

# **Shanghai Community International School**



## **PUDONG CAMPUS UPPER SCHOOL**

**Parent-Student Handbook  
2016-2017**

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## **PART I – GREETING FROM PUDONG CAMPUS HEAD OF SCHOOL AND PRINCIPALS**

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

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Dear SCIS Community,

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

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

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

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

Sincerely,

Frank Volpe, Ph.D.  
Upper School Principal

Naomi Shanks  
Upper School Vice Principal

## **PART II – PUDONG SCHOOL LEADERSHIP**

**School Phone #:** 021-5812-9888

### **Administration**

<i>Head of School</i>	Mr. Derek Luebbe Email: <a href="mailto:dluebbe@scis-china.org">dluebbe@scis-china.org</a>
<i>Upper School Principal</i>	Dr. Frank Volpe Email: <a href="mailto:fvolpe@scis-china.org">fvolpe@scis-china.org</a>
<i>Upper School Vice Principal</i>	Ms. Naomi Shanks Email: <a href="mailto:nshanks@scis-china.org">nshanks@scis-china.org</a>
<i>Lower School Principal</i>	Ms. Elizabeth Gale Email: <a href="mailto:egale@scis-china.org">egale@scis-china.org</a>

### **Building Faculty**

<i>Activities Coordinator</i>	Mr. Victor Caban Email: <a href="mailto:vcaban@scis-china.org">vcaban@scis-china.org</a>
<i>Technology Coordinator</i>	Mr. Barry Johnson Email: <a href="mailto:bjohnson@scis-china.org">bjohnson@scis-china.org</a>
<i>Aquatics Coordinator</i>	Ms. Tarsi Bali Email: <a href="mailto:tbali@scis-china.org">tbali@scis-china.org</a>
<i>Secretary</i>	Ms. Jelly Ling Email: <a href="mailto:jling@scis-china.org">jling@scis-china.org</a>
<i>Transportation Supervisor</i>	Mr. Stuart Ren Email: <a href="mailto:sren@scis-china.org">sren@scis-china.org</a>
<i>Finance</i>	Ms. Katherine Yu Email: <a href="mailto:kyu@scis-china.org">kyu@scis-china.org</a>
<i>Reception/Admissions</i>	Ms. Julia Qian Email: <a href="mailto:jqian@scis-china.org">jqian@scis-china.org</a>

## **PART III – INTRODUCTION AND GENERAL BACKGROUND**

### **GENERAL BACKGROUND**

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

The SCIS Pudong and Hongqiao schools are fully-accredited by the Western Association of Schools and Colleges (WASC), and in 2013 earned its highest possible accreditation term of six years. SCIS was the first international school in Shanghai to be accredited by the National Council on Curriculum and Textbooks. SCIS is a member of the East Asia Regional Conference of Overseas Schools (EARCOS). SCIS 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 a candidate school for the IB PYP and MYP programmes, and anticipates full authorization by the end of this school year.

### **GOVERNANCE**

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

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

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

## **MISSION STATEMENT**

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

## **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 students' 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 content standards (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 curriculum for grades 11 and 12 is dictated by the IBO. The school is currently transitioning to a three program "IB World School," with candidate status to offer the PYP and MYP programmes in addition to the DP programme.

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

Alterations to change or reduce expectations or standards (modifications) to the curriculum may be provided for select students as indicated in their Individualized Learning Plans (ILP) through the Learning Support Program. Changes to the environment that enables a student to access instruction (accommodations) are also provided. Any modifications to the curriculum would be indicated on report cards and transcripts.

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

Please refer to the separate Course Handbook documents and to our website for curriculum information for specific upper school courses.

## **SUPPORT SERVICES**

### ***English as a Second or Other Language***

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

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 including Language Arts.

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

### ***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.

College counseling is also available at school to educate students and parents about colleges, the college admissions process, trends, procedures, and testing. Seniors and their families are advised and supported as they go through the process.

