



ECE Campus
Parent-Student Handbook
2017- 2018



PRINCIPAL'S MESSAGE

Welcome to Shanghai Community International School, Hongqiao-ECE Campus. Our international and local staff have experience and training to provide a challenging yet warm learning environment for your child(ren). In addition, the ECE facilities are designed to meet the safety and physical needs of your child. Our recent International Baccalaureate (IB) authorization supports our goals and values to promote students' abilities to approach challenges from different angles in creative and inventive ways.

The purpose of this handbook is to inform both students and parents about the many opportunities, resources, and services that are available at SCIS. It also provides new and returning students and parents with clear, written guidelines that explain the expectations and rules in order for our school to maintain its focus on learning. 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.

These guidelines were created to ensure that all of our students have the opportunity to participate within a vibrant learning community. Should questions or concerns arise as you read this handbook, please know that you are welcome to discuss these with the faculty or administration at any time. Please be aware that some sections of this handbook may be revised during the school year. If and when this occurs, every effort will be made to communicate these changes to the school community in a timely manner.

Looking forward to sharing a wonderful year together;

Melanie McClure
ECE Principal

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Section 1: About SCIS

1.1 Purpose of this Handbook

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

1.2 Nature of the School

SCIS is an independent, co-educational international school. It was founded in 1996 on a campus in the Changning area of Shanghai, and currently operates three campuses, two in Puxi (Hongqiao) and one in Pudong (the east and west sides of the river that splits Shanghai roughly in half).

1.3 Accreditation

SCIS is an IBO World School offering the Primary Years Programme (PYP), Middle Years Programme (MYP),

and Diploma Programme (DP) of the International Baccalaureate Organization (IBO). The SCIS Pudong and Hongqiao schools are fully accredited by the Western Association of Schools and Colleges (WASC), and in 2008 earned its highest possible accreditation term of six years. SCIS was the first international school in Shanghai to be accredited by the National Council on Curriculum and Textbooks. SCIS is a member of the East Asia Regional Conference of Overseas Schools (EARCOS).

1.4 Mission

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

Section 2: About the SCIS Hongqiao ECE Campus

2.1 School Hours

The school day at the ECE starts at 8:30 am and ends at 3:00 pm. Students are expected to arrive to school between 8:15 and 8:30 so that they are prepared to begin classes promptly at 8:30 am. Buses arrive in the morning between 8:15 and 8:30. Walkers, and parent drop offs should arrive no earlier than 8:00 am.

After school activities begin at 3:00 pm and end at 4:00 pm. All children, parents, drivers and ays are expected to leave the campus by 4:00 pm unless they have specific school related business or are involved in a school activity.

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

2.2 Office Hours

School offices are open Monday to Friday: 7:45 am to 4:30 pm.

2.3 School Calendar

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

2.4 Security on Campus

Security guards are onsite 24 hours a day. To ensure a secure school environment, our security guards monitor visitor access on campus.

Students cannot exit the campus without adult supervision.

2.4.1 Entering Campus

Members of the school community and visitors are free to enter and exit when school is open. There is one point of entrance and exit at the ECE campus. We ask parents and visitors to respect this formality and refrain from trying to use the guard gate from the New HQ High School we share space with, as they will not permit passage. Students in uniform enter freely.

All parents must obtain an SCIS identification card to show the guards each time they enter/exit the campus. Caregivers (including ays and drivers) should also obtain an SCIS identification card giving them permission to bring your child to school. The school reserves the right to refuse entry to any person deemed a risk to the learning environment.

All visitors must sign in and register with the guards in order to obtain a Visitor pass, which will allow them onto campus.

2.4.2 Exiting Campus During the School Day

Parents who know that their child will have to leave school before the end of the school day should send a note to the teacher and transportation coordinator (hq-ece-transportation@scis-china.org) if the departure affects their normal bus routine. Children who are being picked up during the school day must be signed out with the front office secretary and receive a yellow exit card to present to the guards.

2.5 Parking on Campus

Private cars are not allowed to drive onto the ECE campus, or park in front of the campus on Hongqiao Road. Parents picking up or dropping off students are requested to use the small road next to campus.



