



Upper School
Parent-Student Handbook
2017- 2018





PRINCIPAL'S MESSAGE

I am very pleased to be writing to you as the Principal of the Upper School at SCIS.

This handbook is designed to inform our students and their parents about the many opportunities, resources and services that are available at SCIS. It also provides clear, written guidelines that explain how we operate and how we maintain our focus on learning. It is important that our students are aware of the policies and expectations that are outlined in this handbook.

These 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, we will make every effort to communicate these changes to the school community in a timely manner.

I look forward to the 2017-18 school year in the SCIS-Hongqiao Upper School, and I hope that this handbook provides much of the information that students and parents will need to ensure a productive year of learning.

Best,

Barclay Lelievre
Upper School Principal

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Section I: 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.

1.3 Accreditation and Authorization

SCIS Hongqiao is an International Baccalaureate (IB) World School, authorized to offer the Diploma Programme (DP), Middle Years Programme (MYP) and the Primary Years Programme (PYP).

SCIS is fully accredited by the Western Association of Schools and Colleges (WASC). SCIS was the first international school in Shanghai to be accredited by the National Council on Curriculum and Textbooks and 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.

1.5 Beliefs

We believe in:

- an atmosphere of open inquiry, tempered with a sense of order and consideration for others.
- appreciating diversity, and the opportunity to learn from the multitude of cultural backgrounds represented at international schools such as ours.
- the individual nature of each student, and value a community in which individuals can learn together harmoniously.
- the opportunity to stimulate the love of learning, which we believe is in every child.
- creative and inventive thinking, and the ability to approach problems from different angles.
- 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.
- the human relationships, which constitute our community, and we foster learning: relationships between teachers and students, amongst students, between teachers and parents, and between parents and their children.
- parents' concern for, involvement in, and contribution to the life of the school. We value the development of integrity in each of our students.

1.6 Governance

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

1.7 Financial Status

i. International School Foundation

SCIS is affiliated with the International School Foundation. ISF is domiciled in Lansing, Michigan, and is directed by Larry Balli, Kristy Dewi, and Michael Dougherty. The directors receive compensation from the schools in accordance with respective Articles of Association at each school, and within limits set by the respective governments for not for profit schools in each country. Schools established under ISF direction include the American International School of Cape Town, Hangzhou International School, the International School of Perth (now managed by the Chevron Corporation), North Jakarta International School, and Shanghai Community International School. The International Schools Foundation has been vetted and accorded 501-c3 status (not for profit) by the Internal Revenue Service of the United States.

ii. Not-for-Profit Status

At its establishment in 1996, the Chinese government classified SCIS as a "Foreign Invested Enterprise". In 2008, the government invited ten international schools, including SCIS, who had attained accreditation from China's National Council for Curriculum and Textbooks (NCCT) to apply for the newly-established not for profit classification. In early 2009, the Shanghai Education Commission issued to SCIS a license confirming its status as a not for profit school. SCIS has been operating since that time under regulations, similar to those in other countries, which govern not for profit school operations in China.



Section 2.1 Student Life

2.1.1 School Hours

On normal school days, campuses are “open” from 6am to 6pm. Members of the school community and visitors are free to enter and exit when school is open. On weekends, the campus is open only to teachers unless an event or activity has been planned.

The school day for students starts at 8.00am and ends at 3.00pm. Students are expected to arrive to school between 7.30am - 8.00am so that they are prepared to begin classes promptly at 8.00am. Buses leave school at approximately 3.15pm and the libraries close at 4.30pm. After school, students should be in a library, the café, or other open common areas unless they are under the direct supervision of a teacher, coach or parent activity coordinator.

The school administrative office hours are Monday to Friday, 7.45am to 4.30pm.

2.1.2 Timetables

Timetables are provided to teachers and students at the beginning of the year. They can be found on ManageBac. All students are on an 8-day cascading cycle.

MYP 1-3 (Grades 6-8)	
Block 1	8.00 - 9.20
Break	9.20 - 9.40
Block 2	9.40 - 11.00
Block 3	11.05 - 12.25
Lunch:	12.25 - 1.05
Dragon Time	1.05 - 1.35
Block 4	1.40 - 3.00

MYP 4-5 (Grades 9-10)	
Block 1	8.00 - 9.20
Break	9.20 - 9.40
Block 2	9.40 - 11.00
Block 3	11.05 - 12.25
Dragon Time	12.30 - 1.00
Lunch	1.00 - 1.40
Block 4	1.40 - 3.00

DP 1-2 (Grades 11-12)	
Block 1	8.00 - 9.20
Break	9.20 - 9.40
Block 2	9.40 - 11.00
Block 3	11.05 - 12.25
Hyperblock	12.25 - 1.05 (for Higher Level classes)
Lunch	1.05 - 1.40
Block 4	1.40 - 3.00

2.1.3 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.