Students experiencing academic difficulties may receive intervention support as a way of learning support. Support through an intervention means that the student will receive short-term supplemental instruction to build a skill to help catch him or her 'up to speed.' Any student who is experiencing academic difficulties may be placed on academic probation, which mandates extra study sessions and other strategies to assist students.

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 with 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.

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

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

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

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

## **VALUES**

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

# **PART IV – POLICIES AND PROCEDURES**

## **ACADEMIC GUIDELINES AND POLICIES**

### ***Academic Guidance***

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

### ***Attendance and Grading***

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

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

### ***Course Designations***

Unless otherwise noted, all SCIS courses are considered to be “college-preparatory.” Note that these courses are not labeled as “College Preparatory World History”; instead they are simply called “World History.”

### ***Grading***

It is the philosophy of SCIS that students will respond more favorably to the opportunity for success than the threat of failure. The school shall seek to make achievement recognizable and possible for students and conduct student evaluations as objectively as possible.

### ***Graduation Requirements***

Students are required to complete a minimum of 25 credits as outlined below to earn an SCIS diploma. Please refer to the SCIS Pudong Upper School Course Booklets for details.

<b>English A: Literature</b>	4 credits	<b>Second Language</b>	3 credits
<b>Individuals &amp; Societies</b>	3 credits	<b>Physical &amp; Health Education</b>	2 credits
<b>Sciences</b>	3 credits	<b>Arts</b>	2 credits
<b>Mathematics</b>	3 credits	<b>Theory of Knowledge</b>	1 credit
<b>Other</b>	CAS/EE	<b>Other electives</b>	4 credits
<b>Total to graduate:</b>			<b>25 credits</b>

### ***IB-DP courses***

Students enrolled in IB-DP courses will receive a regular course grade from the SCIS teacher (included on transcript with an IB designation). DP students also receive a grade based on the final IB examinations administered to all IB students worldwide (see SCIS Pudong IB Handbook). Scores on this test determine the possibility of earning an IB diploma and of earning college credit. This score is not included on the transcript.

### ***IB exam fees***

Fees for IB exams are payable by the student.

### ***Credits Earned/Transferred and Graduation Policies***

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

### ***Transcripts***

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

### ***Credits Earned: Semester and Final Grades***

Course credit will be awarded on a semester basis.

### ***Rehabilitation of Course Work***

It is an aim of SCIS that all students will be successful in their course work. Students who receive a failing grade for a semester may be assigned an independent study contract to make up the failed work. The contract will include clear time-limits for the completion of the work. If the student make-up work is satisfactorily completed, the failing grade will be changed to the new grade earned, which will be used for semester averaging and transcript reporting.

### ***Transfer Students: Earned/Transferred Credits, Graduation Requirements***

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

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

- SCIS will not award credit to students who have taken a course for which they have previously received credit. For example, a student who passes the first semester of a course but fails the second will earn 0.5 credits. He may not repeat the first semester next year and receive another 0.5 credits.
- In some cases, students who transfer to SCIS late in their high school years may be able to take SCIS courses and transfer them back to their previous school to receive a diploma from that institution. It is not the responsibility of the school to 'negotiate' graduation from other institutions for students.

### **Summer Courses and Online Courses**

Students may not use online or summer school classes to accelerate their graduation from SCIS. However, it is possible for a student to receive credit for courses that they have failed at SCIS by satisfactorily completing the SAME class in an accredited school during the summer months or online. Replacement courses must be pre-approved by the SCIS administration in writing. In such a case, in addition to a written transcript from the school, it may often be necessary that the student display his/her mastery of the subject by passing the SCIS final (semester or year-long, depending on the course) in order for credit to be given.

## **Scheduling**

### **Course Loads**

Upper school students are scheduled for eight classes. At times students may wish to take a class through another accredited organization or an online course in which case a self-study period may be granted for that work.

### **Drop/Add Dates**

Students wishing to change classes must see the principal and receive a Drop/Add Form. This form is to be filled out by all the relevant teachers, the administrator, and the student's parents. This form must be completed within 5 school days from the start of a semester. Class changes at times other than noted above are not normally permitted, at the discretion of the principal.