2.6 Bus Transportation

Daily transportation to and from school will be provided to SCIS students living within a reasonable distance to our campuses (approximately 15 km and including common international housing areas determined by SCIS outside of 15 km). This does not include before or after school activities (ASAs). ASAs are an optional service for Kindergarten and Grade 1, and families may choose to provide their own transportation at their own expense. This service is only for SCIS students; parents are not provided bus transportation. There may be an exception for school sponsored field trips.

To help ensure on time arrival at school, busses will wait for three minutes after the assigned pick-up time before moving to the next pick-up point. The school will provide parents with the approximate drop-off time and location after school. Parents are responsible for daily supervision arrangements when a child arrives at the designated drop-off.

According to local transportation regulations, all school bus transportation providers will only have two times to create routes for student pick up/drop off locations. The transportation coordinator hq-ece-transportation@scis-china.org will need to have all student addresses by June 15 (Semester 1) and December 10 (Semester 2) in order to ensure your child is able to receive transportation services.

ECE students will only be released to adults with the SCIS ID cards when departing the bus. If the bus arrives at the bus stop on time and no parent or authorized guardian is on site to pick up your child/ren, the bus will move on to the next stop. Ultimately your child/ren will be brought back to school. Parents will be notified of this happening

via the campus transportation coordinator and will need to come to school to pick up their children directly.

For your child's safety and the safety of others, requests to pick up children or changes to bus transportation must be submitted no later than 12:00 pm to the classroom teacher and the ECE transportation coordinator (hq-ece-transportation@scis-china.org).

Student safety is our number one concern regarding transportation. Violations of bus expectations could result in disciplinary action consistent with SCIS policies or termination of bus services to ensure the safety of all.

We ask parents to bring bus concerns to the transportation department and/or divisional school administration. SCIS's Parent Code of Conduct (Refer to Section 6.5) applies to SCIS Transportation Services as well.

2.6.1 Parent Pick Up Procedures

Students who do not ride the bus, and are picked up by parents, will be brought to designated areas to meet their parent by either the classroom teacher or Mandarin assistant. Students who are in Building B (Nursery, Preschool, and Pre-Kindergarten) will meet their parents in the lobby of Building B. Students who are in Building A (Kindergarten and Grade 1) will meet their parents in the lobby of Building A. All parents must sign their children out and collect the yellow exit card to present to the guards, in the lobby of Building A. The same procedure is used for half-day students (parents will use the Building B lobby as the pick-up/meeting area).

2.7 Lunch

Students will be supervised while at lunch. Lunchtime is a learning opportunity and students are expected to use manners that are appropriate for their age level. Students are expected to remain seated at all times during lunch. The lunch menu is available on the website weekly. Our chef prepares menus that are well balanced and nutritional. Although lunch is included with tuition, students are able to bring their own lunch from home. Please keep in mind we do not have refrigerators nor microwaves available for student use.

Questions, comments or suggestions should be given directly to the cafeteria manager, Mandy Ma, at mandy@kaijun-food.com.

2.8 Snacks

Snacks provided from home are a part of the daily program. Please provide a healthy, easy to eat snack with your child each day. Healthy snacks include fresh fruit, vegetables, cheese sticks, seaweed, crackers and yogurt. Please refrain from sending high sugar items such as cookies, jello, cakes, chocolate and juice. Remember students are not allowed to share snacks with other students, due to possible allergy related issues.

2.9 Lost and Found

Lost and found items are stored in the front lobbies of Building A and Building B. With our age of students, it is highly recommended to label articles of clothing, especially sweaters and jackets, with the students first and last name. Backpacks should be clearly labeled with the child's name, and classroom teacher for easy identification. Unclaimed items will be donated to charity at the end of each quarter.

2.10 Contact Us

Address:

Shanghai Community International School,
Hongqiao-ECE Campus
2212 Hongqiao Road, Shanghai, China 200336
Phone: 86-21-6295-1222
Fax: 86-21-6261-4639
Website: www.scis-his.org

Main extensions:

Front Desk: ext. 7004
Transportation: ext. 7003
Uniform: 7009

Email contact:

