

# Shanghai Community International School



## Pudong Campus Lower School

**Parent-Student Handbook**

## TABLE OF CONTENTS

WELCOME LETTER .....	3
INTRODUCTION AND GENERAL BACKGROUND .....	4
GENERAL BACKGROUND .....	4
GOVERNANCE .....	4
NOT FOR PROFIT STATUS, SCIS-HIS AND AFFILIATED SCHOOLS .....	5
INTERNATIONAL SCHOOL FOUNDATION .....	5
MISSION STATEMENT .....	5
PHILOSOPHY .....	5
CURRICULUM—A BRIEF OVERVIEW.....	6
THE SCHOOL’S EXPECTATIONS OF ITS STUDENTS.....	11
WHAT STUDENTS CAN EXPECT FROM THE SCHOOL.....	12
VALUES .....	12
PROCEDURES AND SYSTEMS.....	12
ABSENCES.....	12
AIR QUALITY MONITORING.....	13
BIRTHDAYS AND CLASSROOM CELEBRATIONS .....	13
BUS TRANSPORTATION.....	14
CHEWING GUM.....	15
CHANGE OF CONTACT INFORMATION .....	16
CLASS SIZE .....	16
COMMUNICATIONS.....	16
DISCIPLINE POLICY.....	16
DRESS CODE / UNIFORMS.....	19
DRUGS.....	19
ELIGIBILITY TO ATTEND SCIS.....	19
FACILITIES USAGE.....	20
FIELD TRIPS.....	20
FIRE DRILL AND EVACUATION PROCEDURES.....	20
GATE ENTRANCE PROCEDURES.....	21
GRADE LEVEL PLACEMENT .....	21
GUARDIANSHIP .....	22
HEAD LICE .....	22
HOMEWORK ASSIGNMENTS .....	22
HOMEWORK, MAKE-UP .....	23
HONOR CODE .....	23
HOURS OF OPERATION .....	24
LEAVING CAMPUS.....	24
LIBRARY .....	24
LIBRARY MATERIALS SELECTION POLICY .....	24
LOST AND FOUND.....	25
LUNCHROOM PROCEDURES AND STUDENT ETIQUETTE.....	25
MEDICATION.....	26
MEDICAL EMERGENCIES .....	26
MONEY AND VALUABLES.....	26
NEWSLETTER.....	26
OPEN HOUSE.....	26
PARENTS AND FRIENDS ASSOCIATION (PAFA).....	26
PARKING ON CAMPUS.....	27
PASSPORT AND VISA REQUIREMENTS .....	27
PERSONAL BELONGINGS .....	27
PHYSICAL EDUCATION PHILOSOPHY.....	28
PROGRESS REPORTS AND RECORDS.....	28
SICKNESS/ACCIDENT.....	29
STUDENT COUNCIL .....	30

TELEPHONE.....30  
TEXTBOOKS AND SCHOOL MATERIALS.....30  
TUITION AND FEES .....30  
TUTORING.....30  
VISITATIONS BY NON-ENROLLED STUDENTS .....30  
VISITORS.....31  
WEAPONS.....31  
WITHDRAWAL FROM SCIS.....31

Dear Students and Parents,

It is with great excitement that I welcome you to the 2016-17 school year. I'm proud to be returning to SCIS Pudong being a part of the Dragon Spirit.

My best wishes to all of you for a fun and rewarding school year as you strengthen existing friendships and make new ones.

Enjoy your special time as SCIS Dragons!

Mr. Luebbe

====

**Derek Luebbe**

Head of School

SCIS-HIS Pudong Campus

198 Hengqiao Road, Kangqiao, Pudong, Shanghai, China 201315

86-21-5812-9888

[dluebbe@scis-his.org](mailto:dluebbe@scis-his.org) • [www.scis-his.org](http://www.scis-his.org)

This Parent-Student Handbook will acquaint you with the Shanghai Community International School's background and founding, its curriculum, philosophy, structure, and finally, some of the systems and procedures in the day-to-day activities and operations of the school. This latter information is organized alphabetically for your reference.

## **INTRODUCTION AND GENERAL BACKGROUND**

### **GENERAL BACKGROUND**

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

The SCIS Pudong and Hongqiao schools are fully-accredited by the Western Association of Schools and Colleges (WASC), and in 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). HIS achieved WASC accreditation in the spring of 2005 and also was awarded the full six-year term of accreditation. The Puxi and Pudong Upper Schools are both authorized by the International Baccalaureate to offer the I.B. Diploma Program. The SCIS-Pudong campus is currently transitioning to the IB PYP and MYP programmes.

### **GOVERNANCE**

SCIS-HIS is overseen by members of a Board of Directors appointed according to the bylaws of the school's Articles of Association. The self-perpetuating, "corporate governance" model used at SCIS and the other ISF schools has been supported for many years by the European Council of International Schools in the United Kingdom and by International Schools Services in the United States, and is the one endorsed by the National Association of Independent Schools. NAIS is the largest organization for independent schools--defined as schools that are "not under government control"--in the United States. In its statement on governance, NAIS reviews the other models, details the problems with an annually shifting, parent-elected board (especially for international schools with their more transient populations), and then says this:

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

### **NOT FOR PROFIT STATUS, SCIS-HIS AND AFFILIATED SCHOOLS**

At its establishment in 1996, SCIS was classified by the Chinese government as a “Foreign Invested Enterprise”, as were all international schools in China at the time, with the exception of diplomatic schools. In the ensuing years, SCIS and a number of other international schools in China recommended to the government that a “not for profit” category be established. In 2008, the government invited ten international schools who had attained accreditation from China’s National Council for Curriculum and Textbooks (NCCT) to apply for the newly-established *fei yin li* (not for profit) classification, one of which invitees was SCIS. Our government relations office completed the application forms and audit process in late 2008, and in early 2009, the Shanghai Education Commission issued to SCIS a license confirming its status as a not for profit school. SCIS has been operating since that time under regulations, similar to those in other countries, which govern not for profit school operation in China.

### **INTERNATIONAL SCHOOL FOUNDATION**

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

### **MISSION STATEMENT**

Our mission is to provide all of our students with opportunities to pursue academic and personal excellence in nurturing, international community environments.