### **Withdrawn Classes**

A student who wishes to drop a class after the drop/add date specified will receive a "W-F" on the transcript and report card. This stands for withdrawn and failed. In such a case, the student's GPA will be affected exactly as an earned "F" grade.

### **Probation**

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

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

capability of the school to serve the student's needs. This recommendation may include the termination of enrollment of the student at SCIS.

### ***Academic Probation***

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

Students will be placed on probation as follows:

MYP (grades 6-10) students who are consistently failing to achieve criterion levels of 3 or above in two or more courses.

DP students (11-12) who are at risk of not passing two or more course.

Students will be evaluated at the end of each quarter and at least one pre-determined mid-quarter date. The Academic Probation will be in effect until the next checkpoint date. At the predetermined checkpoint dates, if a student meets or exceeds the above criteria, he/she will be removed from Academic Probation.

### ***Disciplinary Probation***

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

### ***Retention***

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

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## **ACTIVITIES**

In addition to the academic program, SCIS runs a comprehensive Activities Program for all upper school students. These activities have included activities in the areas of athletics, arts, leadership, community service, and technology.

### ***Athletics Program Objective***

At SCIS, our aim is to provide enjoyable and safe athletic opportunities to students. SCIS will provide equal opportunity to all students regardless of ability, 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 sport in a non-threatening environment.

### ***Conference Affiliation***

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

### ***Coaching Philosophy***

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

### ***Player Philosophy***

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

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

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

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

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## **ADMISSIONS**

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

### ***Admission Process***

#### ***Eligibility to Attend SCIS***

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

#### ***Passport and Visa Requirements***

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

#### ***Transcript Review***

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

#### ***ESOL Support***

ESOL support for students will be determined at the time of admissions.

#### ***Class Placement***

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

#### ***Tuition and Fees***

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

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

#### ***Withdrawal from SCIS***

Students leaving SCIS should inform the office as soon as they know they will withdraw. This will enable the office to prepare leaving documents. Before such documents can be issued, a withdrawal form must be prepared, which checks on such

things as library and textbooks being held by students, outstanding fees, forwarding addresses, and so forth.

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

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## **AIR QUALITY MONITORING**

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

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

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

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## **ATTENDANCE AND ABSENCES**

### ***Daily Class Schedule***

The Upper School schedule operates on a block schedule with a total of eight classes (four 85-90 minute class periods per day every-other day). All full year classes receive a half credit for each semester for a total of one (1) full credit for the year. Semester based classes receive a half credit. Students will be given a personal schedule by the first day of school.

### ***Record-Keeping, Absences, and Tardies***

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

### **Excused Absences**

It is the parent's responsibility to inform SCIS on the first day and each successive day of a student's absence. Upon the student's return, he/she should bring a note to the main office. This note must be signed by the parent and contain the following information: *the student's name, the reason for the absence, and the day(s) of the absence.* The main school office will then change the recorded absence to "excused" in the ManageBac database. Note the consequences for multiple absences in the "Academic Policies and Guidelines" section.

For pre-planned absences, students are encouraged to meet with teachers prior to their absence. Teachers can then assign make-up work so that the student has less work to complete upon returning. Whenever possible, please schedule doctor and dental appointments after school hours. The following absences are excused\*:

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

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

### **Unexcused Absences**

If a student does not bring a note to the main office then the absence is considered unexcused and teachers may choose to not accept class work for the period(s) missed.

### **Tardies**

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

### **Students Arriving / Leaving School Mid-day**

All students arriving to school after 8:15 should report to the main office and have their name crossed off the absence list. Students are not allowed to leave campus before the end of the school day without permission from the principal. Students wishing to leave school before 3:00 must show written parental permission to the office in the beginning of the day so that the office can notify the appropriate teachers. 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.