The full calendar with holidays and important dates can be found on the school website.

2.1.4 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. During regular school hours, students cannot exit the campus without special permission.

2.1.5 Entering Campus

Members of the school community and visitors are free to enter and exit when school is open. Students in uniform enter freely; teachers, parents and administrators enter using their ID card (or sign in if they have forgotten their card), and parents and visitors sign in on entry. ID cards for SCIS parents and alumni are available by application. Alumni are granted access to visit the school campus after school hours, and by invitation or appointment during school hours. The school reserves the right to refuse entry to any person deemed a risk to the learning environment.

2.1.6 Exiting Campus During the School Day

Students are not allowed to leave campus before the end of the school day without permission from parents/guardians that has been confirmed by the Upper School Office. Written/emailed permission sent in advance to the Upper School secretaries is preferred; confirmation by telephone will be required if no advance information is provided.

From semester two of Grade 11, students in good standing may be offered Off Campus Privilege (OCamP). This allows a student to exit the campus after they have completed all classes for the day and have no further commitments on campus. Parents may request for their child to not be offered this privilege and the good standing status of the students is monitored by the Vice Principal (Academic).

Students must sign out at the Upper School Office if departing the campus prior to 3.00pm (including students with OCamP). A permission slip will be given to the student at this time. This slip will need to be handed to the guards in order to exit the school.

2.1.7 Visitation by Non-Enrolled Students

Non-enrolled students, especially alumni, are welcome to visit our campus. All visits must be pre-arranged and approved through the Upper School Office at least 24 hours in advance. Visitations will only be permitted during break and lunch times.

2.1.8 Parking on Campus

There is no parking on campus except for school-owned vehicles.

Bicycle and scooter parking is available on campus. This parking area is locked during the school day. For traffic and safety reasons, bicycles and scooters must wait until all buses have left before being used to depart campus. Riders are expected to act in a courteous fashion and to follow the security guards' directions.



2.1.9 Bus Transportation

Please see the communication from the Transportation office regarding bus routes, changing bus routes or schedules, and behaviour requirements while on the bus.

2.1.10 Lunch

Lunch is included in the tuition for all students. Students are expected to behave in an orderly and respectful manner when accessing food. After eating, we ask that students take responsibility for their eating area and return their plates and trays to the designated area for waste and dish return.

The lunch menu is available at the following website:
<https://hq.scis-his.net/content/lunch-menu>

For students with special dietary needs, contact Briann Allain, our cafeteria supervisor:
briann_allain-cafeteria@scis-his.org



Students may bring their own lunches. Microwaves, plates, and cutlery are available.

2.1.11 After-School Activities and Athletics

In addition to the academic program, SCIS also runs a comprehensive activities program for all students in Grades 2-12. These activities allow students to explore their strengths outside of academia and provide opportunities for team building and leadership.

Please see the SCIS website for information on the SCIS activities and athletics program.

2.1.12 Lockers

Based on feedback from student surveys, not every student prefers to use a locker. As such, lockers will be assigned on a by-request basis. Lockers are school property and are furnished for student convenience. Students who sign up for a locker will receive instructions related to the locker combination. Lockers must be left in the same condition in which they were received. Students will be charged a fee for damaged or defaced lockers, or if a locker requires extra cleaning. The school is not responsible for missing items. The school reserves the right to inspect school lockers at the discretion of the school administration.

2.1.13 Textbooks & Supplies

Teachers gather learning materials from a variety of sources. When textbooks are issued as part of learning materials, it is the responsibility of the student to return the book in good condition (with allowances made for normal use). These resources are checked out in the student's name and if they are not returned (or if requested financial restitution is not provided), the student will not be issued any school records.

All other classroom materials (pens, pencils, notebooks, binders, etc.) need to be purchased by the student. Individual teachers will detail the materials required in the beginning of the year.

Section 2.2: Academic Matters

2.2.1 The SCIS Academic Program

The SCIS academic program is truly international, incorporating the latest materials, resources and teaching practices from Australia, Canada, New Zealand, the United Kingdom, and the United States. The curriculum standards at SCIS are chosen from a number of national systems and are delivered with the highest quality by teachers with the students, the school, its Chinese setting and intercultural awareness in mind.