### **PHILOSOPHY**

Schooling should be a multifaceted experience which results in students learning to think creatively and critically, to gain practical skills which will equip them for ensuing stages of education and life in general, to explore areas of interest, including their own selves, and to learn to work with and appreciate other people. We recognize that in addition to preparing students for each successive stage of their education, schooling forms a significant chronological segment of a person’s life and therefore has its own intrinsic value and importance, a value beyond simply preparing for the next chapter or the next grade level. This lends an added significance and responsibility to all of the work we outline below.

Our aim in every classroom is to create a dynamic and interactive learning environment with challenges and expectations appropriate to the complex world our students will inhabit. We focus on the development of each student’s skills, sense of logic, and general academic and social discipline. Most importantly, we aim to foster a lasting love of learning which will extend outside the school curriculum, and beyond the student’s years at SCIS.

Our students are inheriting a world in which the discovery, assimilation, understanding and

management of information undreamed of today will be vital to them. Our goal, accordingly, is to reach beyond a content-oriented curriculum and to also provide students with the academic skills and intellectual confidence to apply knowledge to thoroughly new problems and situations.

In doing so we seek to take advantage of the many learning opportunities unique to the international school setting and, more specifically, to our location in China. Students at SCIS gain an understanding and appreciation of the diversity of nationalities and cultures which will prepare them to tackle the challenges of an increasingly interdependent world.

### **CURRICULUM—A BRIEF OVERVIEW**

The SCIS-HIS content standards were chosen to serve the multi-national nature of our learning community. The standards include competencies in World Languages (including English and Mandarin), Social Studies, Science, Mathematics, The Arts and Physical Education as well as transdisciplinary competencies that transcend the academic disciplines. These standards are based on research, standards, and continua developed in Australia, China, New Zealand, Singapore, the United Kingdom, and the United States that target dispositions toward life-long learning, college/university preparation, as well as life and work in a global society.

SCIS Pudong is an International Baccalaureate Organization (IBO) school offering the IB Diploma. The school is currently transitioning to a full “IB Continuum World School,” launching the PYP and MYP programmes to complement the DP programme. Here is an overview of all three:

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

Students engage in a wide range of interactive learning experiences, both on and off campus. These activities assist each student to develop a sound core of knowledge, a sense of logic, intellectual confidence, and life-long learning skills.

SCIS also takes advantage of the many learning opportunities unique to an international school setting and our location in China. Most importantly, the school aims to foster a lasting love of learning.

### **The Taught Curriculum**

In the Lower School, students take part in a wide range of classes taught by classroom teacher and subject area specialists, including:

- English (referred to hereafter as Language Arts)
- Mathematics
- Science
- Social Studies
- Mandarin Language and Culture
- Physical Education
- Integrated Computer Education

- Music
- Visual Arts
- Rhythm and Movement

## **Subject Descriptions**

The following paragraphs provide brief descriptions of subjects offered at SCIS.

### **Language Arts**

The Language Arts program at SCIS seeks to enrich and develop students' experiences and skills in Reading, Writing, and Speaking and Listening in English.

**Reading** is recognized as an important communication skill in its own right as well as the passport to knowledge and the world's literature. Students are provided with a range of fiction and nonfiction reading experiences aimed at enhancing their ability to read fluently and use the printed word effectively for a variety of purposes.

At the earliest grades, teachers model reading and help students acquire reading skills and attitudes through phonics and whole language experiences with a strong emphasis on comprehension. In reading for the lower school the focus is on the PM Reading Program, Fountas and Pinnell guided reading program, and a variety of children's literature texts. By the time students enter higher grades, they are engaging in novel studies and extensive research reading.

**Writing** is an important communication skill that contributes to the success of all levels of education and in the world beyond. Students at SCIS are encouraged to write across the curriculum in a variety of content and concept centered areas and are given opportunities to write frequently for a range of purposes and in a variety of forms. Students are taught the process of prewriting, drafting, editing, and publishing their writing. Also, students at K-5 will focus on the six traits of effective writing (ideas and content; organization; voice; word choice; sentence fluency; and conventions of grammar, mechanics, spelling, and handwriting).

Teachers at SCIS assist in the development of students' speaking and listening skills by providing opportunities to use oral language in a range of formal and informal situations and for a variety of purposes. Speaking and Listening activities also extend to exploring the world of theatre and modern communication technologies.

### **Mathematics**

The SCIS Mathematics curriculum provides students with opportunities to participate in a variety of individual, small group, and whole class learning situations. Activities are planned to help students experience success and develop a positive attitude towards Math and to themselves as mathematicians. The program emphasizes the development of problem-solving strategies, logical thinking, and computational skills and encourages students to apply their work to real life situations.

The K-5 program is based on the Houghton Mifflin math program. The use of computers and calculators in Math is included as a strategic life skill.

### **Social Studies**

The SCIS Social Studies course helps students develop knowledge, skills, and attitudes which will

enhance their sense of personal and social identity and enable them to participate effectively in maintaining or improving the quality of their society and their environment.

Within the strands of community and change, place and environment, identity, cultures and organizations students investigate a broad range of topics and themes relating to personal, environmental, and social issues. Through the study of current and past events students examine implications for our future and develop problem solving and decision making skills. Multi-media resources, guest speakers, field trips, and local resources are utilized to enhance the learning experiences.

### **Science**

Through investigation of the major strands of Biology, Earth Science, Physical Science, Chemistry and Health, the SCIS Science course assists students in developing understandings of natural phenomena, scientific method, and in acquiring the skills, critical thinking processes, knowledge and attitudes relevant to science and scientific investigation.

At every grade level developmentally appropriate topics from each strand of Science are covered in a progressive manner. The course features the use of F.O.S.S. (Full Option Science System) Kits, hands-on activities, research, field trips, lab work, guest speakers, audiovisual materials, and computer use to promote scientific learning.

### **Mandarin Language and Culture**

The study of Mandarin Language and Chinese Culture is offered to students at SCIS starting in Nursery. The school's goal with the Mandarin Language and Culture Program is to expose students to the language and assist them in learning enough spoken language to achieve a rudimentary conversational level within about two year's time. The cultural aspect of the program is designed to promote cultural insight and understanding of Chinese culture. Parents who wish their children to acquire full fluency with either written or spoken Mandarin language are encouraged to seek additional instruction through outside tutoring.

### **Music**

In an international school setting, Music can serve as a window on other cultures. It also offers a channel for self-expression that is not dependent on English language proficiency. In Nursery, Pre School, and Pre Kindergarten music is integrated into the regular classroom curriculum and is taught by the classroom teacher where students participate in singing, movement, playing, listening and creative activities. A study of the elements and theory of Music begins in Kindergarten and is taught by a music specialist teacher.

