



—2019-20—

Hangzhou International School

UPPER SCHOOL STUDENT HANDBOOK





HIS Upper School Parent Student Handbook

Dear HIS Students and Parents,

It is with great pleasure that we welcome you to Hangzhou International School. In the Upper School, we look forward to working with parents and students as members of our community over the coming year.

This handbook is a tool to help make this a successful year at HIS for the Upper School community and students. It contains information and procedures aimed at making the Upper School a safe, friendly, and enriching place for students to develop their interactions with the world around them.

There are some changes to the Student-Parent Handbook this year; be sure to read them carefully as you discuss the policies and procedures at home. While we attempt to ensure that this is a comprehensive document, situations may arise that will require additional clarification. Please refer to the HIS Upper School webpage for further updates or information.

Please feel free to share any comments or suggestions with us throughout the coming year. We value your assistance in making this a rewarding year for the students at HIS.

We look forward to becoming better acquainted with every member of our HIS community this year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jessamine Koenig'.

Jessamine Koenig
Upper School Principal
IB Diploma Programme Coordinator

A handwritten signature in black ink, appearing to read 'Patricia Long'.

Patricia Long
Upper School Vice Principal
IB Middle Years Programme Coordinator

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Part 3: Parents and Friends (PAFA)

HIS School Leadership			
School Phone Number		+86 571-8669-0045	
Administration			
Director of School	Mr. Jeffry Stubbs jstubbs@his-china.org	Lower School Principal	Ms. Julie Terry jterry@his-china.org
Upper School Principal	Ms. Jessamine Koenig jkoenig@his-china.org	Lower School Vice Principal	Mr. Ben Milburn bmilburn@his-china.org
Upper School Vice Principal	Ms. Patricia Long plong@his-china.org	Lower School Vice Principal	Mr. John Koski jkoski@his-china.org
Coordinators and Contacts			
Student Support Team	Ms. Maneesha Maingot mmaingot@his-china.org	Upper School Secretary	Ms. Alice Zhang azhang@his-china.org
Student Support Team	Ms. Rachel Pekin rpekin@his-china.org	Student Support Team	Dr. Jennifer Widi jwidi@his-china.org
Athletics Director	Mr. Filipe Nogueira fnogueira@his-china.org	Transportation Secretary	Ms. Tracy Zhu transportation@his-china.org
Director of Technology	Mr Karl Suits ksuits@his-china.org	Reception/Admissions	Ms. Kerri Liang admissions@his-china.org
Director of Admissions & Community Relations	Ms. Andrea Stubbs astubbs@his-china.org	Nurse	Nurse Ena Shen / Chelsea nurse@his-china.org

Part I: HIS Organizational Structure

General Background

Hangzhou International School is an independent, co-educational international school. HIS opened in 2002 under the aegis of Shanghai Community International School, which was founded in 1996 on the Changning campus, and currently operates additional campuses in Shanghai in the Hongqiao and Pudong communities. HIS is a member of the East Asia Regional Conference of Overseas Schools (EARCOS), and has been fully accredited by the Western Association of Schools and Colleges (WASC) since 2006. Authorized to offer the International Baccalaureate Diploma Programme by the IB Organization, HIS is a candidate school for offering the IB Middle Years Programme and Primary Years Programme.

HIS Governance

HIS is overseen by a Board of Governors, which is appointed consistent to the bylaws of the school's Deed of Foundation. The self-perpetuating, "corporate governance" model used at HIS and the other ISF schools has been supported for many years by the European Council of International Schools in the United Kingdom, and has been more recently endorsed by International Schools Services in Princeton, New Jersey.

International Schools Foundation

HIS is affiliated with the International School Foundation.

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

Mission Statement

We provide international learners with opportunities to pursue academic and personal excellence within a caring community.

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 cooperate 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.

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 that will extend outside the school curriculum, and beyond the student's years at HIS.