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## **BEHAVIOR**

### **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 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 informally in the school other than English.
- Respect for each other's personal space includes student's desks, coats, backpacks or any space that is of a personal nature. 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. In other words, we get what we expect. Most behaviors we will come across with our students can be addressed under the statements above.

### ***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 administration 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 classroom teachers will try a variety of progressive interventions and consequences before they involve the principal in their discipline process. Warnings, withholding of privileges, and contacting parents, 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 is as follows:

**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 . . .

**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/detention

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.

The faculty and staff of SCIS are entrusted to create a school environment that will meet the academic goals of the school system and student rights. As such, each teacher will generate rules for their classes that match the subject they teach and the rights and needs of their students.

It is expected that students will follow all teacher (including substitute teachers) directions unless they are illegal, immoral, or unsafe. If a student wishes to take exception to a teacher, they should first do as they are asked and then set a time with

the teacher to discuss the concern. If that step does not successfully solve the student concern, the student is welcome to see the principal.

All members of the school community will be respectful to each other in an environment that is safe. Minor violations (disruption of class, uniform, etc.) of SCIS policies will be treated in a consistent, incremental manner. When appropriate, these will be handled with classroom policies and teacher consequences. Repeated cases of minor violations may result in the student being placed on Disciplinary Probation. (see *PROBATION*).

In some circumstances, misbehavior off school grounds can affect the functioning of school and will not be tolerated.

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:

- Truancy (skipping school or a class)
- Possession of alcohol, drugs, drug paraphernalia, tobacco, tobacco paraphernalia (lighters, etc.), weapons of any sort (including realistic toys). This expectation includes behavior to and from school, on school trips, and during any school-affiliated function.
- Severe violations of Academic Honesty policy
- Stealing
- Fighting
- Vandalism
- Threatening/harassing another individual
- Violating safety rules

### ***Due Process***

In cases of discipline students will be provided with due process and an opportunity to explain their side of events. Students who feel wronged by a decision can also notify the principal to seek further clarification.

### ***SCIS Academic Honesty/Honor Code***

The school expects students to work together and to help each other learn and 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 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.

Academic honesty is required at SCIS. In the event that a student is shown to be dishonest, one or more of the following will occur: the score will be a zero, the student's parents will be notified, (s)he will serve a suspension. Note that the student will lose the right to appear on the honor roll for that quarter. Repeated results will result in a student being asked to leave SCIS. Examples of academic dishonesty include:

- Copying the work of others
- Allowing / assisting others to copy work. Giving your work to a classmate and then being surprised that they copied it is not an acceptable excuse.
- Plagiarism of any form (copying websites, not citing ideas presented by other authors, etc.)

## **Behavioral Expectations**

### **Campus Privileges**

Grades 6-8:

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

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

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

The important principle for middle school students to understand is that they must at all times be under the supervision of an adult while on campus. Middle school

students are not permitted to leave campus at any time during or after the school day unless they are proceeding home on a bus or are with a parent or designee.

Grades 9-12:

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

### **Non-Harassment Policy**

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

### **Insubordination**

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

### **Fighting**

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

### **Displays of Affection**

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

### **Obscenities and Profanities**

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

### **Weapons**

Students are prohibited from bringing weapons of any kind onto the campus. Any instrument which can propel a projectile which might cause physical injury, including sling shots, bb guns or any sort of pellet or paint guns, in addition to real guns, knives, martial arts objects, or any such instrument or machine that could either cause harm

or give the appearance of being capable of causing harm should not be carried on to the campus. In today's hyper-sensitive security environment, even toy weapons are prohibited.

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

### ***Drugs, Alcohol and Tobacco***

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

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### **CHANGE OF CONTACT INFORMATION**

Please advise the school office of any change of address or contact information as soon as you can. One simple change of address by you can set a complex chain of route changes into motion for the bus system, and it may take more than just a day or two to confirm new pick-up times.

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

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### **CHEWING GUM**

Chewing gum is not allowed on any SCIS campus.

