

# Shanghai Community International School Hongqiao Campus



**Parent-Student Handbook  
2013-2014**

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Grade 5, 2010 - 2011

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

# **INTRODUCTION AND GENERAL BACKGROUND**

## **GENERAL BACKGROUND**

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

The SCIS Pudong and Hongqiao schools are fully-accredited by the Western Association of Schools and Colleges (WASC) for a 6 year term that was recently announced in Spring, 2008. SCIS was the first international school in Shanghai to be accredited by the National Council on Curriculum and Textbooks. SCIS is a member of the East Asia Regional Conference of Overseas Schools (EARCOS). HIS achieved WASC accreditation in the spring of 2005 and also was awarded a 6 year term of accreditation.

## **INTERNATIONAL SCHOOL FOUNDATION**

SCIS is operated on a not-for-profit basis under the aegis of the International School Foundation. ISF is domiciled in Lansing, Michigan, and is directed by Larry Balli, Michael Dougherty and Kristy Dewi. Affiliated schools include the American International School of Cape Town, Hangzhou International School, North Jakarta International School, and Shanghai Community International School.

## **FINANCIAL STATUS**

The International School 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 is registered in its respective country under the auspices and regulations of that country.

SCIS is operated on a not-for-profit basis within this context, and is governed by the Directors of the International School Foundation. There are no investors or share holders, and as such revenue generated by the schools is used to improve programs and fund new buildings and facilities. As the schools become more established and as debt is repaid, contingency funds will also be developed to provide for financing when the school has sudden, unanticipated needs.

SCIS undergoes an annual audit, which is required by the Chinese Finance and Education Departments. This audit and the finances in general are also reviewed by the school's two accrediting agencies, the Western Association of Schools and Colleges, and the National Council on Curriculum and Textbooks.

## **SCIS GOVERNANCE**

SCIS-HIS is overseen by members of a Board of Directors appointed according to the bylaws of the school's Articles of Association. The self-perpetuating, "corporate governance" model used at SCIS and the other ISF schools has been supported for many years by the European Council of International Schools in the United Kingdom and by International Schools Services in the United States, and is the one endorsed by the National Association of Independent Schools.

NAIS is the largest organization for independent schools --defined as schools that are "not under government control"--in the United States. In its statement on governance, NAIS reviews the other models, details the problems with an annually shifting, parent-elected board (especially for international schools with their more transient populations), and then says this:

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

## **MISSION STATEMENT**

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

## **PHILOSOPHY**

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

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

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

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

## CURRICULUM—A BRIEF OVERVIEW

The curriculum at SCIS has been devised by teachers at this school, for this school – its students, its internationalism, and its Chinese setting. The academic program is based predominantly on the U.S. system but is enhanced by the latest curriculum materials, resources and teaching practices from Australia, the United Kingdom, New Zealand, Canada, the U.S. and international school bodies.

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

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

### The Taught Curriculum

To achieve our mission SCIS provides rigorous learning opportunities in the following areas. In the Lower School, most subjects are taught by the homeroom teacher, except those marked (\*) which are sometimes taught by specialists.

- English (referred to hereafter as Language Arts)
- Mathematics
- Science
- Social Studies
- Mandarin Language and Culture \*
- Physical Education\*
- Computer Education
- The Arts
  - Music\*
  - Visual Arts\* (Grades 3-5 only)

### *SUBJECT DESCRIPTIONS*

The following paragraphs provide brief descriptions of subjects offered at SCIS. More detailed information can be found on our website <http://www.scis-his.org/curriculum/>

#### Language Arts

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

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

At the earliest grades, teachers model reading and help students acquire reading skills and

attitudes through phonics and whole language experiences with a strong emphasis on comprehension. In reading for the lower school the focus is on the Fountas & Pinnell Reading System, which incorporates the PM Reading Programme, and a variety of children's fiction and nonfiction literature texts. By the time students enter higher grades, they are engaging in novel studies and extensive research reading.

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

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

### Mathematics

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

### Social Studies

The SCIS Social Studies course helps students develop knowledge, skills, and attitudes which will enhance their sense of personal and social identity and enable them to participate effectively in maintaining or improving the quality of their society and their environment.