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 HIS 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

Hangzhou International School is an International Baccalaureate World School (IBO) authorized to offer the IB Diploma Programme. HIS is recognized as a three-programme IB Continuum school, offering the Primary Years Programme (PYP), the Middle Years Programme (MYP) and Diploma Programme (DP). Within the Upper School, the curriculum is organized according to eight

subject groups. Each subject is aligned to HIS Content Standards. The standards were chosen to serve the multi-national nature of our learning community. These standards are based on research, standards, and continua developed across international continuums and target dispositions toward life-long learning, college/university preparation, as well as life and work in a global society.

Upper School students take the following subjects:

- Language and Literature
- Language B
- Social Studies
- Sciences
- Mathematics
- Arts (Visual & Performing)
- Design (Grades 6-10)
- Physical and Health Education (Grade 6-10)

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

Language Guidelines

HIS will empower students by providing opportunities to develop as communicators and to build confidence in the use of language. HIS will recognize the linguistic diversity of its student community and strive to meet their educational needs including those associated with language acquisition and development. The primary language of communication and instruction at HIS is English.

HIS will encourage students' understanding and appreciation of the host country's language and culture. Mandarin language and Chinese Culture will be offered specifically within our curriculum from grades N-12. HIS will recognize the importance of Mother Tongue instruction as a means of helping students maintain their first or best language as well as English language proficiency development. To see the [HIS Language Policy Guidelines](#) please access the HIS website.

Support Services

Language Support

HIS provides support within the school day to students for whom English is not the first language.

At the beginning levels, the ESOL program concentrates on equipping students with the vocabulary and structures for meeting immediate school needs and assisting in the settling process. As students gain confidence, they move into language acquisition classes designed to develop speaking, listening, reading, and writing skills to a level that will enable them to participate effectively in all regular classroom lessons including language arts.

Students with limited English proficiency, or transferring

from non-English speaking schools, will be assessed for admission and placement in the HIS language program. ESOL classes are required for any student whose oral and written language is not sufficient to function satisfactorily in academic subjects. This may include both English Language B classes and additional ESOL support.

Support Programs

Providing all students access to the curriculum is a primary responsibility of all HIS teachers. At a foundational level, teachers offer differentiated instruction by considering students' learning styles, strengths, and weaknesses. Any student who is experiencing academic difficulties may receive an academic action plan, which identifies strategies and supports to assist students (i.e. required attendance at office hours, tutoring, classroom accommodations, etc.).

School counseling is also available at school to assist students in need of behavioral, emotional, or social support. Common issues students and their parents seek help for include conflict resolution, peer problems, transitional struggles, study and organizational skill, conflicts at home, and crisis or grief response.

HIS counseling services are meant to provide short-term support focused on immediate improvement. If extended support is needed, or services cannot adequately be provided at school, the counselor will assist the family in locating appropriate help within China.

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

HIS Values

What the school expects of students

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

What students can expect of 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 from a variety of angles to insure that students with different learning styles will have every opportunity to visualize and grasp new curricular material.
- Although teachers may not always condone a student's behavior, or agree with everything a student says or wants, students can expect teachers to listen to them, and to try to understand them.



Values

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

Part 2: Procedures

Admissions

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

Eligibility to Attend HIS

HIS 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 and appropriate documents in order to be enrolled.

Passport and Visa Requirements

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

Transcript Review

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

ESOL Support

ESOL support for students will be determined at the time of admissions. A fee for support will be levied by the finance office at the time of enrollment.

Class Placement

Upon enrollment, students are placed in a grade or section based upon their previous academic history and their

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

Tuition and Fees

Tuition fees pay for all the operating and capital costs of the school including teacher salaries and benefits, books and materials, computers and software, utilities, building, and operating expenses. School fees also include many other ancillary goods and services as detailed each year on the annual fees document and according to current board policy. All fees must be paid prior to a student starting school. For specific information regarding payment and refund policies, please contact the admissions department.

