additionally, we have a growing selection of books in our students' home languages.

3.13.2 Borrowing Library Materials
Physical and electronic books are loaned out for 2 weeks at a time. While e-books are automatically recalled after 2 weeks, please bring physical books back to any of our libraries when you are finished reading.

3.13.3 Library Hours
The SCIS library is open weekdays from 7:45 a.m. until 4:30 p.m.

3.13.4 Library 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.

3.14 Field Trips
Any SCIS sponsored excursion off our campus with students is considered a trip. Field trips are an important part of our school program, and student safety is a priority at every step. Field trips are planned to provide learning opportunities that are significantly enhanced by an off-campus venue, including exposure to the culture and geography of China.

Expenses: The school will provide transportation for approved local trips in the general Shanghai area. While meals are generally provided by the cafeteria, parents may be asked to help support these trips by paying entry fees, or other related costs. All field trips should be tied to curricular goals.

Participation: All class/grade members are expected to participate in field trips. In most cases, alternate activities will not be provided for students not attending. Our established student-to-adult ratio may require that parent volunteer chaperones are necessary for trips to proceed. Mandarin speaking parents are especially encouraged to volunteer.

Permission: Details of the trip and its connection to the curriculum will be sent via a letter from the sponsoring grade level/department leader. This letter will include a permission form, which must be signed by the parent and returned to the teacher.

The school uniform is required on field trips unless expressly indicated otherwise on the permission slip. SCIS expectations and understood codes of behavior are in effect on all field trips.

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. 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 and Continued Enrollment

Admission and continued enrollment will be determined by the Principals and the Director of Admissions. 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 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. An English as an Additional Language (EAL) program placement fee is assigned to students starting in grade 1 who are identified as requiring English language support. The EAL fee is a one time, non-refundable fee.

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.

4.3 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 upon age. 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. After a period of teacher assessment, the placement may be reviewed. In such an instance, the Principal will make the final decision on grade level placement based on the findings of the review, which will include discussions with teachers and parents.

At SCIS, we believe that our collective intelligence increases through diversity. We are intentional about ensuring each of our homerooms is a sub-representation of SCIS's global community. Therefore, we consider nationality, first language, English language proficiency, academic status and gender in our class formation process. To ensure mixed groupings and other reasons, SCIS is not able to honor parent requests for particular teachers or homerooms.

4.4 Retention / Promotion / Dismissal of Students

It is the intention of the school to keep children within their age groups whenever possible. The decision regarding the promotion/retention/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. Review of possible candidates for retention will begin as early as possible.

In some cases, there may be a need to retain students at a grade level for the next school year. Prime consideration for retention of a student will be his or her maturation in all areas. School administrators are aware of the various social and psychological issues surrounding retention, and this recommendation will only be made 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 Student Support Team who will advise on the situation.

4.5 Student Withdrawal

There is a special withdrawal Progress Report form which indicates the date of the student's departure and his/her level of achievement and effort in each subject at the time of departure. For students leaving school two weeks or less before a normal Progress Report, the student must wait for the regular Progress Report to be issued.

4.6 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.

4.6.1 Absences

If a child is absent, the parent should either call or email the school office in the morning. When a student returns to school after a medical absence, he/she should bring a doctor's note stating any restrictions. It is the student's responsibility to make up missed assignments by making a contact with the teacher directly or by e-mail. Teachers are not expected to create extensive individual programs; however, for students who miss school for long periods, due to illness or other approved reasons, we can provide more extensive support to help the child continue in the program successfully upon his/her return.

4.6.2 Late to School/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.

4.6.3 Planned Absences

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

4.6.4 Unexcused Absences

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

4.6.5 Attendance and After-School Activities

A student who is absent from school cannot participate in extra-curricular activities on the day of the absence, unless the principal approves participation in advance.

4.7 Visitations by Non-Enrolled Students

Non-enrolled students, especially alumni, are welcome to visit our campus. All visits must be prearranged through the divisional school office. Visitations will only be permitted during break and lunch times.

Section 5: Lower School Culture

SCIS 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.

5.1 Positive Culture Development in the Lower School

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.