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

### Science

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

At every grade level developmentally appropriate topics from each strand of Science are covered in a progressive manner. The course features the use of science equipment with hands-on activities, research, field trips, and lab work, guest speakers, audiovisual materials,



and computer use to promote scientific learning.

### Modern Languages

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

### Music

In an international school setting, Music can serve as a window on other cultures. It also offers a channel for self-expression, which is not dependent on English language proficiency. At SCIS, a music specialist teacher offers students at all grade levels a rich Music program, which seeks to foster in students an appreciation of musical concepts and traditions. The Music curriculum uses the cultural diversity of SCIS as a springboard for studying different musical styles and forms, past and present, including those of our host country. A range of musical resources enhances the learning activities at all levels of instruction.

### Visual Arts

In Grade 2 Visual Arts is integrated into the regular classroom curriculum and is taught by the classroom teacher. Students in Grade 3 through Grade 5 receive specialized instruction from an art teacher.

Art activities may be related to topics being covered in other disciplines, made as a response to a specific experience, or inspired by a particular style, technique, or culture. Students are given opportunities to use a range of processes and media, and also study the techniques and style of famous artists. In addition, students are encouraged to develop an appreciation of Art from different periods and cultural heritages.

### Physical Education

The SCIS Physical Education program offers all students opportunities to improve their physical fitness, well-being, and motor skills. For this purpose, the SCIS Hongqiao campus is equipped with two gyms, a hardtop area, an indoor swimming pool, and field. Additionally there is an outdoor area with play equipment designed for motor skill development.

Students engage in, fitness, and sport games, gymnastics, aerobics, and group problem-solving activities. At the lower grades a particular emphasis is placed on the development of fine and gross motor co-ordination.

Students in grades 3 through 5 are expected to wear a PE uniform during PE class.

### Computer Education

Technology is an integrated part of the curriculum. Computer Studies are pursued under the guidance of the classroom teachers who are supported by a Tech Integration Specialist. With both computer labs and sets of computers for classroom use, all students have regular hands-on opportunities.

At all levels students become familiar with the components and workings of a personal computer and the importance of computers in our daily lives. Students learn proper operational and safety procedures, as well as new terminology related to computers. Generally, the school follows the expectations and standards that are published by the International Society for Technology Education.

### Health Studies and Personal Development

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

### Library

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

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

### English as a Second or Other Language (ESOL)

SCIS provides support within the school day to students for whom English is not the first language. Special ESOL class time is provided and in some cases the ESOL teachers also work with the students within the regular classroom.

At the beginning levels, the ESOL program concentrates on equipping students with the vocabulary and structures for meeting immediate school needs and assisting in the settling process. Intensive handwriting and phonics lessons are included for students who have not previously used the Roman Script.

As students gain confidence, they move onto broader themes designed to develop speaking, listening, reading, and writing skills to a level that will enable them to participate effectively in all regular classroom lessons especially Language Arts.

New students identified with limited English proficiency, students transferring from non-English speaking schools, or new students who are referred by the classroom teacher will be assessed an additional language fee through the Admissions Office.

### Support Programs

SCIS accepts students who are capable of success in its academic program without the support of a special learning disabilities program. Students with mild learning differences who are deemed capable of meeting the demands of the program with the help and support of the regular classroom teachers can be admitted on a probationary basis. Occasionally, external diagnostic testing may be recommended or in some cases required, after the student has proceeded through the referral process, to ensure that the teachers have adequate information with which to prepare effective lessons that meet the academic needs of the child.

### *Academic/Behavioral Referral Process*

Students identified by the classroom teacher as having learning, behavioral and/or social emotional concerns are referred to the Academic Support Team. The goal of the team is to provide support to the child through identification and implementation of researched based interventions.

#### Step 1

Classroom Interventions – The teacher identifies the student and notifies the parents about the concerns. (If the concerns are behavioral and social emotional the school counselor is notified. If the student requires Occupational Therapy, Physical Therapy or Speech and Language support the parents are referred to an outside agency in the community.)

#### Step 2

Grade Level Interventions – The teacher meets informally with their grade level to discuss concerns, share strategies, and elicit new ideas.