Withdrawal from HIS

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

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

Academic Guidelines and Policies

All matters concerning registration, course selection, grading, credits/records, graduation, and testing (outside HIS system) are processed through the Principal or upper school office.



Attendance

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

Office staff should be notified well ahead if a student will be missing school. Students are expected to be present for exams during the scheduled examination sessions at the end of each semester. Exceptions, in the event of extenuating circumstances, are at the discretion of the principal. Information regarding Upper School absences should be sent to hz-us-secretary@his-china.org.

Graduation Requirements

Students in high school are required to complete a minimum of 25 credits as outlined below to earn an HIS diploma. Please refer to the HIS Upper School Course information for further details. Each credit requires an entire year (two semesters) of passing marks. The HIS High School Diploma is separate from an IB Diploma.

Grading

It is the philosophy of HIS that students will respond more favorably to the opportunity for success than the threat

of failure. The school shall seek to make achievement recognizable and possible for students and conduct student evaluations as objectively as possible. Information will be shared with students and parents through Managebac. Reports will be shared in a quarterly basis.

High School Credits Earned: Semester and Final Grade

Course credit will be awarded on a semester basis. There are two semesters within one year. Students must attain a passing mark of 3 or higher each semester to be considered passing, and must pass both semesters to receive the full credit for the year.

Rehabilitation of Course Work

It is an aim of HIS that all students will be successful in their course work. Students in high school who receive a failing grade (2 or below) for a semester may be assigned an independent study contract to make up the failed work through an approved online course or summer program course. The contract will include clear time-limits for the completion of the work. If the student make-up work is satisfactorily completed, the failing grade will be changed to Level 3, which becomes the grade used for semester results and transcript reporting. Students who have failed a term of work in an HIS course have the option to "test-out" of the failing grade by scoring a 4 or higher on an HIS semester test. Upon meeting this requirement, the student will receive a term grade of 3. The final test must be taken in a timely manner after a failed term. If retake does not score at least 4, no additional retake tests are offered.

HIS High School Diploma Graduation Requirements

Language and Literature	4 credits	Language B	3 credits
Social Studies	3 credits	Health and Physical Education	2 credits
Sciences	3 credits	Fine and Performing Arts	2 credits
Mathematics	3 credits	Electives	4 credits
Other	Successful Completion of TOK / CAS / EE / Senior Presentation		
Total to graduate:			25 credits

Attainment Level Descriptor Chart

Attainment Level	Descriptor	Demonstrated Performance
6 or 7	Exemplary	Consistently demonstrated thorough knowledge and understanding of course content presented to date with outstanding sophistication and or quality
5	Good	Consistently demonstrated broad knowledge and understanding of course content presented to date as per all course expectations
4	Satisfactory	Demonstrated sufficient knowledge and understanding of course content presented to date as per most course expectations
3	Adequate	Demonstrated adequate knowledge and understanding of course content presented to date
1 or 2	Poor	Demonstrated minimal knowledge and understanding of course content presented to date

Transfer Students: Earned/Transferred Credits

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

- Students transferring into HIS will be awarded HIS credits for passing grades in equivalent-hour courses from their previous schools. Upon arrival at HIS, the administration will determine the courses that receive credit, and communicate the future courses needed to meet the HIS graduation requirements.
- For cases involving students who have attended school systems with different school years or courses that do not have a similar number of weekly contact minutes as HIS courses, the transfer of credits shall be determined by the administrator and communicated to the incoming student in a timely manner.
- Only full term, passing grades (60% - level 3 -- or higher or as determined by the other school's grading policy) will be eligible for credit.
- Transferring students may be required to demonstrate reasonable knowledge in a placement exam in order to be admitted mid-year into some classes.

International Baccalaureate Diploma Programme

Students enrolled in IB courses will receive a regular course grade from the HIS teacher (included on transcript with an IB designation). IBDP students also receive a grade based on the final IB examinations administered to all IB students worldwide. Scores on this test determine the possibility of earning an IB diploma and of earning college credit. This final external exam score is not included on the HIS transcript, but can be transmitted directly from IBO to the intended universities.