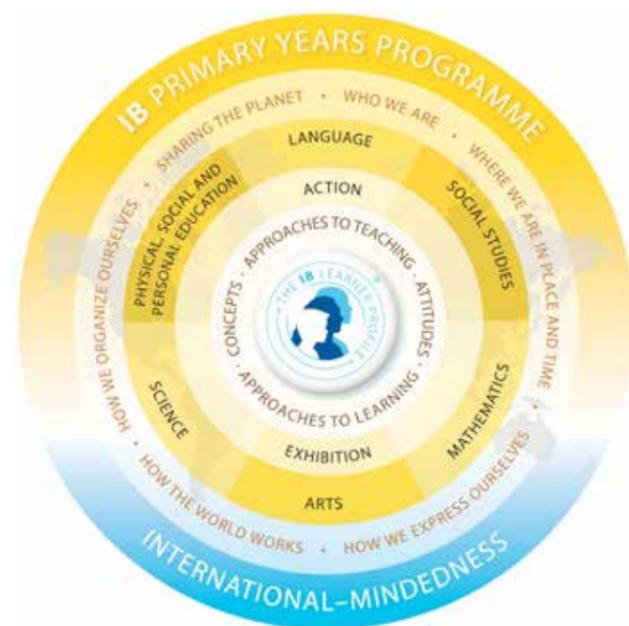
Front Desk: Maggie Yang: maggie_yang@scis-china.org
Nurse: HQECE-Nurse@scis-china.org
Principal: Melanie McClure: mmcclure@scis-china.org
Secretary to the Principal of ECE: Cissy Ye: cye@scis-china.org
Vice Principal: Heather Knight: hknight@scis-china.org
Early Years/EAL Coordinator:
Jillian Eyre-Walker: jeyrewalker@scis-china.org
Transportation: Angela Hu:
hq-ece-transportation@scis-china.org
Uniform: Flora He: fhe@scis-china.org
Cafeteria: Mandy Ma: mandy@kaijun-food.com

Section 3: Teaching and Learning at SCIS

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

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

The PYP Programme Model:



The PYP programme, as with all IB programmes, is centered on students developing the attributes of the IB learner profile.

The Learner Profile is a set of values, which collectively describe the qualities of internationally minded people.

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

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

Recognizing that knowledge is not static, the PYP seeks to uncover enduring understandings through a concept driven, inquiry-based curriculum framework. Important features of this framework are the explicit teaching of skills, the development of personal attitudes and student engagement in self-initiated, responsible action.

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

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



Knowledge

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

Concepts

Eight fundamental concepts, expressed as questions, provide the structure for inquiry:
Form: What is it like?
Function: How does it work?
Causation: Why is it like it is?
Change: How is it changing?
Connection: How is it connected to other things?
Perspective: What are the points of view?
Responsibility: What is our responsibility?
Reflection: How do we know?

Approaches to Learning

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

Approaches to learning include:

- Self-Management: Gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior and informed choices
- Social Skills: Accepting responsibility, respecting others,

cooperating, resolving conflict, group decision-making and adopting a variety of group roles

- Communication Skills: Listening, speaking, reading, writing, viewing, presenting and non-verbal communication
- Thinking Skills: Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought and metacognition
- Research Skills: Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data and presenting research findings

Attitudes:

What do we want students to feel, value and demonstrate? Attitudes compliment, extend and deepen the attributes in the IB Learner Profile. Displaying and fostering the following attitudes enable students to develop the attributes of the IB Learner Profile: tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, cooperation, confidence, commitment and appreciation.

Action:

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

3.2 Time Table and School Day

SCIS operates on an 8-day cycle. All students participate in Mandarin daily and Library regularly. Students in Pre-Kindergarten – Grade 1 have Music and Physical Education (P.E.) every other day with specialist teachers. Students learn the remainder of the day with their homeroom teachers. See an example timetable below.