#### Step 3

Teacher Support Team – This team provides additional strategies to teachers when the ones recommended at grade level have been unsuccessful. The team is made up of experienced teachers with representatives from each grade level. The referring teacher meets with this team to share strategies and generate new ideas.

#### Step 4

Student Support Team – This team is made up of the classroom teacher, parent, counselor and school administration. The team reviews work samples, anecdotal notes and assessment data from the student before making a formal recommendation for diagnostic testing or retention.

Students identified through diagnostic testing, as having a specific learning and/or behavioral disability, which is beyond the scope of the school's professional and material resources, may not be eligible to attend Shanghai Community International School.

### Activities Program

In addition to the academic program, SCIS also runs a comprehensive Activities Program for all students in Grades 2-5. The activities offered have included various sports, arts and crafts, drama, cooking, yearbook, stamp collecting, science fun, strategic games and more.

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

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

- We expect students to respect their teachers and the Chinese staff.
- 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 tolerate and appreciate people from other races, creeds, and backgrounds.
- We expect students to work and play together harmoniously, to help others, and to show good sportsmanship in games.
- We expect students to show care for the property, building, and flora of the school, and to exercise responsibility appropriate to their age.
- We expect students to be honest.

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

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

## **VALUES**

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

# PROCEDURES AND SYSTEMS

## ADMISSIONS

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

SCIS will admit age-appropriate students who are capable of success in its academic program without the support of a special learning disabilities program. Students with mild learning differences who are deemed capable of meeting the demands of the program with the help and support of the regular classroom teachers can be admitted on a probationary basis. Occasionally external diagnostic testing may be recommended or required at parent expense, to insure that the teachers have adequate information with which to prepare effective teaching strategies for these children.

Students with school records that indicate need for excessive teacher support or attention, including discipline, may be denied admission.

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

## AIR QUALITY

Guidelines for Managing Student's Exposure to Outdoor Air Pollution

### Monitoring Ozone Levels:

The SCIS-HIS system offices are responsible for monitoring and disseminating to the schools the air pollution information/forecast. This information will be gathered daily from the US consulate and Chinese government monitoring centers and, when there is elevated air pollution, disseminated to each school administrative office. In addition, information from the media, the Shanghai and Hangzhou 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).

### Reducing Student Exposure:

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. On Orange Days, the school will be aware and monitor for individual symptoms. Students with a history of reactions to ozone exposure (often 24 hours after exposure) will be encouraged to minimize their exposure, via reduced exertion and/or duration.

On Red Days, the school will limit exposure for all students from heavy exertion levels (this includes sports that require high intensity workouts for long periods: basketball, soccer, running). Potential solutions to limit exposure include (but are not limited to):

1. Having practice/games inside
2. Having practice/games early in the day before ozone levels rise
3. Rotating players often and having breaks
4. Lowering exertion during practice (examples include skill building versus endurance training)

If the pollution indexes reach Purple levels, the school will limit outdoor exposure to low exertion activities.

If the pollution indexes reach Brown levels, all activities for all students requiring physical exertion will be limited.

### **ATTENDANCE AND ABSENCES**

Students are expected, except in the case of illness or injury, to be in attendance for the full school day each day that school is in session. If a child is to be absent, please email your child's teacher. Students returning to school after an absence of more than two days may be asked to bring a doctor's note stating any concerns of which the school should be made aware.

### **ARRIVING LATE AND LEAVING EARLY**

All students arriving after 8:30 should report to the Lower School office and have their name removed from the absentee list. Students are not allowed to leave campus before the end of the school day without permission from the Lower School Office. Parents who know that their child will have to leave school before the end of the school day should send a note to their child's teacher in advance. In an unplanned situation, parents should report to the Lower School office to gain assistance from the school staff for dismissal of their child. Children who are being collected during the school day must sign their children out with the school secretaries before they leave the campus.

### **ASSEMBLIES AND CELEBRATIONS**

Parents are welcome to all assemblies and school celebrations although priority seating is given to students. During assemblies we would like students to follow these behavior expectations:

- enter and exit the theater quietly and sit with their class.
- sit on their chairs and keep their hands and feet to themselves.
- be respectful of the students on stage. This means listening to announcements, songs and presentations.
- applaud (clap) rather than cheering or yelling.
- applaud at the end of announcements, songs, and presentations and not during them.