At SCIS, a music specialist teacher offers students a rich Music program which seeks to foster in students an appreciation of musical concepts and traditions. The Music curriculum uses the cultural diversity of SCIS as a springboard for studying different musical styles and forms, past and present, including those of our host country.

A range of musical resources enhances the learning activities at all levels of instruction.

### **Physical Education**

The SCIS Physical Education program offers all students opportunities to improve their physical fitness, well-being, and motor skills. For this purpose, each SCIS campus is equipped with a gym, a

hardtop area, and playfield.

Students engage in fitness and major games such as soccer, badminton, basketball, volleyball, floor hockey, gymnastics, aerobics, and group problem-solving activities. At the lower grades a particular emphasis is placed on the development of fine and gross motor co-ordination and sportsmanship.

### **Rhythm and Movement**

In Rhythm and Movement the students will learn about rules, safety, body control and spatial awareness, non-locomotive and locomotive movements, and manipulative movements. This is in conjunction with simple rhythms, songs and the use of instruments that explore melody, harmony, and rhythm.

### **Visual Arts**

In the EC and Pre Kindergarten classes, Visual Arts is integrated into the regular classroom curriculum and is taught by the classroom teacher. Students in Pre-Kindergarten through Grade 5 receive weekly specialized instruction from an Art specialist teacher. Art activities may be related to topics being covered in other disciplines, made as a response to a specific experience, or inspired by a particular style, technique, or culture. Students are given opportunities to use a range of processes and media, and also study the techniques and style of famous artists. In addition, students are encouraged to develop an appreciation of Art from different periods and cultural heritages.

### **Computer Education**

Computer Studies are pursued under the guidance of both classroom and specialist teachers. The computer labs house Mac computers, allowing all students regular, hands-on experience. Classroom sets of laptop computers are increasingly utilized as students move to upper grade levels. At all levels students become familiar with the components and workings of a personal computer and the importance of computers in our daily lives. Technology is integrated at all grade levels and is used to promote and extend student learning on a daily basis.

Students learn proper operational and safety procedures, as well as new terminology related to computers. Generally, the school follows the expectations and standards that are published by the International Society for Technology Education.

### **Health Studies and Personal Development**

For students to develop appropriate life-skills and enjoy physical, emotional and intellectual wellness, they need to be informed about health and personal issues. For this reason, health studies and personal development are integrated into a number of subject areas, most particularly, Science, Social Studies, and Physical Education.

### **Library**

The SCIS Library functions as a center of learning and enjoyment for students on a daily basis. The Library also serves as a resource center with written, audio-visual, computer-based, and graphic resources.

The Library program encourages students to use the library for both learning and leisure. Students become familiar with proper use and care of the library systems and resources. They are taught to select appropriate reference materials and to collect, organize, and present information effectively

for research assignments. Through literary appreciation, students build awareness and appreciation of different literary forms.

### **English for Speakers of Other Languages (ESOL)**

ESOL support is provided to students whose first language is not English. This is provided through an intensive ESOL class taught by ESOL teachers. In addition, there are opportunities for the ESOL teachers to also work with the students within the regular classroom.

At the beginning levels, the ESOL program concentrates on equipping students with the vocabulary and structures for meeting immediate school needs and assisting in the settling process. As students gain confidence, they move onto broader themes designed to develop speaking, listening, reading, and writing skills to a level that will enable them to participate effectively in all regular classroom lessons, especially Language Arts. Handwriting and phonics lessons are included for students who have not previously used the Roman Script.

Students with limited English proficiency, or transferring from non-English speaking schools, will be tested for placement in the ESOL program. ESOL support may be necessary for any student in 1<sup>st</sup>-5<sup>th</sup> grade whose oral and written language is not sufficient to function satisfactorily in academic subjects.

### **Support Programs**

The SCIS mission is to provide its students with opportunities to pursue academic and personal excellence in a nurturing, international community environment. We extend that mission by celebrating diversity and welcoming students who learn differently, as we believe that diversity enriches the whole community. Mild to moderate learning support can be provided, given that we feel confident in our abilities to meet the needs of students who learn in their own unique way.

Learning support at the Pudong campus offers academic support, speech therapy, language therapy, social skill support, and organizational and study skill support to students. Supports are provided through a best practice collaborative approach from a variety of in-house professionals: Student Support Specialists, School Counselor, School Psychologist, and a Speech and Language Pathologist. Some students receiving support will have an Individualized Learning Plan (ILP), which describes their learning profile and outlines annual educational goals. Fees associated with learning support will depend on the amount of support the student receives. Current testing is required for students to receive support in order to identify learning or developmental needs and to guide instruction and supports. Admissions decisions are made on a case-by-case basis to insure that each child's needs can be met.

School counseling is also available at school to assist students in need of behavioral, emotional, or social support. Common issues students and their parents seek help for include conflict resolution, peer problems, transitional struggles, study and organizational skill, conflicts at home, and crisis or grief response. SCIS counseling services are meant to provide short-term support focused on immediate improvement. If extended support is needed, or services cannot adequately be provided at school, the counselor will assist the family in locating appropriate help in Shanghai.

Students experiencing academic difficulties may receive intervention support as a way of learning support. Support through an intervention means that students will receive short-term supplemental instruction to build a skill to help catch them 'up to speed.'

Students who have learning difficulties, which are beyond the scope of the school's professional and material resources, will not be eligible for admission. SCIS will seriously consider students who have a desire and motivation to succeed, but who have difficulties that the school judges can be addressed within the normal framework and/or through learning support. SCIS reserves the right to refuse admission to any student for whom an appropriate educational program and support services are not currently available. [See also, *Admission Policy*]

### ***Activities Program***

In addition to the academic program, SCIS also runs a comprehensive Activities Program for all students in Grades K-5. The activities offered have included various sports, arts and crafts, drama, cooking, yearbook, science fun, strategic games, lego technology, and much more.

### **THE SCHOOL'S EXPECTATIONS OF ITS STUDENTS**

We expect students to behave in a way that is conducive to a productive educational atmosphere. This means that students will not only strive to take full advantage of their own opportunities here, but also do nothing that might interfere with others striving to do the same.