2.2.2 The International Baccalaureate (IB) Learner Profile

An IB education is holistic in nature - it is concerned with the whole person.

Along with cognitive development, IB programmes and qualifications address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile.

The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply a commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them.

Through approaches to learning in IB programmes, student develop skills that have relevance across curriculum that help them "learn how to learn". The IB programmes extend IB approaches to learning (ATL) skills categories into ten developmentally appropriate clusters. The focus of approaches to learning is on helping students to develop the self knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of all subject groups and prepare them for success in any educational setting.

2.2.3 The IB Diploma Programme (IBDP)

SCIS offers a wide range of IBDP courses, designed to meet the needs of Grade 11 and 12 students. These two-year courses involve taking external examinations run by the International Baccalaureate in May of the final year of study. Success on these exams enhance post-secondary placement prospects and can translate into University/ College credit at some institutions. All Grade 11 and 12 students are encouraged to pursue a course of study that leads to the award of an IB Diploma.

While the majority of our students pursue a full diploma, SCIS recognizes that this may not be the best fit for every student. The diploma coordinator, in consultation with teachers, counsellors, parents and the student may recommend the pursuit of an IB Certificate or SCIS Diploma. It is important to note that an SCIS diploma or an IBDP Certificate – while not a full IB Diploma – is still a rigorous endeavor and is subject to most of the same benefits in terms of University/College recognition and placement.

For more information on the SCIS Diploma or the IBDP Certificate please contact the Diploma Coordinator, High School Counsellor or High School Principal.

The IB diploma program requires Grade 11 and 12 students to pursue subjects chosen from the following IB subject groups:

Group 1: (Language A):		English, Mandarin, Korean*
Group 2:	(Language B):	English, Mandarin, French, Spanish
	(Language Ab Initio):	Mandarin, Spanish, French
Group 3: (Individuals & Societies):		Psychology, Economics, Business and Management, History
Group 4: (Experimental Sciences):		Biology, Chemistry, Physics, ESS
Group 5: (Mathematics):		Math HL, Math SL, Math Studies
Group 6: (The Arts):		Theater, Visual Arts, Film, Music

*For information about other school supported, self-taught mother tongue languages, please contact the Diploma Coordinator

The above subjects are in most cases available at higher and standard level. An IB diploma student is obliged to select three of the subjects to study at higher level and three at the standard level.

Additionally, all students complete the Theory of Knowledge (TOK) course, complete an extended essay and complete the Creativity, Action and Service (CAS) program.

For more information on the IB diploma program, please consult www.ibo.org or the High School Course Description Book

2.2.4 The IB Middle Years Programme

Our challenging and creative programme helps students develop skills and understandings needed to meet the

demands of school while continuing to inspire a thirst for learning. The IB Middle Years Programme (MYP) provides an academic framework that encourages them to embrace and understand the connections between traditional subjects and the real world, and to become critical and reflective thinkers. This is complemented by abundant activities offerings and a strong emphasis on student wellbeing. Our programme consists of the following 8 subjects:

- MYP Language and Literature
- MYP Individuals and Societies
- MYP Mathematics
- MYP Science
- MYP Language Acquisition (French, Spanish, Mandarin, English)
- MYP Health and Physical Education
- MYP Arts (Music, Drama, Visual Arts, Media)
- MYP Design (Product and Digital)

2.2.5 English for Speakers of Other Languages (ESOL)

All SCIS students are encouraged to think, inquire and communicate at a high level in English.

SCIS embraces learner diversity; however, it only enrolls students whose educational needs can be met by the School. Therefore, upon admission, students must meet the English language requirements to insure academic success. SCIS will provide a variety of instructional strategies including, but not limited to, intensive instruction, in-class assistance, and program modifications.

All members of the SCIS community should provide reasonable support for development of appropriate abilities to communicate in English.

2.2.6 Dragon Time

To support the school mission in providing its students with opportunities to pursue personal excellence in a nurturing environment, the SCIS has created smaller communities within the Upper School.

For students in Grades 6 to 10, one 30 minute period each day is devoted to Dragon Time - a mix of pastoral care and educations, activities and events. The mission of the Dragon Time program is to develop the relationship, attitudes, and skills that contribute to a positive community.

Dragon Time activities include but are not limited to the following:

• Assemblies

Our Upper School community gathers for assemblies on a regular basis. The purpose of assemblies is to provide students with an opportunity to celebrate achievements, build community, and showcase learning. These assemblies are student-led.