### **BIRTHDAYS AND CLASSROOM CELEBRATIONS**

Classroom celebrations, although fun for students, can distract a great deal from the academic program, and take undue time away from the main mission of the school. Classroom teachers are asked to plan no more than a total of three class parties per school year and to structure

them around educationally relevant themes.

Birthday celebrations may be held in addition to classroom parties, but for the same reason class parties are restricted. Teachers are asked to contain birthday celebrations to no more than 20 minutes and in conjunction with the snack period, lunch period, or the end of the school day. Parents are asked to keep celebrations simple and to first clear all plans with the classroom teacher in advance. Teachers will recognize student birthdays as appropriate for the age in question.

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

## **BUS TRANSPORTATION**

Shanghai Community International Schools provides a 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.

### Registration

A bus service registration form should be given to the Transportation Office at least one week before the desired commencement of service although a longer period of time may be required at the beginning of the school year. This time frame also applies if you change your address during the year. 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.

The Transportation Office can be contacted via email at [transportationhq@scischina.org](mailto:transportationhq@scischina.org). In order to facilitate a timely transportation service, it is important that your child is at the designated pick-up point at the designated time. The driver will not wait after the scheduled pickup time as the driver has been instructed to leave on schedule so that the others on the route are not late to school. If your bus is often late or very early, please report this to the Transportation Office so that the driver can be reminded to move along to the next house on schedule. Please also check with the Transportation Office if there is any doubt about your pick-up time.

### Play Dates and Changes to Regular Transportation Arrangements

At times children may wish to ride home on their friend's bus for a play date. In such instances, parents must notify the Transportation Office and their child's classroom teacher a day in advance of such an arrangement taking place. Any such request is contingent upon the availability of space and confirmation from the Transportation Office. Students will not be allowed to board a bus that is already fully loaded. While the school has a protocol in place for a safe and orderly dismissal we expect that students are capable of moving to the correct departure point with little support from their teachers. Students should arrive at school each day knowing how they will be going home.

### School Transportation Behavioral Guidelines

SCIS offers a bus service as an option for those who desire transport to and from school. Parents are asked to review the safety rules governing the bus service before their child starts their first day of school. Students who do not adhere to these rules are subject to the consequences below or suspension from the bus if the behavior is deemed severe enough by school administration.

Misconduct on the bus is reported to the school's Transportation Coordinator who refers the matter to school administration. In severe instances the parents may be notified immediately and the student suspended from the bus.

Should your child have concerns about their experience on the bus, they should talk to their classroom teacher so that the matter can be addressed. Where necessary, school administrators may become involved to resolve problems or conflicts.

### Bus Safety Rules

- 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.
- Do not eat or drink on the bus.
- 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 / cassette, or via your own device UNLESS it is a personal iPod - type appliance which will not bother others
- Windows stay closed at all times (unless there is a breakdown or the AC is not working)
- No purchase from or communication of any kind with street vendors or other pedestrians is allowed.
- Keep the bus clean. Remove all rubbish from the area where you were seated and throw it in the bin at the front of the bus.
- In order to minimize distraction to the driver, students are requested to leave the front seats vacant unless there is no other seat available in the rear. If no space is available, only older children can sit in the front, as they are less likely to distract the driver. 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 van breaks down, students should listen for instruction from the driver or monitor. If you are told to leave the van, stay together with the other students as far from the road as possible until a service vehicle and another van arrives.

### Consequences:

First Violation:

- discussion with classroom teacher

Second Violation:

- warning
- bus rules are reviewed with the student



- behavior is documented
- parents are notified about the incident

Third Violation:

- second Warning
- loss of privileges (e.g. recess, free time, etc.)
- student meeting with the Vice Principal or Principal
- parents are notified about the incident
- a copy of the bus rules are sent home for the parents to review with their child

Fourth Violation:

- one week suspension from the bus
- a conference is scheduled with the student and his/ her parents

Fifth Violation:

- behavior is documented on the referral form
- expulsion from the bus until further notice

**CAFÉ**

The school operates a café primarily for the convenience of parents and Upper School students. Lower School students are not permitted to purchase food or drink from the café unless accompanied by a parent or guardian.