- We expect students to respect everyone at school.
- We expect students to arrive on time each morning ready to learn. This means that students have spent the necessary time on the previous day's homework, have had sufficient sleep, and have had breakfast.
- We expect students to show consideration for others, and to respect and appreciate people from other races, creeds, and backgrounds.
- We expect students to work and play together harmoniously, to help others, and to show good sportsmanship in games.
- We expect students to show care for the property, building, and flora of the school, and to exercise responsibility appropriate to their age.
- We expect students to be honest.

### **WHAT STUDENTS CAN EXPECT FROM THE SCHOOL**

- Students can expect the teachers and administration of their school to have their safety and well being in mind at all times.
- Students can expect that their teachers will be devoted to helping them learn and grow.
- Students can expect teachers to approach topics using a variety of instructional and learning strategies to insure that students with different learning styles will have every opportunity to visualize and grasp new curricular material.
- Although teachers may not always condone a student's behavior, or agree with everything a student says or wants, students can expect teachers to listen to them, and to try to understand them.

### **VALUES**

- We value an atmosphere of open inquiry tempered with a sense of order and consideration for others.
- We value the appreciation of diversity, and the opportunity to learn from the multitude of cultural backgrounds represented at international schools like ours.

- We recognize the individual nature of each student, and value a community in which these individuals can learn together harmoniously.
- We value the opportunity to stimulate the love of learning, which we believe is in every child.
- We value creative and inventive thinking, and the ability to approach problems from different angles.
- We value our opportunity to learn about China, our host country, and the importance of our Chinese teachers and staff, who serve as our most important link to this country.
- We value the human relationships, which constitute our community and foster learning: relationships between teachers and students, between students, between teachers and parents, and between parents and their children.
- We value parent’s concern, involvement, and contribution to the life of the school.
- We value the development of character integrity in each of our students.

## **PROCEDURES AND SYSTEMS**

### **ABSENCES**

If a child is to be absent, please either call or email the school office in the morning if your child rides the bus. Students returning to school after an absence of more than two days should bring a doctor’s note stating any concerns of which the school should be made aware.

Students may get make-up homework assignments from a friend in the class, or can request that the teacher send along a copy of any assignments through a friend. [See also, *Homework*.]

Regular attendance at school is essential to ensure uninterrupted progress and to enable children to extend their potential. Regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers and provides opportunities for important communication between teachers and students. Regular attendance also has a cumulative effect of establishing life-long positive traits — responsibility, determination, and respect for rules of society.

The attendance pattern for all children is monitored weekly with the school seeking to work actively with parents to ensure a regular pattern is maintained. We expect all children to attend every day when the school is in session as long as they are fit and healthy enough to do so. We believe that the most important factor in promoting good attendance is development of positive attitudes towards school and learning.

Parents can team up with teachers to make sure students are in school and ready to learn:

- Schedule medical and dental appointments outside of school hours.
- Schedule vacations during school breaks.
- When moving, check school calendars to be aware of important school dates (beginning/ending of school year; testing dates, breaks)
- Make it a habit to contact the child's teachers to arrange to pick up missed school work, either in advance if the absence is known, or the same day their child is absent.

### **Air Quality Monitoring**

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

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

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

## **BIRTHDAYS AND CLASSROOM CELEBRATIONS**

Classroom celebrations, although fun for students, can distract a great deal from the academic program, and take undue time away from the main mission of the school. Classroom teachers are asked to plan no more than a total of three class parties per school year and to structure them around educationally relevant themes. If planned as one of the three parties, end of semester parties (December and June) should occur no more than 2 days before the holiday vacation.

Birthday celebrations may be held in addition to classroom parties, but for the same reason class parties are restricted to celebrations no more than 15 minutes time and in conjunction with the snack period, lunch period, or the end of the school day.

Parents are asked to keep celebrations simple and to first clear all plans with the classroom teacher in advance. Teachers will recognize student birthdays as appropriate for the age in question.

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

## **BUS TRANSPORTATION**

Shanghai Community International Schools, through a contracted bus service, provides bus service to many parts of Shanghai and Hangzhou. 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. [See also below: *Rules of Conduct*.]

### **Registration**

A bus service registration form should be given to the office at least one week before the desired commencement of 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.

## **Rules of Conduct for School Transportation**

- The school offers a bus service as an option for those who desire transport to and from school.
- Parents are asked to review with students the regulations governing the bus service. Students who do not adhere to these rules are subject to suspension and ultimately expulsion from the bus service.
- Misconduct on the buses will be reported by the Bus Monitor, a student, or a parent to the Office, and may also be reported to the Principal.

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

**THE BASIC RULE:** There is one basic rule which supersedes all others in importance and simplicity – Remain in your seat with the seat belt fastened and do not distract the driver. There is a full list of rules posted on each bus that students are expected to follow to ensure safety.

The basic rule can be expanded upon as follows -

- Remain in your seat.
- Seat belts must be worn at all times and windows are to remain closed.
- Do not do anything which might distract your driver. The actions which might distract the driver include the following:
  - Loud noises.
  - Throwing any item inside the bus.
  - Fighting or otherwise inappropriate behavior.
- Music may not be played on the bus, either via the van's radio / cassette, or via your own device UNLESS it is a personal iPod- type appliance which will not bother others.
- Sharing of food or drink is not permitted on the bus.
- In order to minimize distraction to the driver, students are requested to leave the front seats vacant unless there is no other seat available in the rear. If no space is available, only older children can sit in the front, as they are less likely to distract the driver. Younger students generally sit nearest to the bus monitor.
- The bus driver has primary responsibility for 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 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 bus arrives.

**Be on time.** The driver will not wait after the scheduled pickup time. After that, the driver has been instructed to leave as scheduled. If your bus is often late or very early, please report this to the transportation coordinator so that the driver can be reminded to move along to the next house on schedule. Also, please check with the office if there is any doubt about your pick-up time. If your bus comes too early, it will wait until your 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 your 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 such as weather, road work, or accidents. If the bus has missed your house due to a substitute driver unfamiliar with the route or some such reason, the office can make other arrangements to come and collect your child.

Students (bus riders) who wish to ride home with another student must inform the office through phone call, email, or written note (this also serves as a parental permission) in order to ride on a different bus. Any such request should be submitted to the school office and is contingent on availability of space. Students will not be allowed to board a bus that is already fully loaded. The further in advance the request is submitted, the greater the likelihood that the request can be approved. Parents picking up bus riders at school need to sign the child out in the office before departing.