• Extended Learning Time (ELT)

During extended learning time, students have an opportunity to meet with teachers, retake assessments, and work independently or in collaborative groups.

• Pastoral Lessons

Students participate in pastoral lessons focusing on life skills, building character, approaches to learning, issues surrounding the use technology, career planning and adolescence.

2.2.7 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. 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.

2.2.8 Home Learning

Learning and working at home can help establish patterns of study, build responsibility, and allow for students to learn how to manage their time. While home learning is a student's responsibility, it also helps parents learn more about what their child is doing in school.

At SCIS, home learning may be used to:

- reinforce class lessons
- gain mastery of material and skills already taught
- continue learning activities started during class time
- complete formative and summative assessment tasks

2.2.9 Home Learning Guidelines

We encourage parents to support their child's home learning. It can sometimes be a fine balance determining how much help is appropriate to give. We are happy to speak with you about this balance, and extend this to conversations about private tutors.

If a student requires more than the suggested time to complete learning at home on a regular basis, the student or parent should discuss this with the teacher as soon as possible. This will enable us to work together to ensure your child's success.

It is our belief that home learning should not be assigned over long holiday periods. Students may, however, need to continue to work on long-term projects such as the IBDP Extended Essay or the MYP Personal Project during holiday periods.

Students are encouraged to develop a system that best works for them to organize their approach to homework and assignments. This could range from using ManageBac or other electronic applications to the more traditional agenda/calendar method. Advisors will also work with students on strategies for being organized as part of Dragon Time.

All major formative and summative assessment tasks will be listed, with details of each task, on ManageBac and students should ensure that they are aware of requirements for each assessment piece.



Section 2.3: Learning Beyond the Classroom

2.3.1 China Trips

All upper school students (except grade 12) are expected to participate in the China Trips sometime late in the second semester of the academic year. These are approximately weeklong trips to various locations in China. In addition to enhancing students' understanding of culture and geography, this unique learning experience affords students an opportunity to develop more interpersonal and team-building skills that lead to greater self-reliance and independence. An important component of these trips is the opportunity to participate in community service projects.

School expectations will adhere to all students during China Trips. More information will be provided as the date approaches.

2.3.2 Service

Service is a core element of our IB programmes and our school. MYP students complete learning outcomes related to Service as Action and DP students complete learning outcomes and requirements relating to Creativity Action and Service (CAS). The SCIS service learning programme is a progressive model allowing students age-appropriate experiences and learning. Service brings opportunities to make connections between the curriculum and communities beyond the classroom.

Students are guided in their service experiences and learning by their teachers, advisors and the Service as Action/CAS coordinator. An important aspect of learning is reflection, students use ManageBac to reflect and learn from their service experiences.

2.3.3 Field Trips

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 our city, province and 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 may 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 each 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 indicated otherwise on the permission slip. SCIS expectations and understood codes of behavior are in effect on all field trips.

2.3.4 After-School Activities and Athletics

Co-curricular activities are an essential element of our Upper School program. These activities allow students to explore their strengths outside of academia and provide opportunities for team building and leadership.

Because SCIS believes strongly in the benefits of our activities program and organizations, all students in Grades 6-8 must be involved in one co-curricular activity per semester. These activities are not limited to those provided by the school.

Students are held accountable for their co-curricular participation by their advisory teacher.

School Sponsored Activities

SCIS provides ample opportunities for students to become involved in a dynamic school life through its activities program. The program offerings aim to challenge students to pursue their interests and to enrich academic learning.

The following list of clubs and sports teams is not comprehensive. Some activities vary from year-to-year depending on student demand. Co-curricular opportunities

for Upper School students are not limited to this list.

EXAMPLE SPORTS & ACTIVITIES		
Sports	Activities/Clubs	
Touch Rugby*	Chess	National Honor's Society
Soccer	MathCounts	Debate
Swimming	Environmental Club	Select Strings
Cross Country	Rock Climbing	Jazz Band
Floor hockey*	Skateboarding	Vocal Fire (Choir)
Basketball	Science Club	Dance Company
Badminton*	Art Club/Mosaics	Plays/Musicals
Volleyball	Student Council	Rock Band
Table Tennis*	Model United Nations (MUN)	Improv Club
Cheerleading	Global Issues	Outdoor Ed.
* Grade 6-8	Network	Cooking Club
	World Scholar Cup	Weight Room
	Interact Club	Ocean Nepal
	EMRT	
	Jelly Magazine	

*Students seeking to create a new club or activity at the Middle School level must submit a proposal to the school administration and have a teacher sponsor willing to supervise the group.