**CHEWING GUM**

Chewing gum is not allowed on campus.

**CHANGE OF CONTACT INFORMATION**

We use email as a primary means of communication so please make sure we have the correct address on file in the Lower School office. It is also essential that the school have accurate phone numbers, emergency contact information, parent email addresses, and up-to-date medical information for all children. Please advise the Lower School Office of any change of address as soon as you can. This can be done by emailing a Lower School secretary. Their emails are [adai@scischina.org](mailto:adai@scischina.org) and [kwang@scischina.org](mailto:kwang@scischina.org).

**CLASS LISTS AND PARENT CONTACT INFORMATION**

Class lists will be sent to parents at the end of the first week of school. Teachers and office staff have been asked not to share personal contact details with families. However, it is possible to access the email addresses of the parents of children in your child's class after logging into PowerSchool.

**CLASSROOM TEACHER PLACEMENT**

The school administration draws on the belief that having the opportunity to experience various class combinations of peers and various types of teacher personalities supports a child's social, emotional and independent development. The Lower School Principal is responsible for teacher placements and in doing so makes a conscious effort to balance classes taking into account a range of factors such as gender, academic ability, English language proficiency, and cultural backgrounds. While parent concerns regarding their child may be

taken into account when making placements no guarantees of a specific teacher or type of teacher will be made.

Given the nature of our school it is extremely difficult to grant requests to change teachers. Should parents have concerns regarding their child's teacher, they should address them clearly and specifically to the teacher concerned. Should the teacher be unresponsive to concerns, parents may request assistance from the Principal to mediate the situation.

### **COMMUNICATION BETWEEN HOME AND SCHOOL**

A child's school life is greatly enriched by a family that is well informed and active in school life. SCIS welcomes parent involvement and encourages close ties between parents and school.

Parents will receive the Lower School bulletin on the first day of each week. This is a short bulletin authored by the Principal, which is used to inform parents of pertinent information and upcoming events. It can also be accessed on the school's web portal at:

<https://hq.scis-his.net/lb/bulletin>

Classroom teachers are expected to communicate with parents on a weekly basis using the school's web portal. Each teacher has their own page and will post news, photos and details about upcoming events in the classroom. This form of communication may also be supplemented by regular emails.

Parent/ teacher conferences are not limited to prescheduled events. If you have any questions concerning your child's schoolwork or other school matters, please make an appointment with your child's teacher at any time during the school year.

At times parents may wish to communicate with teachers and/ or administrators with complaints or concerns. Parents are asked to approach teachers directly with questions about homework, classroom management or other classroom related details. Parents who contact the Lower School Office or an administrator will be referred to the teacher before an administrator will hear a complaint. When a parent refuses to meet with a teacher, the teacher will be informed. Please note that there will be no "anonymous" complaints.

### **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 as each other.
- When disciplining students, there will be no yelling, degrading, or demoralizing a student and that a student's 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 do so will face consequences. Our expectation in this area will be to maintain only positive interactions at all levels.
- 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.
- 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 students' desks, coats, backpacks or any space that is of a personal nature. In turn, it also means that students must respect the teacher's personal space as well.

## **DISCIPLINE PROCESS**

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

We expect that teachers will try a variety of progressive interventions and consequences before they involve a principal in their discipline process. Warnings, time outs, withholding of privileges (such as recess), and contacting parents are all examples of interventions that a teacher might try before involving a principal. If after these attempts have been tried the student is still having difficulties making good behavioral choices the involvement of a principal for discipline may be necessary. The following procedure will be used as a guideline and reflects the general spirit of discipline philosophy at SCIS but individual cases may not entail each step.

### 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

The reason we expect this is . . .

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

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

## Step 3: Assigning of Consequences

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

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

First Time: Warning and clarification of expectations

Second Time: Withdraw privileges

Third Time: Withdraw more privileges and contact parents

Fourth Time: Possible in-school suspension

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 an administrator and parent will be notified immediately and early stage consequences may be skipped.