2016-17 Pre-Kindergarten Schedule--Ms. Alexis Egan								
Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
7:30 - 8:00	Teacher Collaboration Time							
8:00 - 8:30	Student Arrival Time							
8:30 - 8:50	Classroom Inquiry	Classroom Inquiry	Classroom Inquiry	Classroom Inquiry	Classroom Inquiry	Classroom Inquiry	Classroom Inquiry	Classroom Inquiry
8:50 - 9:10				M.M				
9:10 - 9:30								
9:30 - 9:50	Morning Meeting			Snack	Morning Meeting			
9:50 - 10:10	Snack			Library Check Out	Snack			
10:10 - 10:30	Outdoor Inquiry	PYP PE	Outdoor Inquiry	PE	Outdoor Inquiry	PE	Outdoor Inquiry	PE
10:30 - 10:50		Read-Aloud		Read-Aloud		Read-Aloud		
10:50 - 11:00								
11:00 - 11:20	Mandarin, by levels							
11:20 - 11:40								
11:40 - 12:10	Outdoor Play							
12:10 - 12:30	Lunch							
12:30 - 12:50	Pack-Up / Transition							
12:50 - 1:10	Classroom Inquiry	Classroom Inquiry	Classroom Inquiry	Classroom Inquiry	Classroom Inquiry	Classroom Inquiry	Classroom Inquiry	Read-Aloud
1:10 - 1:30								PYP Library
1:30 - 1:50								
1:50 - 2:10		Outdoor Inquiry						
2:10 - 2:30	Music	Outdoor Inquiry	PYP Music	Outdoor Inquiry	Music	Outdoor Inquiry	Music	Outdoor Inquiry
2:30 - 3:00								

3.2.1 Back to School Orientation

This is an event where parents and students are introduced to their classroom teaching team and school prior to the start of school.

- Parents and students in Nursery, Preschool and Pre-Kindergarten will have an individual meeting with the classroom teaching team prior to the start of school.
- Parents and students in Kindergarten and Grade 1 will have a group meeting time with the classroom teaching team prior to the start of school.

3.2.2 Back to School Night

This is an evening event where the Programme of Inquiry, Standards and Objectives, classroom expectations/routines are presented to classroom parents. This is a time for parents to learn about the year-long program offered in their child's classroom. This event is for parents only, not students.

3.3 Physical Education & Music

Physical Education (P.E.)

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

Music

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

3.4 Language Acquisition at SCIS

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

3.4.1 Mandarin Program

The Mandarin program is a unit-based language program and aligned, where possible, to the PYP Units of Inquiry. Students are assessed for level placement beginning in Pre-Kindergarten. Students in Pre-Kindergarten – Grade 1 receive 40 minutes of Mandarin instruction daily. Students in Nursery and Preschool receive 20 minute of Mandarin instruction daily. In addition, to Mandarin language, Chinese culture is also included through the Mandarin program.

3.4.2 Grade 1 English as an Additional Language (EAL) Program

EAL program supports identified Grade 1 students. New English learners will participate in Pull-Out EAL program with trained teachers. Our program follows research and evidence-based best practices in academic language acquisition. It guided by WIDAS's English Language Development standards and is aligned with IB PYP philosophies. Through our program, our EAL and homeroom teachers collaborate to integrate content, language, and literacy instruction effectively, which accelerates academic language development.

3.4.2.1 English Learner Definition

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

- A. Who, as declared by his/her parent (1) first learned a language other than English, (2) comes for a home

where the language usually spoken is other than English, or (3) usually speaks a language other than English; and

- B. Who is determined to lack the necessary English skills to participate fully in classes taught in English.

3.4.2.2 English Learner Identification

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

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

3.4.2.3 EAL Program Enrollment and Program Placement

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

3.4.2.4 EAL Program Progression and Exit

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

3.5 Assessment and Reporting

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

3.5.1. Literacy Assessments

Teachers assess students' literacy progress using a variety of developmentally appropriate, research-based assessments, such as Teaching Strategies Gold, Fountas & Pinnell, Teachers College Writing Progressions.

3.5.2 Parent-Teacher Conferences

Parent-teacher conferences provide parents with an opportunity to discuss individual student progress with their child's teachers. Parent-teacher conferences will be held in the fall semester of the school year for all students. Additional conferences may be scheduled for the spring semester.

3.5.3 Student-Led Conferences

Student-led conferences will provide students the opportunity to share their learning in a classroom setting. Student-led conferences will be held in the spring semester of the school year.

3.5.4 Report Cards

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

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

3.6 Homework

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

Homework guidelines:

- Nursery, Preschool & Pre-Kindergarten- Parents read aloud daily
- Kindergarten – Students read daily with parents + maximum of 20 minutes of oral Mandarin homework per week.
- Grade 1 – Students read daily with parents + maximum 60 minutes of Mandarin homework per week.

3.7 Student Support Services

3.7.1 Counseling Services

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

3.7.2 Learning Support and Positive Behavior Support

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

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

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

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



3.8 Assemblies

Kindergarten and Grade 1 gatherings will emphasize building community and highlighting classroom learning to include UOI/Learner Profiles. Parents are invited to attend. Dates will be announced.