Section 2.4 Academic Communication and Reporting

2.4.1 ManageBac

Students and Parents in grades 6-12 are issued a Managebac account. In this platform, teachers will share resources, post assignment information, and communicate deadlines and expectations with students. This platform can be found at: <https://scis.managebac.com>.

2.4.2 Parent-Teacher Conferences

Parent-teacher conferences take place in the first semester. These conferences provide parents with an opportunity to discuss student performance with their respective child's teachers.

2.4.3 Student-Led Conferences

Student-led conferences take place in the second semester. These conferences are a time for students to self-reflect and discuss their learning with their parents. Students use a framework surrounding the Approaches to Learning (ATL) skills to direct these discussion.

2.4.4 Reports

Classroom teachers will clarify their grading and assessment procedures for students at the beginning of the school year.

The school year is divided into two semesters. A progress

report containing interim achievement and teacher comments will be available for viewing at the end of semester one. A final report with achievement and teacher comments will be available for viewing at the end of semester two.

All reports are electronic. Parents have the ability to print these at their convenience.

Official SCIS transcripts are available from the secondary office at any time.

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

2.4.5 IB Diploma Programme Exams IBDP Exams

The IBDP exams are scheduled for the first three weeks in May each year. IB Diploma Programme students will be excused from regular school from the first day of the exams until the day of graduation. IBDP examinations are not covered by normal tuition. Information regarding the overall cost of IBDP exams will be made available to families in the first semester of grade 12.

IBDP Grading and Testing

Students enrolled in IBDP classes will receive a grade on their transcript for an IB-denoted class.

SCIS considers the experience of taking the IBDP exam an integral part of the IB course of study. All students enrolled for an IBDP exam will be expected to take the exam at the end of the course.

IBDP Mock Exams

Mock exams for Grade 12 students are scheduled in February/March of the second semester, immediately prior to the Spring Break. The mock exams are designed to provide authentic exam preparation for students registered for the IBDP exams in the May of that year. Grade 12 students will be excused from attending regular classes only on the days when they have an exam.

Other Exams

Grade 11 students have exam periods at the end of the first and second semester. These are representative of the kind of preparation required and question types they would see on actual IBDP exams. Students are not in regularly scheduled classes during these times.

2.4.6 Major Awards and Departmental Awards

Major awards are given at the end of each school year to recognize outstanding students as nominated and awarded by teachers.

In addition, each department selects students who have demonstrated outstanding performance throughout the year in that subject area. These students are recognized at the end of the year awards assembly.

2.4.7 Honor Roll and Academic Growth

Every subject in the IB MYP and DP is graded on a 1-7 scale.

MYP

Students may qualify for the Honour Roll by having a combined achievement of 48 points in all 8 subjects.

Students may qualify for the Principal's Honour Roll by having a combined achievement of 52 points in all 8 subjects.

The Academic Growth award is issued in the second semester to students who have had an increase of 6 points or more in their aggregate criteria scores from all of their 8 subjects in the MYP. This award is presented by the MYP Coordinator.

DP

Students may qualify for the Honour Roll by having a combined achievement of 37 points in all 6 subjects.

Students may qualify for the Principal's Honour Roll by having a combined achievement of 39 points in all 6 subjects.

The Academic Growth award is issued in the second semester to students who have had an increase of 4 points or more in their aggregate criteria scores from all of their 6 subjects in the DP. This award is presented by the DP Coordinator.

2.4.8 Standardized Testing

Students in Grades 6-9 take the NWEA MAP test for English and Mathematics. The information from these tests are used to help us ensure our students are meeting external standards with the added benefit of providing us information that can be used in departments to inform program delivery.

Students in Grade 10 have the option to take the PSAT. This test is recommended for any students who have plans to go to American Universities and Colleges.



Section 2.5 Library and Information Services

2.5.1 About Our Library

The Middle School/High School Library is located on the second floor of Building A and is open to all students from Grade 6 to Grade 12. Our collection includes paper books, electronic books available through the Follett e-book program, online research databases a limited DVD collection, and a limited collection of SCIS archival material including past yearbooks. We also have a 27" iMac with overseas internet access, including access to the New York Times newspaper.

2.5.2 Borrowing Library Materials

Physical and electronic books are loaned out for 2 weeks at a time. While e-books are automatically recalled after

2 weeks, please bring physical books back to any of our libraries when you are finished reading.