All interventions for discipline by the Vice Principal or Principal will be documented in the Lower School office for future reference. Teachers are encouraged to also document any interventions with students.

## **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.

Students from Grade 2 through Grade 5 wear navy blue trousers, shorts, or skirts and a light blue polo shirt (short or long sleeved) with the SCIS book logo and acronym. A navy cardigan, sweater or fleece with the SCIS logo and initials can be worn in the cooler weather.

All students wear laced shoes or sturdy sandals. Athletic shoes or sneakers are acceptable. "Flip-flops", "thong" sandals, or other beach-type footwear are not appropriate for school. Caps or hats in the classroom are also inappropriate. It is preferred that winter outerwear be navy blue, grey or tan in color, and these garments should be removed when indoors.

All students are expected to be well groomed and appropriately dressed at school or during school-related functions off campus. Immodest or distracting attire is inappropriate in our multi-cultural setting, and this can extend to haircuts, jewelry, makeup, or other aspects of personal appearance.

Students in grades two through five are expected to wear a PE uniform for PE classes. There are occasionally "Spirit Days" on which students are not required to wear the school uniform. These usually occur once a month, and are often coordinated by the Student Council

and will be announced by the school administration. On those days, students are expected to wear shirts with sleeves (no tank top or halter top shirts) and must look neat and presentable. Students will normally wear the school uniform for field trips, unless otherwise indicated on the permission form.

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

### **FIELD TRIPS**

Any SCIS sponsored excursion off our campus with students is considered a field trip. Field trips are an important part of our school program. Field trips are planned to provide learning opportunities that are significantly enhanced by an off campus venue, including exposure to the culture and geography of this country.

**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 help support these trips by paying entry fees, or other related costs. All field trips should be tied to curricular and grade level goals.

**PARTICIPATION:** All class/grade members are expected to participate in field trips.

**PERMISSION FORMS:** Details of the trip and its connection to the curriculum 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.

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

### **FIRE DRILL AND EVACUATION PROCEDURES**

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

### **GATE ENTRANCE AND EXIT PROCEDURES**

Private cars using any SCIS campus entrance are requested to drive slowly and carefully on our entrance street and approaches. All visitors should note that entrance guards there are instructed to stop each person entering the campus to ascertain the nature of their business on the campus. If a person can present documentation issued by SCIS, they will be allowed to enter without being stopped. Guards will ask all other visitors to campus to register and wear a visitors badge before being escorted to one of the school offices. We ask that parents and

visitors approaching our entrance gates treat the guards courteously and respectfully. Noncustodial individuals and students not enrolled at SCIS need administrative approval before visiting students, teachers and/ or classrooms. All visitors are required to sign the visitor's book in the Lower School office before entering the school. Lower School students must sign out at the Lower School office if departing the campus with a guardian prior to 3:30pm. A yellow exit card will be given to the child at this time. This card will need to be handed to the guards in order to exit the school.

### **GRADE LEVEL PLACEMENT**

Upon enrollment students are placed in a grade by our Admissions Department based upon their previous academic history and their chronological age. For younger grades, greater emphasis is placed upon age. In some cases, students will be considered for placement ahead of their chronological peers if they have had previous academic history, which justifies such placement. After a period of teacher assessment this placement may be reviewed. In such an instance, the Principal will make the final decision on grade level placement based on the findings of the review, which will include discussions with teachers and parents.

### **GUARDIANSHIP**

If you leave Shanghai temporarily and leave your child in the care of someone else, it is required that you notify your child's teacher and the Lower School office. A Guardianship Form may be downloaded from <https://hq.scis-his.net/ls/forms>

### **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 is 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 head lice are detected the hair should be treated with shampoo products designed for treatment of head lice.

When head lice is detected in the classroom the nurse sends out a notice informing parents and checks students' hair. All students in the same classroom and who ride the same bus will be checked.

### **HOMEWORK**

It is our belief that meaningful homework, assigned in a regular and consistent manner enhances students' learning. Homework helps establish patterns of study, builds responsibility, and allows for students to learn how to manage their time. While homework is a student's responsibility, it also helps parents learn more about what their child is doing in school.