3.9 After-School Activities

In addition to the academic program, SCIS ECE also runs an After School Activities (ASA) for students in Kindergarten and Grade 1. Students can choose from activities with an academic, artistic, or athletic focus. Students that participate in After School Activities and their parents will be expected to follow the ECE After School Activities Essential Agreements that are distributed during ASA sign up periods.

3.10 Classroom Birthday Celebrations

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



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

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

Acceptable birthday treats include:

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

Items that are not acceptable for birthday snacks:

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

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

3.11 Tutoring

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

3.12 Library

All ECE students have regular opportunities to visit the school library. They are allowed to bring books home each week. Please ensure that the books are returned the following week during library time. Parents are also able to check out library books and the library is open until 4:00 each day. Students should not be in the library without parental supervision.

3.12.1 Library Hours

The SCIS ECE library is open weekdays from 7:30 a.m. until 4:00 p.m.

3.12.2 Library Lost Book Fees

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



3.13 Field Trips

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

- Expenses: The school will provide transportation for approved local trips in the general Shanghai area. While meals are generally provided by the cafeteria, parents will be asked to pay entry fees, or other related costs.
- Participation: All class/grade members are encouraged to participate in field trips. Occasionally a teacher will

- require that a parent accompany their child on a field trip.
- Permission Forms: Details of the trip and its justification will be sent via a letter from the sponsoring teacher. This letter will include a permission form, which must be signed by the parent and returned to the teacher. If a parent does not permit their child to participate on a field trip, the parent is responsible for keeping their child at home.
- Dress Code: The school uniform is required on field trips unless expressly indicated otherwise in the permission slip. SCIS expectations and understood codes of behavior are in effect on all field trips, just as they would be on the campus.

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

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

Section 4: SCIS Admissions, Placement and Attendance Policies

4.1 Placement

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

In some cases, students will be considered for placement ahead of their chronological peers if they have had previous academic history which justifies such placement. The Principal will make the final decision on grade level placement.

Administration is intentional about ensuring each of the homerooms is a representation of SCIS's global community. Therefore, nationality, mother tongue, English language

proficiency, academic status and gender are all considered in the development of homerooms. To ensure mixed groupings, SCIS is not able to honor parent requests for particular teachers.

4.2 Retention of Students

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

4.3 Student Dismissal

The decision regarding the dismissal in the case of a student is the sole responsibility of the Head of School. Consultation

with Administration, Admissions Office, teachers, parents, and students will be held prior to a final decision.

4.4 Student Withdrawal

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

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

4.5 Student Attendance

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

4.5.1 Absences

If a child is absent, the parent should either call or email the school office in the morning. If your child is sick or has been diagnosed as having a contagious disease or illness, please notify the school nurse at clinic_ece@scis-china.org immediately with symptoms. Any chronic illness needs to be disclosed to the nurse as well as the classroom teacher. Teachers are not expected to create extensive individual programs; however, for students who miss school for long periods, due to illness, we can provide more extensive support to help the child continue in the program successfully upon his/her return.

4.5.2 Tardiness

It is important that students arrive at school on time. Tardiness disrupts classroom activities and may result in a student missing critical learning, which could affect his or her grades. Students that arrive with their parents after 8:30 each morning will be required to sign in at the main gate. The adult that brings the student to school will receive a green "tardy card" that they will need to present to the teacher directly. Please note, this means dropping your child directly off at the classroom.

4.5.3 Planned Absences

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

4.5.4 Unexcused Absences

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

4.6 Attendance and After-School Activities

A student who is absent from school cannot participate in extra-curricular activities on the day of the absence including concerts, Learning Nights, or After School Activities (ASA).

4.7 Visitations by Non-Enrolled Students

Visits by non-enrolled guests can be distracting to the other students and take time away from instruction. All visits must be prearranged through the ECE school office and must occur during an outdoor playtime or lunch.

Section 5: SCIS ECE Culture

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

We believe the building of culture involves:

- The explicit, continual development of the PYP Learner Profile Attributes and Attitudes, especially the fostering of respectful and positive relationships between all members of the school community.
- Clarity of expectations.
- The intentional creation of a safe and supportive school culture and community, where all are encouraged to

listen and make valued contributions.