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### **CLASS SIZE**

The Board has established guidelines for class sizes which vary according to grade level, classroom size and other factors. In extenuating circumstances, and when it is of benefit to the school, additional students might be enrolled. Examples of such circumstances include enrolling of a child from a company that has supported the

school in the past or to allow siblings from a family with two or three children the ability to attend the same school. Such exceptions are rarely made, but it is important to note that the class size parameters are “guidelines” as opposed to “limits”. The school administration is charged with the final decision regarding class sizes.

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## **COMMUNICATIONS**

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

- The school website ([pd.scis-his.net](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.
- ManageBac is our school database and electronic record-keeping program. Parents have access to their students’ grades and attendance records on this site as well as teachers’ email contact information. There is a link to ManageBac on our website.
- Email announcements will be sent to parents’ email accounts as required.
- An update from the principal’s desk is 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. Teacher email addresses can be found on ManageBac, on the class syllabus distributed by teachers at the start of the year, through the school web site, or by contacting the school secretary.

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

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## **COMPOSITE CLASSES**

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

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## **DELIVERIES**

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

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## **DRESS CODE/UNIFORMS**

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

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

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

All students wear laced shoes. Athletic shoes or sneakers are acceptable. "Flip-flops", "thong" sandals, or other beach-type footwear are not appropriate for school. Caps or hats in the classroom are also inappropriate. It is preferred that winter outerwear be navy blue, grey or tan in color, and these garments should be removed when indoors. The use of light sweatshirts/hoodies or sweaters that are not distributed by the school are not acceptable during school hours. All students are expected to be well groomed and appropriately dressed at school or during school-related functions off campus. Facial jewelry for males or distracting or bizarre jewelry for girls is not allowed. Immodest or distracting attire is inappropriate in our multi-cultural setting, and this can extend to haircuts, hair dyes, jewelry, makeup, body art or other aspects of personal appearance.

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

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

### ***PE Dress Code***

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

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## **FACILITIES USAGE**

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

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## **FIELD TRIPS**

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

### ***Expenses***

The school will provide transportation for approved local trips in the general Shanghai area. In some cases parents will be asked to help support these trips by paying entry fees, or other related costs.

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

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

### ***Participation***

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

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

### ***Permission Forms***

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

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

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## **FIRE DRILL AND EVACUATION PROCEDURES**

Fire drills are vital in order to ensure the safety of the students entrusted to the school's care. At least three drills will be held annually. The cooperation of all adults on campus is needed and will be appreciated. Teachers will review these procedures

and the evacuation routes (available from facilities) with their classes and stress the seriousness of emergency evacuation drills. Teachers are to ensure that an evacuation map is posted in their classrooms.

- In the case of a fire, the office will call the fire department and notify the local education authorities.
  - Silence must be maintained during the evacuation. Teachers are responsible for reminding students to be quiet.
  - All SCIS employees other than teachers, teacher aides, and members of the Administration will evacuate (including all drivers and the main office staff). Guests and visitors are expected to evacuate during drills with no exception.
  - A secretary will remain on the phones unless there is a real fire in the school. Everyone else on campus, including parents and other guests will participate in the fire drill.
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## **GATE ENTRANCE PROCEDURES**

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

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

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

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## **GUARDIANSHIP**

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

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## **HEAD LICE**

Head lice, which are not considered a serious condition, are 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, as determined by the school nurse. 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 recur. If live head lice are detected, the hair should be treated with shampoo products designed for treatment of head lice. Please inform the school if your child has head lice.

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## **HEALTH CARD**

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

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## **HOMEWORK ASSIGNMENTS**

Homework is an important part of the educational program at SCIS. It provides students with opportunities for independent practice, skills reinforcement, and research and also promotes good time management and responsibility. To prevent students being over-loaded with 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, Upper School students should expect to spend one to two and a half hours on homework each evening.

Students are also expected to engage in independent reading or reading with family members for at least twenty minutes a night in addition to assigned homework. 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 which may exist in the way the student is addressing the assignments. Note that teachers are expected to post homework and other assignments in ManageBac.