At SCIS, homework may be used to:

- reinforce class lessons
- gain mastery of material and skills already taught
- as an outcome of a child's experience or activities which aid in developing independent study habits

As homework is intended to be an extension of work taught and begun at school, students should be able to complete it independently. However, should a student not understand what is

expected or is unable to perform some of the work required, please return the homework to school unfinished with a note indicating the source of difficulty.

We also recognize the importance of family time without the pressure of homework. Because of this, we do not regularly assign homework over weekends. However, there may be times when absences from school or long-term projects require weekend work. Further, when family activities during the week prevent students from completing homework we ask that you notify your child's teacher in writing so that students are not penalized for incomplete homework.

Parents may expect an explanation of specific homework procedures from their child's teacher during the first few weeks of school. These will help clarify the benefits certain out-of-class assignments provide and the parent support needed. Parents will be notified at the start of long-range assignments so help can be given in budgeting time.

SCIS does not assign computer-generated homework such as online mathematics, reading and spelling activities. Teachers may however recommend such resources that may be utilized by parents to support their child's growth.

Maximum time guidelines for homework four nights a week (Monday – Thursday) are:

Grade 2	30 minutes per night
Grade 3	40 minutes per night
Grade 4	50 minutes per night
Grade 5	60 minutes per night

We wish to foster a love of independent reading for pleasure and require our students to read in addition to their daily homework.

Our Mandarin and ESOL departments may also assign homework, which may consist of reading, writing, practice in speaking and response, and cultural activities. In addition to the time guidelines above, Mandarin or ESOL homework may require approximately:

ESOL	10 minutes per night
Mandarin (Novice level)	10 minutes per night
Mandarin (Intermediate)	15 minutes per night
Mandarin (Experienced)	20-30 minutes per night

If a child requires more than the suggested maximum time to complete homework on a regular basis please discuss this with the teacher as soon as possible. This may require modification of the homework requirements or attention to the child's work and study habits.

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

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

Teachers are not expected to create extensive individual programs. However, for students who miss school for long periods due to illness or other approved reasons we can provide some support to help the child continue in the program successfully upon their return. Similarly,

teachers will make recommendations for summer reading, daily journal writing, and other such activities, which will keep a child reading and writing during long vacations such as the summer holiday. However, teachers will not set detailed, day-to-day assignments for these extended absences. Similarly, there is a school policy prohibiting the loan of textbooks over the summer.

### **HOURS of OPERATION**

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

### **LIBRARY**

Classes from grade 2 through grade 5 will have regularly scheduled library visitation times. Students will use their library time for research on class projects or browsing, checking out books and reading. The librarian will conduct regular lessons on the use of the library, and introduce books and resources to the students.

### **LOST AND FOUND**

Lost and found items are stored in the basement of the Upper School building where they are put on display and may be collected. We strongly encourage parents to have their child's clothing and personal items labeled with name and grade where practical as this allows us to return lost items directly to the student. The school will eventually donate unclaimed items to a charity group, which supports local schools and students with special needs.

### **LUNCH**

Lunch is included in the tuition for all Lower School students. Students will be supervised while at lunch. At least one teacher on duty will assist children in moving through the line. Students are expected to limit out-of-seat movement to those tasks associated with getting food and cleaning up. All students are responsible for not only cleaning up their own area but also to politely remind others to do the same. Students are expected to use manners that are appropriate for their age level. Things such as playing with their food, touching other students' food or making inappropriate comments about other students' food are not allowed.

Should you have any questions regarding the lunch service, please direct them to the cafeteria manager ([cafeteria@scischina.org](mailto:cafeteria@scischina.org)).

### **MEDICATION**

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

### **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.



PAFAs goals are

- To encourage parent and community involvement
- To help coordinate programs outside of the provided curriculum in which volunteer parents provide assistance to the teachers and the school
- To encourage participation by all without discrimination
- To work collaboratively with school leadership including administrators, teachers and staff
- To 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-HIS, the legally registered enterprise under which by Chinese law any funds must be designated. Therefore, the SCIS-HIS administration holds responsibility to audit all revenues and expenditures of PAFA and include these figures in its annual government audit.