- An inclusive approach to problem solving, so that the feelings, needs and views of everyone are considered.
- An understanding of the connection between beliefs, motivations and actions of our students, faculty and community members.
- The belief that students are able to resolve their own problems, with support, time and an opportunity to tell their story, as needed.
- Reflection as a key practice of social emotional learning and relationship building.

5.1 Positive Culture Development at the ECE

Respect is at the core of the SCIS school culture. We believe that students need to feel safe and valued in order to be engaged in their learning. SCIS develops positive

school culture through the use of the PYP Learner Profile Attributes and Attitudes, as well as collaborating to create structures, routines and expectations.

5.1.1 The PYP Learner Profile Attributes & Attitudes

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

IB Learner Profile

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

As IB learners we strive to be:

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

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

PYP Attitudes

At SCIS, students demonstrate:

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

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

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

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

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

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

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

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

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

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

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

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

5.1.2 Structures, Routines and Expectations

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

5.2 Positive Discipline

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

Positive Discipline Practices that Lead to Restoration: Active Reflection:

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

- Role Play fictional conflicts to build the process.

Logical Consequences:

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

Roles in Responsive Classroom Management & Positive Discipline

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

5.2.1 Biting/ Scratching

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

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

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

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

- The child will be allowed to return to play in another area within a 1-5 minute break from play.
- Parents of both children will be notified of the incident.

Subsequent Biting/Scratching Incidents

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

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

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

5.3 Other SCIS Expectations

5.3.1 Drugs, Alcohol, and Tobacco

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

5.3.2 Weapons

Students are prohibited from bringing weapons of any kind, including realistic toy weapons, onto the campus. Any instrument which can propel a projectile which might cause physical injury, including sling shots, BB guns or any sort of guns, knives, martial arts objects, or any such instrument or machine that could either cause harm or give the appearance of being capable of causing harm should not be carried on to the campus.

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

5.3.3 Chewing Gum

Chewing gum is not allowed on any SCIS campus.

5.3.4 Uniform and Dress Code

SCIS students adhere to a dress code, which promotes a sense of orderliness and school community, helps with campus and field trip security, and reduces "fashion competitions" which can sometimes lead to social cliques. ECE students Nursery to Grade 1 wear navy blue trousers, shorts, or skirts and a light blue polo shirt (short or long sleeved) with the SCIS book logo and acronym. A navy cardigan sweater and fleece with the SCIS logo and initials can be worn in cooler weather.

All students should wear athletic shoes or sneakers that

are safe for running and climbing during recess and PE. Crocs, flip-flops and sandals are not permitted. Caps or hats are also required for outside play in the summer months.

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

Extra Clothes

All students (Nursery-Grade 1) should have an extra set of clothing to be kept in the classroom in case the uniform gets soiled. Please label all articles of clothing with your child's name.

5.3.5 Personal Belongings and Valuables

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

5.3.6 School Property

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

5.3.7 Bus Expectations

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

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

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

breakdown or the Air conditioning is not working).

- Keep the bus clean. Remove all rubbish from the areas where you were seated.
- Younger students are required to sit nearest to the bus monitor toward the center.
- The bus driver's primary responsibility is the safety of the passengers. Children must be respectful towards and obey any requests made by the driver and the bus monitor.
- If there is an accident or the bus breaks down, students should listen for instruction from the driver or monitor. If they are told to leave the bus, stay together with the other students as far from the road as possible until a service vehicle and another van arrives.

Parents are asked to bring bus concerns to the transportation coordinator and/or divisional school administration. SCIS's Parent Code of Conduct (Refer to Section 6.5) applies to SCIS Transportation Services as well.

5.3.7.1 Bus Consequences

First Violation:

- Discussion with adult on bus duty
- Behavior is documented

Second Violation:

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

Third Violation:

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

Fourth Violation:

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

Fifth Violation:

- Behavior is documented
- Possible expulsion from the bus

5.3.8 Toileting

Nursery students are not expected to be toilet trained prior to the start of school. Parents and teachers will work together to encourage toilet training skills as part of the program.

Students in grades Preschool to Grade 1 are required to be toilet independent upon entering the start of the school year. Diapers and Pull-ups are not allowed during the school day, but will be accepted during rest/naptime only in Preschool. In the event of a toileting accident, soiled clothes are bagged and sent home with the parent/guardian for laundering. While accidents may happen, these must be infrequent occurrences. If more than two accidents happen within the same week, the teacher will schedule a meeting with the parents to create a plan of action.