The PYP Learner Profile Attributes & Attitudes for Positive Culture Development

The learner profile attributes and PYP attitudes give us a frame for how we treat one another and our environment. We are defined by our diversity, collaborative nature, and supportive community. We equip our students with the skills they need to be accepting, dynamic, and expressive communicators. We implement the learner profile attributes and attitudes across the school day through academics, at social-emotional learning times, and during school gatherings. Read more about The Learner Profile and examples of implementation for positive culture development below.

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 should 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.

Structures, Routines and Expectations for Positive Culture Development
Faculty and students collaborate to establish shared schoolwide 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 our environment. Student participation and leadership plays an important role in building a positive culture. As mentioned above, The Learner Profile serves as a frame for common understandings and language across our system. Examples of structures and routines we use to develop positive culture in the SCIS Lower School include:
• Morning meetings (greeting, sharing, news, collaborative game).
• Compliment boxes.
• Dedicated Social Emotional Learning (SEL) time.
• Closing meetings at the end of the school day.
• Collaboration to write the essential agreements for their classrooms and school.
• Study relevant Learner Profile attributes for certain units.
• Select a different attribute or attitude to focus on for a week at a time, or at school events.

5.2 Positive Discipline
When behavior occurs that results in harm, conflict or threats to safety, SCIS Lower School's goal is restoration. Our positive discipline practices are designed to repair the harm done to a person or a relationship. The consequences for 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 Lower School'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. In general, teachers are responsible for handling disciplinary issues such as bickering, arguing and other disruptions to the class. However, when similar behaviors become excessive and begin to affect the rest of the class, administrators become involved. Violence; ethnic, racial or other forms of discrimination; bus incidents, and other serious behaviors are handled by the administrators.

Disciplinary Action, Including Suspension

When misbehaviors are referred to the administrators, the administrators determine the next disciplinary action steps and communicate with parents. A logical consequence handled by an administrator may be a lost recess privilege along with a guided reflection. Violence, racism and other serious misbehaviors deemed as detrimental to the learning environment or safety of the classroom may result in in-school suspension or suspension from school.

5.3 Positive Behavior Support Services through the Student Support Team

When a student's behavior consistently goes beyond what is reasonably managed in the classroom, the student may be referred to the Student Support Team (SST), so a collaborative team approach can be taken. Positive behavior support services may include individual counseling, behavioral contracts, additional vice principal support, increased home-school communication, and/or other behavioral interventions and supports.

In the SST process, 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.

5.4 Other SCIS Expectations
5.4.1 Uniform and Dress Code

SCIS students adhere to a dress code which we believe promotes a sense of orderliness and school community, and helps with campus and field trip security.

Elementary students (Nursery through Grade 5) wear navy blue trousers, shorts, or skirts and the SCIS light blue polo shirts (short or long sleeved). Girls' tights and socks should be white, black, nude, or navy blue. During cooler weather students may wear sweaters, jackets or hoodies of school colors and winter coats.

Middle School students (Grades 6, 7 and 8) wear tan shorts, trousers, or skirts and the SCIS navy blue polo shirt (short or long sleeved). Girls' tights and socks should be white, black, nude, or navy blue. During cooler weather students may wear sweaters, jackets or hoodies of school colors and winter coats.

High School students (Grades 9 through 12) wear tan shorts, trousers, or skirts and a light blue SCIS Oxford cloth button down (short or long sleeved). Girls' tights and socks should be white, black, nude, or navy blue. During cooler weather students may wear sweaters, jackets or hoodies of school colors and winter coats.

Physical Education Uniform

Students are expected to wear a PE uniform during PE class. This is provided as part of the SCIS uniform package. Proper footwear that supports safe movement is encouraged.

All students wear laced shoes or sturdy sandals. Athletic shoes or sneakers are acceptable. Flip-flops, thong sandals, and other beach-type footwear are not appropriate for school. Caps or hats in buildings are also inappropriate. All students are expected to be well groomed and appropriately dressed at school or during school-related functions off campus. Immodest or distracting attire is inappropriate. Facial jewelry or distracting jewelry is also not allowed. This interpretation can extend to haircuts, jewelry, makeup, or other aspects of personal appearance.