***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.***

## **CHEWING GUM**

Chewing gum is not allowed on any SCIS campus.

## **CHANGE OF CONTACT INFORMATION**

Please advise the school office of any change of home address, telephone number, or email address as soon as you can. We use email as a primary means of communication, so please make sure we have the correct address on file in the main office.

***It is absolutely essential that the school have accurate phone numbers, emergency contact information, and email addresses for all children.***

## **CLASS SIZE**

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

## **COMMUNICATIONS**

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

- The school web site (<http://pd.scis-his.net>) is the first point of contact for school information. Here can be found the school calendar and announcement postings as well as a large number of links to helpful pages.
- The SCIS Dragon News is primarily an electronic and published newsletter that will be distributed regularly via our email network.
- Email announcements will be sent to parents’ email accounts as required.
- An update from the principal’s desk is emailed to all parents on a weekly basis.

Any concerns about a student’s progress at school should first be communicated to the teacher involved. If after such communication a parent feels that further attention is advisable, the parent should contact the Principal to discuss the matter further. The Head of School may be contacted when a parent feels a concern is still unresolved or if the concern directly relates to a Principal’s decision or action. Parents are requested to contact the school any time they have

questions, concerns, or require further information.

## ***DISCIPLINE POLICY***

### **Beliefs about Discipline**

A well-disciplined environment with clear expectations is essential to accomplish our most important role in instruction. At the core of our belief about student discipline is **respect**. By maintaining our lines of respect, most issues we face can be handled with minimal disruption to the educational program.

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

At SCIS, We Respect:

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

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

- Respect for all people is expected in all aspects of the school environment. Teachers can expect that members of the administration will treat staff, parents, and students with the highest degree of respect. The school can expect that all teachers treat all students, other staff, and parents with respect. As a faculty we will expect that all students and parents will treat all of the adults in the school with respect, as well each other.
- When disciplining students, there will be no yelling, degrading, or demoralizing a student and that student privacy will be respected. Sarcasm has no place in the classroom. Put-downs, or teasing, will not be tolerated between students and those students who are so inclined will face consequences. Our expectation in this area will be to maintain only positive interactions at all levels.
- At no time should a teacher ever strike or touch a student during discipline. If for some reason the student is out of control and their actions could, in the judgment of the teacher, bring harm to others, the student may then be restrained. In student interactions with each other behaviors such as hitting, kicking, pinching, biting etc. will result in serious consequences and will not be tolerated.
- Respect for property reflects the need for all equipment, books, supplies and materials, as well as the facility itself, to be properly treated. Care of our teaching and school environment is not only going to help us maintain the facility and our supplies and materials, but it will also save us money in the long run and allow tuition dollars to be applied effectively to student learning needs.
- There is no place for profanity of any kind in the school, and respect for language must be maintained. This includes any language that may be spoken either formally or informally in the school other than English.
- Respect for each other's personal space includes students' desks, coats, backpacks, or any space that is of a personal nature. It also means that students must respect the teacher's personal space as well.

In summary, high expectations for respect and good citizenship by our students will result in less

time being spent on reacting to adverse behavior.

## **Discipline Process**

All adults who are working in the school are expected to support the discipline process. This is to say that teachers are not responsible only for the students in their class. As an example, if a particular staff member happens to see inappropriate behavior occur by a student it will be that staff member's responsibility to address that behavior. If it is of a serious nature the homeroom teacher should be involved, but most of the behaviors that staff will experience with our students can be handled with friendly reminders and clarification of our expectations.

We expect that teachers will try a variety of progressive interventions and consequences before they involve the Principal in their discipline process. Warnings, withholding of privileges (such as recess), and parent contacts, are all examples of interventions that a teacher might try before involving the Principal. If after these attempts have been tried the student is still having difficulties making good behavioral choices the involvement of the Principal for discipline will be encouraged. When the Principal conducts a discipline conference with a student, this is the general process that will be used.

### **Step 1: Identify the Problem**

Why are you here?

What choices did you make that got you in trouble?

Do you understand why this behavior is inappropriate?

### **Step 2: Clarification of Expectations and Problem Solving**

At SCIS, we expect students to . . .

The reason we expect this is . . .

How do you think you might handle this same situation in the future?

Would this course of action result in keeping you out of trouble?

### **Step 3: Assigning of Consequences**

As a result of your choice today, your consequences will be as follows:

**Note:** Assigning of consequences will be progressive and, except in cases where severe misbehavior is involved, generally be:

First Time: Warning and clarification of expectations

Second Time: Withdraw privileges

Third Time: Withdraw more privileges and contact parents

Fourth Time: Possible short-term suspension from school.

Consequences will be assigned based on the seriousness of the offense, the frequency of the student's inappropriate behavior, and the student's attitude during the discipline process. In the case of serious misbehavior the principal and parent will be notified immediately.

All interventions for discipline by the principal will be documented in the Principal's office for possible future reference. Teachers are encouraged to also document any interventions with students.

Some behaviors are deemed more disruptive to the school environment. The following behaviors are considered flagrant acts of disobedience and will be treated with a combination of immediate disciplinary probation (see above) and/or suspension/expulsion from school. These behaviors include, but are not limited to, the following:

- Possession of a weapon of any kind
- Stealing
- Fighting
- Vandalism
- Threatening/harassing another individual
- Violating safety rules

## **DRESS CODE / UNIFORMS**

### Dress Code/Uniforms

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

*Elementary students* (EC through Grade 5) 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 fleece or school issued sweatshirt with the SCIS logo and initials can be worn in the cooler weather.

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

There are occasionally “spirit days” on which students are not required to wear the school uniform. These may occur approximately once a month, usually in connection with a special holiday or event. On those days, students are expected to wear shirts with sleeves (no tank top or halter top shirts) and must look neat and presentable. Students will normally wear the school uniform for field trips, unless otherwise indicated on the permission form.

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

## **DRUGS**

SCIS campuses are non-smoking environments, including all areas within the perimeter fence of the school grounds. Students possessing or using tobacco are subject to discipline, including suspension and expulsion.

Similarly student possession or use of alcoholic beverages is prohibited during any period students are under school supervision and responsibility, even if they are over 18 years of age. While alcohol is allowed on SCIS campuses during occasional teacher and/or parent events, consumption by any student is not allowed.