2.5.3 Library Hours

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

2.5.4 Library Fees

Students are asked to return books on time, but there are no fees for late books. However, lost book charges are 100 RMB for a softcover and 160 RMB for a hardcover book.

Section 3: General Policies and Procedures

3.1 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 and give all dates of their absence, and the names, numbers and pertinent information of the temporary guardian as well as the parents' contact details during their absence from Shanghai.

3.2 Student Behavioral Expectations

3.2.1 Rationale

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 High School Discipline Policy are encompassed in the following statement.

At SCIS we respect:

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

3.2.2 Student Behavioural Expectations

The aim of the guidelines is to develop a caring, safe and positive school environment that encourages a strong sense of belonging; and where the rights and responsibilities of individuals are recognized and respected.

- We expect students to behave in a way that is conducive to a productive educational atmosphere. This means that students will not only strive to take full advantage of their own opportunities here, but also do nothing which might interfere with others striving to do the same.
- We expect students to respect their teachers and all SCIS 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 and respect for others, and to accept and appreciate people from other cultures, ethnicities 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.

The school's Honor Code, of particular application to the High School, is as follows:

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

3.2.3 Student Discipline

It is understood that there will be times when some students may have difficulty with acting responsibly and making good choices. In such cases, we believe that consequences for misbehavior need to be fair to help students develop self-management and personal responsibility. To this end, a consequence for misbehavior should involve some follow-up discussion with the student. In order for consequences to be fair and effective, incidents need to be considered individually. However, in order to maintain

consistency, SCIS operates within a series of consequential guidelines. Listed below are [possible consequences for](#)

[disciplinary incidents](#), which may be single, sequential or simultaneous.

Expectations/Values	Consequences
<p>Level 1: Not Taking Responsibility</p> <p>Minor offenses that do not directly disrupt the teaching and learning of others such as:</p> <ul style="list-style-type: none"> • Not following classroom expectations • Late to class • Materials not brought to class • Off-task • Homework not done • Littering/not cleaning up after self • Using mobile device in class • Non instructional computer use including sending emails in class time, accessing social networking sites, using a laptop when the teacher has instructed it to be closed 	<p>Level 1: Consequences are designed to promote responsible behavior.</p> <p>Depending on the behavior, the following interventions are employed by the teacher:</p> <ul style="list-style-type: none"> • Verbal warning - provide feedback regarding behavior and reminder of rules • Discuss strategies for improvement • Stay after class or short break detention • Email parent • Removal of item (bring to Vice Principal) • Report if necessary to the Vice Principal
<p>Level 2: Not Behaving Respectfully</p> <p>These include behaviors which disrupt teaching and learning (or repeated Level 1 behaviors) such as:</p> <ul style="list-style-type: none"> • Disturbing/Disrupting the learning of others • Frequent/repeated lateness to class • Absent from class/school without excuse or permission • Plagiarism, collusion, cheating, lack of academic honesty* • Rough play (including hiding others' belongings) • Inappropriate language • Inappropriate displays of affection • Computer use that violates "Acceptable Use Policy Agreement" including: offensive emails, using non-SCIS network, using passwords other than your own to access information, spamming, other inappropriate computer use 	<p>Level 2: Consequences are designed to allow students to reflect on their behavior and plan improvement</p> <p>This may involve the support of the Vice Principal, Counselor, Parents and the teachers.</p> <p>May include any of the consequences above and...</p> <ul style="list-style-type: none"> • Warning • Daily report/contract • Conflict mediation/counseling • Temporary removal from class • Parent-Teacher Conference • Lunch/Break Detention • School Detention • Limiting access to internet and/or email • Restitution

Expectations/Values	Consequences
<p>Level 3: Serious Offenses or Repeated Level 2 Behaviors</p> <p>These include behaviors which are considered to violate the rights of others and/or are considered dangerous such as:</p> <ul style="list-style-type: none"> • Repeated Level 2 Offenses • Violence toward self, others or property • Vandalism • Fighting • Harassment • Theft • Plagiarism, collusion, cheating, lack of academic honesty* • Possessing dangerous items or weapons or replicas • Possessing or accessing pornographic material • Computer use that violates “Acceptable Use Policy Agreement” including: offensive emails, using non-SCIS network, using passwords other than your own to access information, spamming, computer hacking, trashing, or tampering in any way with another persons’ work or intellectual property, using programs to access passwords of other students or teachers and/or to remotely access computers of others. • Using, possessing or distributing tobacco, alcohol or other chemical substances on school premises, field trips; in school uniform or any instance that places the school in disrepute. 	<p>Level 3: Consequences are designed to demonstrate that students will lose privileges if they don’t respect the rights of others</p> <p>This may involve the Teachers, the Parents, the Counselors, the Administrators and other support agencies as appropriate.</p> <p>May include any of the consequences above and . . .</p> <ul style="list-style-type: none"> • In-school Suspension • Parent-Teacher-Administrator Conference • Drug testing • Out-of-School Suspension • Ban from computer equipment • Pay expenses if damage or repairs are necessary • Referral for outside counseling • Incident to be reviewed by the School Head, and/or the School Board • Potential conditional enrollment • Report to the local authorities