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

Section 6: School Community Relations

6.1 Communication

Communication is key to the success of the ECE program. Parents will receive classroom news via the classroom website, communication journals, and occasional emails from your classroom teacher. Additionally, parents of students in Nursery, Preschool and Pre-kindergarten will regularly receive information via Teaching Strategies Gold regarding their child's development. These communications should answer many of your questions and keep you informed of upcoming class and school events.

It is the responsibility of parents to read through all communication. If you have a concern regarding your child, please set up an appointment to speak to the teacher in private. It is important that you first approach your child's teacher with issues and concerns prior to speaking with

the campus administration. Parent/teacher conferences are not limited to the official times that happen twice a year. If you have any questions concerning your child's schoolwork or other school matters, please make an appointment with the teacher at any time during the school year.

6.1.1 Communitas Magazine

Communitas is the monthly SCIS magazine written by SCIS faculty that comes home with your child and is published on the SCIS website.

6.1.2 Principal Bulletins

Parents will receive the ECE Bulletin on a regular basis. It will be sent electronically, and can also be accessed through our website at: <http://ece.scisdragons.net/>

6.1.3 Head of School's (HOS) Communication

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

6.1.4 Homeroom Teachers

Homeroom teachers communicate with parents on every 8-day cycle through the classroom website. Each teacher will post news, photos and details about upcoming events in the classroom via this website.

6.1.5 Parent Change of Contact Information

The parent SCIS email accounts are used as the primary means of communication. Parents who don't plan to check their SCIS parent email accounts frequently can have their parent account emails forwarded to another email account. Please contact our Technology department at hq-ece-technology@scis-china.org or stop by the tech help desk if you would like automatic email forwarding support. It is also essential that the school have accurate phone numbers, addresses, and emergency contact information for all children. Please advise the ECE office of any change of contact information as soon as possible.

6.2 Issues of Concern

6.2.1.1 Concerns about School Classroom Activity

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

6.2.2 Concerns about School Personnel

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

6.2.3 Concerns about Curriculum and Materials

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

6.3 Parents and Friends Association (PAFA)

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

- encourage parent and community involvement.
- help coordinate programs outside of the provided curriculum in which
- volunteer parents provide assistance to the teachers and the school.
- encourage participation by all without discrimination.

- work collaboratively with school leadership including administrators, teachers and staff.
- effectively communicate decisions and events to all PAFA members.

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

SCIS operates on a not-for-profit basis and all monies arising from fund raising are to benefit our school and our children. All money raised by PAFA will be allocated towards items outside of the scope of the school's planned operating budget. All funds earned under the auspices of PAFA must be allocated and spent within a reasonable amount of time of having been raised, preferably within the school year in which the funds were raised. Each PAFA will be allowed the liberty to make charitable donations based on membership approval. However, at fund-raising events parents will assume that their contributions will be going towards the school and its children. Therefore, when events are planned in order to aid a charity, that information should be publicized before and during the event so that participating parents know who is benefitting from their participation.

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

6.4 Room Parents

Room Parent Roles and Responsibilities

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

Money Collection: (Optional 100 RMB) The school recommends to create a tracking system for accountability. These funds are used to support class celebrations and activities. Please note that these funds are not to be used for teacher gifts as this is a decision made by each family.

Communication: All email communication from room parents will go through the classroom teacher. Email and teacher websites will be used as the form of formal communication from the school to the parents. We understand that WeChat is often used as an informal means of communication and as a school we support

the positive communication shared amongst parents. However, please note that all communication, whether formal or informal, is expected to follow the Parent Code of Conduct.

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

Tasks & Roles of Room Parents:

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

6.5 Parent Code of Conduct

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

- supporting the respectful ethos of our school by setting a good example in their own speech and behavior towards all members of the school community;
- working together with teachers for the benefit of children. This includes approaching the school to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution;
- correcting own child's behavior, especially in public where it could otherwise lead to conflict, aggressive or unsafe behavior;
- respecting the school environment, including keeping the school tidy by not littering.
- observing campus security measures

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

- disruptive behavior, which interferes with the operation of a classroom, an office area or any other part of the

school grounds. This includes words or actions that bring the institution into disrepute or gravely affect the conduct of school business.