## **ELIGIBILITY TO ATTEND SCIS**

SCIS is subject to the laws of the Government of the People's Republic of China, and the regulations set by the Ministry of Education. International schools in China are exclusively for the children of foreigners temporarily residing here. The student must hold a foreign passport in order to be enrolled. Additionally, new rules are being issued regularly from relevant authorities. SCIS must follow these regulations or risk loss of our license or censure by these authorities. Parents are responsible for providing any necessary documentation to the school that the host country and governing authorities require.

## **FACILITIES USAGE**

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

## **FIELD TRIPS**

Field trips are an important part of our school program. Field trip goals include exposure to the culture and geography of this country, and learning experiences for the students.

**EXPENSES:** The school will provide transportation for approved local trips in the general Shanghai (Hangzhou) area, along with lunch for students. Parents will be asked to help support these trips by paying entry fees or other related costs. All field trips are tied to curricular and grade level goals.

**PARTICIPATION:** All class/grade members are encouraged to participate in field trips. Assignments and supervision for non-participating students will be the responsibility of teachers.

**PERMISSION FORMS:** Details of the trip and its justification will be sent via a letter from the sponsoring teacher or from the principal. This letter will include a permission form that must be signed by the parent and returned to the teacher if the student is to participate in the trip.

The school uniform is required on field trips unless expressly indicated otherwise on the permission slip. SCIS expectations and understood codes of behavior are in effect on all field trips, just as they would be on the campus.

## **FIRE DRILL AND EVACUATION PROCEDURES**

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

- In the case of a fire, the office will call the fire department and notify the local education authorities.
- Silence must be maintained during the evacuation. Teachers are responsible for reminding

students to be quiet.

- A secretary will remain on the switchboard unless there is a evacuation of the school. Everyone else on campus, including parents and other guests, will participate in the evacuation drill.

## **GATE ENTRANCE PROCEDURES**

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

All visitors should note that entrance guards are instructed to stop each person entering the campus to ascertain the nature of their business on the campus. If a person can present documentation issued by SCIS, they will be allowed to enter without being stopped. Guards will ask all non-SCIS community members to register and wear a visitors badge before being escorted to one of the school offices. Parents within the school community will be provided a school identification card.

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

## **GRADE LEVEL PLACEMENT**

Upon enrollment, students are placed in a grade or section based upon their previous academic history and their chronological age. For younger grades, greater emphasis is placed upon age. Students who will turn two years old by 31 October of the school year starting in August will be eligible to enter the EC program.

In some cases, students will be considered for placement ahead of their chronological peers if they have had previous academic history that justifies such placement. Social, developmental, and academic progress and status are all factors in grade level placement.

In some cases, the SCIS staff will recommend that a student be retained at a grade level for the next school year. Teachers are fully cognizant of the various social and psychological ramification 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 panel of teachers who will advise on the situation. In other cases, when the teachers feel strongly that it would be detrimental for the child and/or the other students in the class for the child to be promoted, the school may make the re-enrollment of the child contingent upon retention.

Grade placement is the purview of the school administration. While parent input will be considered, the school determination will be final.

The following criteria is used in creating balanced classrooms:

- Gender
- Language/s spoken
- Cultural Identification
- Academic Ability
- Behavioral/Social Considerations

- Health Concerns
- Support Service

## **GUARDIANSHIP**

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

## **HEAD LICE**

Parents should be advised that it is not uncommon during any school year to have cases of head lice at school. Head Lice, which are not considered a serious condition, is quite common in schools. Students who are detected as having head lice will not be able to remain at school until they are free of any lice or nits. The more menacing aspect of head lice is the nits, or eggs. These are small darker colored hard casings, which attach themselves to the hair shaft. The best way to rid the head of nits is to carefully pull them free from the hair shaft one by one. Very fine-toothed combs, available locally, can be effective in removal of the nits as well. Unless the hair is free from the nits, it is highly likely that an infestation of lice will continue to reoccur. If live head lice are detected, the hair should be treated with shampoo products designed for treatment of head lice.

When Head Lice is detected in the classroom we send out a notice informing parents and involve our nurse in diagnosing and checking. Students who miss school due to Head Lice will require an examination by the school nurse before returning to class. Please inform the school if your child has head lice.

## **HOMEWORK ASSIGNMENTS**

Homework is an important part of the educational program at SCIS. Students will be required to do homework for independent practice and skills reinforcement. Homework will be purposeful and seen as part of the students' continuous learning process. Homework may provide opportunities for:

- extension and enrichment
- assignments that meet the needs, abilities and interests of a diverse group of students
- completion of work begun in class
- preparation for upcoming classroom instruction;
- independent practice - the opportunity to practice learned skills with adult support

To ensure students have an appropriate amount of homework, the following guidelines have been developed:

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

- Grades 1-3 may have 10 to 30 minutes of homework a night
- Grades 4-5 may have 40 to 50 minutes of homework at night

In addition, students are expected to engage in independent reading or reading with family members for at least 20 minutes a night. This valuable time spent reading is important in the development of all students.

If homework is consistently taking considerably more or less than the time suggested above, or if the student insists that "we never have any homework in that subject," then there could be a communication problem. The parent should contact the teacher to address this misunderstanding or any problems that may exist in the way the student is addressing the assignments.

Homework diaries are used in Grades 1-5 to communicate homework/information to parents.

### **HOMEWORK, MAKE-UP**

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

Teachers are not expected to create extensive individual programs; however, for students who miss school for long periods due to illness or other approved reasons, we can provide more extensive support to help the child continue in the program successfully upon their return. Similarly, teachers will make recommendations for summer reading, daily journal writing, and other such activities that will keep a child reading and writing during long vacations such as the summer holiday.

However, teachers will not set detailed, day-to-day assignments for these extended absences. Similarly, there is a school policy prohibiting the loan of textbooks over the summer. [See also, *Absences and Homework*]

### **HONOR CODE**

The listing of student expectations at the beginning of this manual states that the school expects students to work together and to help each other learn, and that the school encourages a classroom environment in which the ideas of students are valued both by the teacher and by fellow students.

Students may get help from a parent in understanding an assignment or in solving a problem. Parents and students should realize that the purpose of the homework is to reinforce what the child has been doing in the class and to solidify understanding. Therefore, parents who help children with homework should ensure that the student is able--after receiving help—to solve the problems or do the work independently. This same thinking applies when a student receives help from another student.