There are occasionally free dress days on which students are not required to wear the school uniform. These may occur approximately once a month, usually in connection with a special holiday or event, and will be announced by the school administration. Students will normally wear the school uniform for field trips, unless otherwise indicated on the permission form.

5.4.2 Cellular Phone Use

Students are permitted to carry cellular phones and other

personal digital devices to school. However, phones must be turned off and not used during class time, recess, lunch, assemblies, or performances unless they have permission from their teacher.

5.4.3 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.

5.4.4 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.

5.4.4.1 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 Lower School Principal
- Parents are notified about the incident by the Lower School Principal and logical consequences are implemented

Fourth Violation:
- Behavior is documented
- Student meeting with the Lower School Principal
- Student meeting with Lower School Principal and parents
- Bus privileges will be reviewed and logical consequences are implemented

Fifth Violation:
- Behavior is documented
- Possible expulsion from the bus

5.4.5 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.

5.4.6 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.

5.4.1 Drug Use
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.

Section 6: School Community Relations

6.1 Communication

A child's school life is greatly enriched by a family that is well informed and active in school life. SCIS welcomes parent involvement and encourages close ties and frequent communication between parents and school. Parents can expect communication to take the following forms:

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.

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 Bulletins

Each week, the Lower School Principal will publish an electronic bulletin, which is designed to communicate general information about upcoming events at the school, and showcase various aspects of the school's programs.

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 teacher or counselor.

6.2 Issues of Concern

• 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.

• Concerns about School Personnel: Any concerns about school personnel should first be raised with the Divisional 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.

• Concerns about Curriculum and 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 Parents 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 Lower School PAFA and Upper School PAFA. Each PAFA group will be responsible for formulating and communicating its leadership structure on an annual basis.

6.4 Parents' 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.

6.5 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 teacher websites will be used as the form of formal 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.

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

6.6 Parent 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.

6.7 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.

6.8 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 Protocols and Services

7.1 Student Illness

Students who are ill should not be sent to school. A sick child is not able to be cared for appropriately at school and may pose a health risk to other students. If a child comes to school sick, the child will be sent to the nurse for a brief assessment. If required, the nurse will telephone the parents and request that the child be picked up and taken home.

7.2 School Health Services

SCIS contracts nursing services through WorldPath Clinic International and has a certified nurse on campus who are available during school hours and athletic events.

For minor accidents, bumps and bruises, the nurses will treat the student and he or she will return to class. Parents will not be contacted unless follow-up is required. 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. If the parent cannot be contacted, the student's emergency contact will be notified.

In the case of serious accidents on the school premises in which a child needs to be taken to the hospital, the parents will be contacted immediately and the student will be transported, unless inadvisable due to neck or back injury, to the nearest hospital where he or she can receive expatriate level care. A representative from the school will accompany the child, and remain with him or her until a parent or guardian arrives to take responsibility. When the parent arrives, the school representative will depart after explaining all relevant circumstances. Appropriate care will be given as required, even if the parents cannot be reached.

7.3 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.

7.4 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's office within 48 hours. Related medications such as antihistamine or an Epi-pen must be kept on campus with the school nurse.

7.5 Medication Administration

Any medication to be administered during the school day must be sent to the nurse with full instructions and proper labeling. Children should not be self-medicating.

7.6 Head Lice

Parents should be advised that it is not uncommon during any school year to have cases of head lice. Students who are detected as having head lice will not be able to remain at school, ride the bus or attend any school activity until they are free of all lice and nits.

If a student has lice, they will not be allowed to ride the bus until the child must go directly to the clinic upon return to school to be checked. When the student is identified as lice and nit free by the school nurse, they will be allowed back to school.

When head lice are detected in the classroom, a nurse checks students' hair. If the nurse verifies the lice case, the nurse sends out a notice informing all parents in the same classroom and bus about the case. Additionally, all students in the same classroom and who ride the same bus will be checked.
We will of course take every precaution necessary to maintain confidentiality on this issue for families, and will be very discreet as we spot check children to ensure that the problem is under control.

7.7 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.

7.8 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.

7.9 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. SCIS prepares all teachers for an emergency evacuation, and evacuation protocols and maps are posted in all classrooms.

7.10 Final Remarks

This document is meant as a guide to help answers 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.