### ***Make-Up Homework***

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

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

use of the material is not properly achieved, causing confusion which can impede progress the following school year.

### **Missing Work**

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

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## **HOURS OF OPERATION**

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

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## **LANGUAGE OF INSTRUCTION**

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

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## **LAPTOPS**

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

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

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

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

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

### **Computers must be used appropriately during school hours**

During class time, computers should only be used for the immediate learning activities sanctioned by the teacher. Any use outside the given activity and allowances of the teacher will be considered a violation of laptop policy.

Accordingly, as a general rule, the following uses are never permitted unless given explicit prior approval by a teacher:

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

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

### **Students must respect others' privacy and property**

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

### **Consequences for laptop misuse**

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

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

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

As a final note, all students should be aware that any tampering of any kind with someone's computer, files, etc or participating in *cyberbullying\** is

considered an *extremely* serious offense, and will be disciplined accordingly by staff and administration.

Consequences may include but are not limited to:

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

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

*\*Cyberbullying is defined by the Center for Safe and Responsible Use of the Internet as "being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the Internet or other digital technologies. It has various forms, including direct harassment and indirect activities that are intended to damage the reputation, or interfere with the relationships of the student targeted, such as posting harmful material, impersonating the person, disseminating personal information or images, or activities that result in exclusion."*

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## **LIBRARY**

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

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

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

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

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

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## **LOCKERS**

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

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## **LUNCHROOM PROCEDURES AND STUDENT ETIQUETTE**

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

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## **LOST AND FOUND**

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

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## **MEDICATION**

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

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## **MEDICAL EMERGENCIES**

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

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

PAFA's purpose is to provide support to the school through the coordination of special activities outside of the regular school program and to coordinate parent involvement with the school through volunteer work. Parents of SCIS students are by definition members of this organization.

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

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

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

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

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

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## **PARKING**

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

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## **PERSONAL BELONGINGS**

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

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

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## **PHOTOCOPYING**

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

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## **PROGRESS REPORTS AND RECORDS**

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

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

Although parents are interested in ratings and, of course, want to know how well their child is doing relative to the other children in the class, the school prefers to have parents and students focus on their child's individual progress and on ways in which they will be able to grow and improve. SCIS has found that its students successfully transfer to even the most rigid and "old-fashioned" school systems using its report format. Thus, SCIS does not try to create artificial transcripts, grades, or rankings for its students.

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

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

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## **SICKNESS/ACCIDENT**

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

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

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

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

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

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

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## **STANDARDIZED TESTING**

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

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

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## **STUDENT COUNCIL**

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

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## **TELEPHONE**

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

Cell phone use is not allowed during class time.

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## **TEXTBOOKS AND SCHOOL MATERIALS**

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

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

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

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## **TRANSPORTATION**

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

### ***Registration***

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

### ***Rules of Conduct for School Bus***

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

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

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

**THE BASIC RULE:** There is one basic rule that supersedes all others in importance and simplicity: Remain in your seat with the seat belt fastened and do not distract the driver.

Be on time. The driver will wait three minutes past the scheduled time; after that, he has been instructed to leave so that the others on the route are not late to school. If a bus often is late or very early, please report this so that the driver can be reminded to move along to the next house after the three-minute waiting period. Also, please check with the office if there is any doubt about a specific pick-up time. If a bus comes

too early, it will wait until the scheduled pick-up time, but check to make sure of that time. Schedules change every time a new student is added to the bus system. If a bus is always early, let the office know so that the preceding students can be assigned a later pick-up time.

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

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

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

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

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

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## **TUTORING**

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

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## **VISITORS**

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

### ***Visitations by Non-Enrolled Students***

SCIS is not prepared to accept supervision and liability from visitations by non-enrolled students. As such these visits are not allowed due to the unnecessary

workload placed on the classroom teacher to provide an effective program for any child who might be visiting. Further, visits such as these can be distracting to the other students and take unnecessary time away from the teacher. In some cases, the school may set up a visit by students who are not enrolled to see if they are suited for the SCIS school environment.