Most tests, quizzes, and written assignments (compositions, research paper, and so forth) are intended by the teacher to be done independently by the student. Students who copy information from another student, or who in any way present work or ideas as their own when they were, in fact, taken directly from someone or some place else, have violated the code of academic honesty.

The school's Honor Code is worded as follows:

*"I realize that copying and presenting the work of someone else as if it were my own is dishonest. I realize that it is my responsibility not only to adhere to the above code, but also to report to the teacher any such dishonesty of which I am aware. Whether I myself copy the work of someone else, give my own work for someone else to copy, or tolerate such action in others, I am guilty to one degree or another of academic dishonesty."*

Students preparing compositions or papers must acknowledge any passages which they quote verbatim or paraphrase, in whole or in part, from any source, according to guidelines which will be made clear by the teacher.

## **HOURS of OPERATION**

The school day starts at 8:00 and ends at 3:00. Students are expected to arrive to school between 7:45-8:00 so that they are prepared to begin classes promptly at 8:00. Buses leave school at approximately 3:15. After school activities run on a schedule that varies according to grade level and activity. The school is generally open from 7:30 – 4:30, Monday-Friday. All children and parents, drivers and aysis are expected to leave the campus by 3:30pm unless they have specific school related business or are involved in a school activity.

## **LEAVING CAMPUS**

Students are not allowed to leave campus before the end of the school day without permission from the Principal. Parents, who know that a child will have to leave school before the end of the school day, should send a note to the office in advance. In an unplanned situation, parents should report to the main office or the Principal's office to gain assistance from the school staff for dismissal of their child. Children who are being collected during the school day must sign their children out with the school secretaries before they are picked up from the classroom or lobby.

## **LIBRARY**

Teachers in EC through grade 5 will have regularly scheduled library visitation times. Students will use their library time for research on class projects or browsing, checking out books and reading. The librarian may conduct regular lessons on the use of the library and introduce books to the students.

## **LIBRARY MATERIALS SELECTION POLICY**

### **Responsibility for Selection**

Primary responsibility for the selection of materials for the SCIS library is delegated to the professionally trained Librarian who coordinates suggestions from the Principal, teaching staff, and SCIS library community of users. The Principal has final authority for approving school library material selections.

### **General Principles of Selection**

The library will provide a wide range of materials with diversity of appeal and presentation to different points of view in order to:

- Provide materials that enrich and support the curriculum.
- Provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- Provide background information to enable students to make intelligent judgments.

- Provide materials with opposing sides of controversial issues to facilitate the development under guidance and practice of critical analysis of all media.
- Provide materials representative of many religious, ethnic, and cultural groups.
- Place principle above personal opinion and reason above prejudice in the selection of library materials.

### **Procedures for Challenging Library Selections**

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

### **LOST AND FOUND**

Lost and found items are stored in the cafeteria. Items marked with the student's name will be returned to her or him via his or her homeroom class. We strongly encourage parents to have their child's clothing and personal items labeled with name and grade when practical, as this allows us to return lost items directly to the student. The school will eventually donate unclaimed items to a local school serving students with special needs.

### **LUNCHROOM PROCEDURES AND STUDENT ETIQUETTE**

Students will be supervised while at lunch and recess and at least one teacher will be on duty during all lunch periods and assist children in moving through the line.

Students are expected to remain seated at all times during lunch. Once students have selected their location for lunch they should remain in the same location until they are dismissed for recess by the duty teacher to line up ready to go outside for recess.

Students are expected to use manners that are appropriate for their age level. Things such as playing with their food, touching other students' food or making inappropriate comments about other students' food are not allowed.

Students are not to bring toys to lunch. Students who have toys out at lunch will have them taken by the teacher, and may collect them at the end of the school day from their teacher.

Students are expected to clean up all of their own trash at the end of the lunch period. Teachers will dismiss students by tables to discard their trash in the bins and go out to recess. Tables will be dismissed by the quietest tables first.

### **MEDICATION**

Any medication, including prescription or over the counter, to be administered during the school day must be sent to the office with full instructions and proper labeling.

### **MEDICAL EMERGENCIES**

In the case of an accident involving serious medical emergency or injury, the nearest teacher should stay with the injured child and send for help from the school office. If the child needs to be removed to the hospital, he or she will be taken (by school transport unless inadvisable due to neck or back injury) to the nearest international hospital. 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.

### **MONEY AND VALUABLES**

Students are highly discouraged from bringing expensive items or large amounts of cash to school. Students may ask the office to hold onto valuables. Otherwise the school will not be responsible for lost or stolen valuables. Please discuss these issues thoroughly with your students and encourage them to be responsible with their personal possessions. [See also, *Lost and Found*]

### **NEWSLETTER**

The SCIS Dragon News is primarily an electronic publication that will be distributed monthly via our email network. Families will also receive a hard copy approximately one week after publication, which will be sent home with the oldest child. The school principal will send out a weekly newsletter with important updates and reminders.

### **OPEN HOUSE**

This is an annual event at the beginning of each school year when teachers can introduce themselves and their classroom to you. It usually takes place the day before school opens. Parents are invited to attend through a letter from the Principal.

### **PARENTS AND FRIENDS ASSOCIATION (PAFA)**

PAFA's purpose is to provide support to the school through the coordination of special activities outside of the regular school program and to coordinate parent involvement with the school through volunteer work such as classroom help, library help, "classroom moms" communication systems, and field trips. Parents of SCIS students are by definition members of this organization. Any other adults with an interest in SCIS may join.

PAFA will elect an "executive committee" to coordinate its activities. These elections normally occur in June or December, but can be called at any time by the executive committee.

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

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

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

PAFA uses the monthly SCIS Dragon Newsletter as its main form of communication. Any other memos to be distributed via students must be channeled through and approved by the Head of School.

### **PARKING ON CAMPUS**

Drivers of private vehicles may pick students up outside the front gate, but they will not be allowed to park in the school parking lot. Drivers will be required to park their vehicles along Hengqiao Road and will need to walk onto the campus (with a visitor badge) to pickup children waiting in the lobby. Please inform drivers that they should not blow their horns near campus, and should move along if directed to do so by our school security. Drivers who repeatedly break these rules may be banned from the school campus parking areas.