*Please refer to the SCIS [Academic Honesty Policy](#)

3.2.4 Drugs, Alcohol, and Tobacco

SCIS is a non-smoking environment at all times, both indoors and out. This includes the use of e-cigarettes and chewing tobacco. All members of the school community are expected to adhere to the laws of the host country regarding alcohol and drugs.

3.2.5 Behavior During Assemblies

Parents are welcome to all assemblies and school celebrations although priority seating is given to students. During assemblies we would like students to be respectful of the presenters and presentation.

3.2.6 Dress Code

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”.

We aim to have students wearing similar, if not necessarily identical, outfits that engender a feeling of community and avoid clothes conscious social situations. Immodest or distracting attire is inappropriate in our multicultural setting.

Students in Grades 6 through 8 wear tan shorts, trousers, or skirts and a navy blue polo shirt with the SCIS logo. Outerwear can be worn over the uniform in colder weather.

Students in Grades 9 through 12 wear tan shorts, trousers, or skirts and a light blue Oxford cloth button down shirt (long sleeve or short sleeve) with the SCIS logo and initials. Outerwear can be worn over the uniform in colder weather.

In the Upper School, shorts and skirts should be of an appropriate length and the student should be able to touch the bottom of the garment with fingertips when arms are at their side. Shirts should be buttoned appropriately.

All students wear laced shoes or sturdy sandals. Athletic shoes or sneakers are acceptable, but “flip-flops”, “thong” sandals, and other beach-type footwear are not appropriate for school.

Caps or hats in buildings are also inappropriate.

All students are expected to be well groomed and appropriately dressed at school or during school-related functions off campus.

3.2.7 Physical Education Uniform

Students are expected to wear a PE uniform during PE class. This is provided as part of the SCIS uniform package.

3.2.8 Attendance Policy

Guiding Principles

- Academic success requires regular daily attendance at school and in all classes
- Students are expected to be on time to each and every class
- It is the shared responsibility of the parent/guardian and the student to ensure regular attendance at school
- Parents are strongly encouraged to plan family vacations around the school holidays so that student attendance is not affected
- Students whose academic performance is suffering as a result of absences may not be allowed to participate in sporting or cultural activities that require missing class as well as afterschool activities and athletics
- SCIS will keep parents/guardians informed of students who are in danger of violating the attendance policy
- Parents are encouraged to inform the school (HS Secretaries) before 8:15am by phone or email our secretaries (Sunny Jiang sjiang@scis-china.org, Elanie Lim elim@scis-china.org) if your son/daughter is to be absent.

Types of Absences

SCIS recognizes three types of absence in the Upper School:

1. Unexplained Absence

No medical certificate, note, telephone call or email from parent/ guardian explaining the absence has been presented to the school.

2. Explained Absence

Students absent for a day due to sickness or other emergency must bring a note or medical certificate to school to explain the reason why they could not attend school. Although these are reported as absences on official school transcripts, consideration for graduation/promotion will be made for students who exceed the 15% of allowed absences due to Explained Absences but are able to catch up all missed work successfully.

3. Excused Absence

Excused absences can occur for a number of reasons which may include field trips, service opportunities, athletics, other events pertaining to school, religious/national holidays, serious or long term illnesses, accidents, or attendance at the funeral of a close relative. All work missed during an Excused Absence must be completed within an agreed upon and reasonable time frame of returning to school, typically within two weeks.

Policy

In order to encourage appropriate attendance patterns in the High School at SCIS, the following will apply:

- In order to obtain a credit/passing grade in every class, students must attend a minimum of 85% of classes. §
- Any student who fails to make the required 85% total school daily attendance will risk not being promoted to the next grade or meeting graduation requirements.*

§ Unexplained and Explained Absences contribute to total absences. Only Excused Absences do not count against the policy of meeting 85% attendance.