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

### **PARENT CODE OF CONDUCT**

SCIS 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 their 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;

- 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 or social network messages;

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.

### **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. Students may temporarily store books and other items on the shelves in classrooms or in cubbies, but are encouraged to take these items home at the end of each day. While we understand that some students may bring mobile phones to school for safety reasons, they are not to be turned on during the school day. The school and its teachers take no responsibility for lost or stolen personal belongings.

### **PROGRESS REPORTS AND RECORDS**

SCIS Progress Reports are issued four times a year to SCIS students. Parent – Teacher conferences take place in the first semester and Student-led conferences take place in the second semester.

### **RETENTION**

In some cases there may be a need to retain students at a grade level for the next school year. School administrators are fully cognizant of the various social and psychological ramifications of retention, and this recommendation will only be made when they feel it is in the best overall academic and social interests of the child. In some cases, this is a recommendation only, and parents will make a decision after meeting with a Student Support Team who will advise on the situation.

### **SICKNESS, ACCIDENTS AND MEDICAL EMERGENCIES**

Students who are ill should not be sent to school, as they pose a health risk to other students. If a child comes to school sick, the nurse will telephone the parents and request that the child be picked up and taken home. Children who have been absent due to illness for an extended period of time may be required to bring a doctor's note to school with them when they return, and submit the note to the nurse.

For minor accidents, bumps and bruises, the nurse will treat the student if need be and he or she will return to class. Depending upon the nature of the incident, the nurse may contact the child's parents. Should a child be physically ill, have a fever (over 37.2 degrees Celsius) or suffer a potentially serious injury such as a significant bump to the head, parents will be contacted and are expected to come and pick up their child. If the parent cannot be contacted, the student's emergency contact will be notified.

In the case of serious accidents on the school premises in which a child needs to be taken to the hospital, he or she will be taken by school transport unless inadvisable due to neck or back injury, to the nearest location where he or she can receive expatriate level care. The nurse's office will notify the parents and instruct them to proceed to the location where the child is being transported. A representative from the school will accompany the child, and remain with him or her until a parent or guardian arrives to take responsibility. When the parent arrives, the school representative will depart after explaining all relevant circumstances.

We expect that all students enrolled at SCIS have current medical insurance that covers them for treatment in Shanghai and 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.

### **STANDARDIZED TESTING**

The SCIS Lower School utilizes the Northwest Evaluation Association standardized tests. Standardized tests are given at least twice per year. These tests are norm referenced against North American standards and provide feedback to the individual student and the school as a whole.

### **STUDENT COUNCIL**

SCIS has a Student Council to provide an organization through which positive student leadership can become an influence on the development of the Shanghai Community International School Hongqiao Campus.

### **TELEPHONE**

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

### **TEXTBOOKS AND SCHOOL MATERIALS**

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

### **TUITION FEES**

Tuition fees pay for all the operating and capital costs of the school including teacher salaries and benefits, books and materials, computers and software, utilities, building, and operating expenses. School fees include the distribution of one set of uniforms, daily school lunch, and bus service as outlined in school policy. An ESOL placement fee is assigned to students identified as requiring English language support. This fee is a one-time non-refundable fee. All fees must be paid prior to a student's starting school. The school requires that school fees payments be made in RMB, though US dollars will also be accepted. Students who leave during or at the end of the first semester are entitled to a refund of the second semester of the annual tuition. Students, who leave during the course of the second semester, will not receive a tuition refund.

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

## **TUTORING**

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

SCIS teachers are not available for tutoring because of 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.

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

SCIS does not accept supervision responsibility or liability for visitations by student-aged visitors who are not enrolled at the school. On rare occasions the Admissions Department may set up a visit by student candidates to see if they are suited for the SCIS school environment.

Should SCIS alumni wish to visit the campus, they may do so under the supervision of their parents for a short period of time. Such visits are best planned during recess or lunch breaks so that instructional time is not impeded upon.

## **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.

Teachers will confiscate any items that fit the above description and return them after contacting the child's parents.

## **WITHDRAWAL FROM SCIS**

The parents of students leaving SCIS should inform their classroom teacher and the registrar 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 or additional 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 students at the time of withdrawal.