IB Exam fees

Fees for IB Exams are payable by the student and families.

At the beginning of the second year of the IB Diploma Programme, students and parents will be notified regarding the exact amount of fees required to cover the exam costs. These fees can be payable at time of re-registration in March

Principal's Honor Roll

The HIS Principal's Honor Roll recognizes students who attain impressive success each term.

- Grade 11 and 12 students will be recognized for attaining a combined score of 37 or higher for 6 classes, with TOK as a B or higher mark.
- Grade 6-10 students will be recognized for attaining a combined score of 50 or higher for 8 classes.

Transcripts

High school students (grade 9-12) will be issued transcripts that document the sum of their work at HIS. Official transcripts can be shared with colleges and universities.

Scheduling

- Course Loads / Independent Study - In the 6th-10th grades, students are scheduled for 8 classes. Core courses are scheduled 3 times a week, while other courses are scheduled twice a week. At times, students may wish to take a class through another accredited organization or an online course, in which case a self-study period may be granted for that work.
- Grade 11 and 12 IB students take six courses scheduled three times a week with TOK two times a week. Students will be scheduled one study period to be used for additional work, course preparation, instructional sessions, and community service.

Drop/Add Dates

Students wishing to change classes must see the principal and receive a Drop/Add Form. This form is to be filled out by all the relevant teachers, the administrator, and the student's parents. This form must be completed within the first full week from the start of a semester. Class changes at

Period	Mon, November 12	Tue, November 13	Wed, November 14	Thu, November 15	Fri, November 16
1	Physical and Health Education 9.2 8:00AM - 9:10AM Filipe Nogueira ☒ GYM	Mathematics 9.2 8:00AM - 9:10AM Simon Lamplugh ☒ A002	Physical and Health Education 9.2 8:00AM - 9:10AM Filipe Nogueira ☒ B204	Chinese Language Acquisition 8:00AM - 9:10AM Lily Lin ☒ B304	Design 9.2 8:00AM - 9:10AM Matthew Tupper ☒ A306
2	Mathematics 9.2 9:30AM - 10:40AM Simon Lamplugh ☒ A002	Social Studies 9.2 9:30AM - 10:40AM Andrew (Andy) Haltom ☒ B016	Chinese Language Acquisition 9:30AM - 10:40AM Lily Lin ☒ B304	Mathematics 9.2 9:30AM - 10:40AM Simon Lamplugh ☒ A002	English Language and Literature 9.2 9:30AM - 10:40AM Danielle Bowers ☒ B001
3	Social Studies 9.2 10:45AM - 11:55AM Andrew (Andy) Haltom ☒ B016	Science 9.2 10:45AM - 11:55AM Christopher Widi ☒ A201	Science 9.2 10:45AM - 11:55AM Christopher Widi ☒ A201	Social Studies 9.2 10:45AM - 11:55AM Andrew (Andy) Haltom ☒ B016	Projects and ATLs 9.2 10:45AM - 11:55AM Terry Strombeck ☒ B307
4	Chinese Language Acquisition 12:35PM - 1:45PM Lily Lin ☒ B304	English Language and Literature 9.2 12:35PM - 1:45PM Danielle Bowers ☒ B001	Design 9.2 12:35PM - 1:45PM Matthew Tupper ☒ A306	English Language and Literature 9.2 12:35PM - 1:45PM Danielle Bowers ☒ B001	Science 9.2 12:35PM - 1:45PM Christopher Widi ☒ A201
5	HS Drama 10 1:50PM - 3:00PM Matthew Tupper ☒ A306	Advisory Tupper 9.1 1:50PM - 3:00PM Matthew Tupper ☒ A306	Physical and Health Education 9.2 1:50PM - 3:00PM Filipe Nogueira ☒ GYM	HS Drama 10 1:50PM - 3:00PM Matthew Tupper ☒ A306	Activity Period 9 1:50PM - 3:00PM Alice, Zhang Congling ☒ TBD

times other than noted above are not normally permitted, but may occur at the discretion of the principal.