- using loud and/or offensive language or displaying temper.
- threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises. (Some actions may constitute an assault with legal consequences).
- damaging or destroying school property.
- abusive or threatening emails, phone, social network messages or other communications.
- chain email communications that elicit unsolicited support for a concern or complaint and do not follow appropriate lines of communication.

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

6.6 Parent Absences

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

6.7 Yearbooks

Yearbooks are available for purchase during the months of May and June. The yearbook is specific to the ECE campus and generated by ECE Staff.



Section 7: Health & Safety

7.1 Student Illness

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

Children with contagious illnesses should be kept at home until a doctor verifies that the period of contagion is past. This information is critical to help contain the spread of illness.

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

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

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

- A parent will be called to pick up the child. If a parent cannot be reached, the emergency contact person(s) designated in the student's file will be contacted. Students who are ill should be picked up within 60 minutes of notification from the nurse.
- The child will be kept in the clinic and monitored by the nurse until a parent or another designated individual arrives.

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

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

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

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

Vomiting: If a child has vomited he/she will be sent home.

The child may return if there has been no vomiting for 24 hours and is tolerating bland foods.

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

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

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

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

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

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

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

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

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

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

to the school upon doctor recommendation.

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

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

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

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

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

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

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

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

7.2 School Health Services

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

7.2.1 School Healthcare Guidelines

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

7.2.2 Medical Emergencies

In the case of an accident involving serious medical emergency or injury, the nearest teacher will stay with the injured child and send for help from the school office and/

or nurse. If the child needs to be taken to the hospital, he or she will be driven to the nearest Emergency Room (Shanghai United). A representative from the school will accompany the child, and remain with the student until the parents arrive to take responsibility. The office will notify the parents and instruct them to proceed to the location where the child is being transported. When the parent arrives, the school representative can depart after explaining all relevant circumstances.

7.2.3 Communicable Diseases

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

7.2.4 Allergies

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

7.3 Medication Administration

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

7.4 Head Lice

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

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

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

7.5 Insurance

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

7.6 Air Quality Protocols

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

7.7 Nap Time

Children enrolled in a full day Nursery or Preschool program will be provided a cot and sheet for the naptime incorporated after lunch. Parents should provide a small blanket, and an optional small plush animal to remain at school for the full week. These items should be brought to school each Monday, and will be sent home each Friday for laundering. Children will be issued one cot sheet, which must be brought in, laundered, each Monday morning. Additional cot sheets will be for sale in in our school uniform store for 50 RMB.

Parents who do not return nap items as requested will be contacted via email or called by the teacher. Repeated issues should be forwarded to the Early Years Coordinator for follow up. Nap items are required as a health and safety element of our program.

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

7.8 Separation Anxiety

It is very common for young children to be anxious when separated from parents, especially in our Nursery and Preschool programs. Children need to be assured that separation will result in a reunion. Please, say a quick good-bye to your child when you leave and if necessary reassure them of your return. Each child is unique and the classroom teacher will work to ease separation anxiety issues based on individual child and family needs. In general, parents are welcome in the classroom in the morning time prior to the start of the day, and are asked to leave when the school day starts at 8:30 am.

7.9 Fire Drill and Evacuation Procedures

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

Prescription/Medication Instruction Form

If your child needs to take medication while at school, please notify the school nurse before your child's first day of school or upon their return after an illness. Medication must be kept under the supervision of the school nurse and must be submitted with written instructions on how to administer to the student. Sunscreen, insect sprays or other creams, lip balms and lotions may not be administered by school staff without prior written approval from the parent/guardian. Parents must provide all medications with proper dosage tools (measured syringe, spoon, cup, etc.), sunscreens or insect sprays/lotions.

Child's Name: _____ Age: _____ DOB: _____

Classroom Teacher: _____

Name of Medication: _____

Dosage: _____

Directions for administering medications: _____

(Parent/guardian should include directions provided by the physician or manufacturer directions for non prescription medications, lotions or sprays)

Time for Administration of medication: _____(am/pm)

Date to end Administration of medication: _____(day) _____(month)

Parent/Guardian Contact Information

#1 Parent/Guardian Phone Number: _____

#2 Parent/Guardian Phone Number: _____

Parent/Guardian Signature: _____

Date: _____(day) _____(month) _____(year)



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