* Any request for reconsideration of this policy must be lodged in writing and circumstances surrounding the absences will be taken into consideration. Appeals will be considered by a Committee consisting of the Head of School, Principals and any other appropriate member of staff.

Students who miss school for any reason should be sure to take responsibility for catching up on any missed work, assuming they are well enough to do the work.

If students will miss school for extended periods of time, parents should contact the school so that we can inform teachers and recommended work and advice on a smooth re-entry can be communicated.

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

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

Lateness

Students should be in class at the designated time, ready to learn. Students that are more than 15 minutes late for a class will be considered to have an unexcused absence. Students arriving late to school should report to the office before going to class. The office will then supply them with a note, which will allow the student to be admitted to class.

Section 3.3 Electronic Equipment



3.3.1 Laptop/Tablet Policy

All upper school students are provided with a laptop computer for school use. All students are required to sign the computer Acceptable Use Policy and failure to adhere to this policy may result in the loss of computer privileges. The acceptable use policy can be found at <https://agreement.scis-his.net/policy/index.html>

3.3.2 Printing and Photocopying

Every student at SCIS has an account in the school printing

system, and software allows SCIS technology staff to manage these accounts. Students will be charged for their printing. Every student will be given an initial balance of 200 RMB in his or her accounts, courtesy of SCIS and to support legitimate needs. Every copy or print job will be deducted accordingly from their account. Once a student runs out of credit they will need to buy more. Credits can be bought from the admissions secretaries on the main floor of Building C. Students can pay in non-refundable increments of 50 RMB. The cost of printing or copying 1 page (A4 size) will be 0.3 RMB for black and white and 3.00 RMB for color. If there is any color on the printed document it is counted as a color job.

Photocopying is available for school related purposes only. Paper shall be re-used (blank side) when possible. The campus administration is responsible for monitoring photocopying and paper use.

3.3.3 Cellular Phones

Students are permitted to carry cellular phones and other personal digital devices to school. However, phones must be turned off and not used during class time, assemblies, or performances unless they have permission from their teacher.

3.3.4 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.

Section 4: Student Support Services

4.1 School-Home Communications

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 school bulletin on Friday each week. This can also be accessed on the school website.

Other information may come to parents and students through Managebac where attendance, grades, assignments, and reports will be found.

SCIS encourages open communication between parents and teachers. If you have any questions or concerns regarding your child, please feel free to make an appointment with your child's teacher at any time. Parents are asked to communicate with teachers directly regarding classroom concerns.

4.2 Yearbooks

Yearbooks are available for purchase during the months of May and June.

4.3 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.

Teachers endeavour to provide a comprehensive program and support student learning to the best of their abilities. If you decide to use a tutor for your child, please be sure to read the section on academic honesty and homework to ensure the support given by the tutor is in line with the philosophy of the school.

Section 5: Health and Medication

5.1 What is too sick for school?

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.

5.2 School Health Services

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

5.3 School Health Care Guidelines

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

In the case of serious accidents on the school premises in which a child needs to be taken to the hospital, the parents will be contacted immediately and the student will be transported, unless inadvisable due to neck or back injury, to the nearest location where he or she can receive expatriate level care. A representative from the school will accompany the child, and remain with him or her until a parent or guardian arrives to take responsibility. When the parent arrives, the school representative will depart after explaining all relevant circumstances.

5.4 Communicable Diseases

In cases of widespread infectious disease concerns the school will adopt infectious disease protocols based on recommendations and guidelines of the World Health Organization and the local health authority.

5.5 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 is 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, they 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.

5.6 General Health Guidelines

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

Students 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.

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

- A parent will be called to pick up the student. 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 as soon as possible following notification from the nurse.
- The student will be kept in the clinic and monitored by the nurse until a parent or other designated individual arrives.

Protocols for Specific Conditions:

Conjunctivitis (Eye Infection): If a student 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.

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.

Measles/Mumps/Rubella: 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.

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.

5.7 Medication Administration

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

5.8 Insurance

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.



5.9 Indoor & Outdoor Air Quality

SCIS has installed a double air filtration system to ensure optimal indoor air quality.

SCIS has adopted guidelines for managing students' exposure to outdoor air pollution and has taken measures to improve the indoor air quality. In the event that the AQI is over 200, students will not be allowed to participate in outdoor activities.

Section 6: Parents

6.1 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.

Please refer to the PAFA section of the school website for more information.

6.2 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;
- managing their own child's behavior, in particular 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

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.



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