### **PASSPORT AND VISA REQUIREMENTS**

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

### **PERSONAL BELONGINGS**

Students are discouraged from bringing personal items to school such as toys, electronic devices, and large amounts of cash or valuable personal belongings. Students may ask the office to hold onto any valuable that must be brought to school for various reasons. Teachers are encouraged to discuss these issues thoroughly with their students and encourage them to be responsible with their personal possessions.

Students may temporarily store books and other items on the shelves in classrooms or in cubbies, but are encouraged to take these items home at the end of each day.

Bags and other items left in the hallways (on the floor) are subject to periodic "sweeps" in which they will be taken to the lost and found area for later retrieval. [See also, *Money and Valuables and Lost and Found*]

### **PHYSICAL EDUCATION PHILOSOPHY**

#### **Objective**

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

#### **Expectations for dress during PE classes**

When students attend PE classes at SCIS, they are expected to be dressed appropriately for rigorous, physical exercise. All students are expected to wear close-toed athletic shoes in class, or may change into appropriate shoes once they arrive in class. Sandals and "dress" shoes are not considered appropriate for PE class. Additionally, students in grade 2 and up are expected to wear the SCIS PE uniform.

### **After School Activities Overview-Lower School**

The After School Activities (ASA) program is an important element in the day to day after school life of all SCIS campuses. This program runs after school for 6 weeks during each of the four quarters. These activities are offerings that either compliment existing school programs, such as sports and music, or are offered to provide further student interest in subjects that are not offered during the school day, such as animation using technology.

### **Coaching Philosophy**

- Students will be encouraged to participate in a variety of international team and individual sports that will be based on the interest, needs and abilities of students as well as the school's ability to provide safe and appropriate facilities and equipment.
- Emphasis will be placed on teamwork, sportsmanship and learning.
- SCIS players and coaches will stay within the "spirit of competition" by observing individual sport rules and broader rules of sportsmanship and courtesy at practices and games.
- Coaches are expected to ensure that all students have equal access to facilities and playing time.

### **PROGRESS REPORTS AND RECORDS**

SCIS Progress Reports are issued four times during the year to SCIS students. Four reporting periods are established at the end of each quarter and semester for students. The Progress Reports are a component of a student's assessment. See the SCIS Assessment Guide (a separate publication) for a broad discussion of school philosophy and practice in this area.

The Progress Report is primarily a form of communication from teacher to student and parent. It also serves as communication between SCIS and another school to which the student might transfer. SCIS considers the first more important, but must be aware of the differing systems to which its students will transfer, and thus the Progress Report must ensure a high degree of clarity.

Additional means of home-school communication includes parent-teacher conferences, held in the fall, student led conference held in the spring, informal meetings between teachers and parents, and letters and notes. Grades EC to Kindergarten will provide information weekly. Teachers in grades 1 through 5 will provide information letters bi-weekly.

Although parents are interested in ratings and, of course, want to know how well their child is doing relative to the other children in the class, the school prefers to have parents and students focus on their child's individual progress and on ways in which they will be able to grow and improve. Hence, even the school's "ratings" in the Elementary School should not be viewed as one would view traditional "grades" which measure a student against an external standard. SCIS has found that its students do, in fact, successfully transfer to even the most rigid and "old-fashioned" school systems using its report format. Thus, SCIS does not try to create artificial transcripts, grades, or rankings for its students.

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

Students with outstanding fees, overdue library books, or other unsettled administrative matters

will have reports withheld until the matter has been settled. A student must be present for a minimum of 15 school days during a reporting period to receive a report card.

### **SICKNESS/ACCIDENT**

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

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

Children who have been absent due to illness may be required to bring a doctor's note to school with them when they return, and submit the note to the school nurse. The administration reserves the right to make final attendance decisions regarding the health and safety of all students.

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

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

### **STUDENT COUNCIL**

SCIS has a Student Council to provide an organization through which positive student leadership can become an influence on the development of Shanghai Community International School. Students in grades 2-5 are eligible to participate in Student Council.

### **TELEPHONE**

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

### **TEXTBOOKS AND SCHOOL MATERIALS**

Textbooks, library books and other school materials issued to a student on a loan basis should be returned within the time allotted for borrowing. Students who lose textbooks, library books, or other school materials are liable to pay for their replacement. School laptops and computers are considered school owned materials.

### **TUITION AND FEES**

Tuition fees pay for all the operating and capital costs of the school including teacher salaries and benefits, books and materials, computers and software, utilities, building, and operating expenses. School fees include the distribution of one set of uniforms (fall, winter and spring), daily school

lunch, and bus service as outlined in school policy.

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

## **TUTORING**

It is recommended that parents who wish to provide a tutor to help their children with homework do so after consultation with the classroom teacher. Sometimes tutors are unaware of the nature or subtleties of what has been presented in class which can add confusion when approaching the work with the child at home. The classroom teacher can make specific recommendation for areas on which to focus at home, and can even meet at school with the tutor to provide him or her with further background information.

SCIS teachers are not available for tutoring because of 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 fine or censure.

## **VISITATIONS BY NON-ENROLLED STUDENTS**

SCIS is not prepared to accept supervision and liability from visitations by non-enrolled students. As such these visits are not allowed due to the unnecessary work load placed on the classroom teacher to provide an effective program for any child who might be visiting. Further, visits such as these can be distracting to the other students and take unnecessary time away from the teacher. In some cases, the Director of Admissions may set up a visit by a student who is not enrolled to see if the child is suited for the SCIS school environment. In these cases, generally a parent will be present and supervise the student during such a visitation. If a parent of a non-enrolled student wants to bring them to school to see the school, and stay for and a brief visit over lunch, this can be arranged, but generally time in class will not be allowed.

## **VISITORS**

Parents, guests, ays and other visitors are welcome in the building in order to drop off, pick up, or deliver items to students and will need to follow the office check-in procedure. All guests require a school-issued ID. Deliveries to the school should be done through the office.

## **WEAPONS**

Students are prohibited from bringing weapons of any kind onto the campus. Any instrument which can propel a projectile which might cause physical injury, including sling shots, bb guns or any sort of pellet or paint guns, toy weapons, in addition to real guns, knives, martial arts objects, or any such instrument or machine that could either cause harm or give the appearance of being capable of causing harm should not be carried on to the campus. Use of weapons on school property will be grounds for immediate disciplinary action.

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

## **WITHDRAWAL FROM SCIS**

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

Students who withdraw within three weeks of a normal Progress Report issuance will not receive an early report. The Progress Report will be forwarded to the parents or the office when it is issued on the regular date.