HIS Typical Schedule

Each day consists of five 70 minute class periods that meet several times throughout the week. Core courses are scheduled three times a week per requirements for instructional time. Blocks for advisory and activity periods are provided within the schedule. The rotating schedule will allow students to practice time management opportunities and develop positive interactions with their teachers. A sample Grade 9 schedule is indicated on the previous page, but would be personalized for each student's courses. For more information about schedules, please visit the [HIS website](#).

Academic Support

HIS aims to serve all children of the international community in Hangzhou to the best of its ability. At HIS, we believe all students can learn and succeed. We believe that students with learning differences should be included in naturally occurring settings and activities with their peers. HIS commits to educating all children to the maximum extent appropriate in the regular classroom setting.

Learning Support Services

The Student Support Team is composed of two full-time learning specialists and a full-time school counselor. Upper school students receive targeted supports from faculty and learning specialist, drop-in sessions for additional support, and close monitoring for progress towards individualized goals. Students receive support during the school day, as well as after-school hours. The school counselor offers a range of social and emotional support services to families, including parent workshops, consultation, individual and group guidance, and referrals.

Our program offers three levels of support that promotes academic success. We deconstruct the instructional content to identify key skills students need to ensure for progress. The Student Support Team works in collaboration with classroom teachers to ensure that students have access to appropriate curriculum and can make progress towards expectations. Learning Specialists also work directly with students who require additional academic supports.

- Tier 1: Referral and consultation.
- Tier 2: Referral, consultation, modifications and accommodations implemented.
- Tier 3: Referral, consultation, supplemental support, progress monitoring.

An annual review of records allows the student support specialists to determine whether a student will receive services the following school year.

Referral Process

The referral process begins when a teacher or parent shares a concern regarding student progress. In the initial

stage of the referral, a teacher documents current data and strategies already in place. The Student Support Team collaborates with faculty to develop evidence-based interventions. Supplemental assessments are administered to students to identify individualized short-term goals. If student progress is not observed during this stage, a student support plan will be developed to address specific needs. The student support plan may include short-term accommodations, additional academic support, and/or consultation. After 4-6 weeks of implementation, the support plan will be reviewed and adjusted as needed. If inadequate progress is made, the Student Support Team will request an evaluation from a qualified specialist in the community.

Formal Student Support Plan

Upon review of evaluation results, the Student Support Team will use recommendations as a guide to formulate a Student Support Plan. The Student Support Plan will highlight areas of strength, areas in need of development, and recommendations for instruction. Reasonable accommodations and/or modifications may also be included in this plan.

Across Upper School, all students will participate in the IB program at Hangzhou International School. The inquiry-based curriculum allows for educators to adjust material with regard to the skill level of the student, previous learning experience, and the current unit of study. We make reasonable accommodations, modifications, and interventions within our school's capacity.

Activities and Athletics Program

In addition to the academic program, HIS runs a comprehensive co-curricular Program for all upper school students. These include activities in the areas of athletics, arts, leadership, community service, and technology.



Athletics Program Objective

At HIS, our aim is to provide enjoyable and safe athletic opportunities to students. HIS will provide equal

opportunity to all students regardless of ability, sex, ethnic background or age in a cooperative, friendly, and enjoyable environment between all participating students. Students will be encouraged towards a healthy social and physical lifestyle through participation in sport in a non-threatening environment.

Conference Affiliation

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

Coaching Philosophy

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



students are under the coach's supervisory control.

Player Philosophy

Student athletes are required to maintain good academic and behavioral records at school and may be disqualified

from participation at the discretion of HIS administration for academic or behavioral reason. Students will be placed on individual contracts for improvement to provide best opportunities for all to take part.

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

Students are expected to attend all practices and games, unless excused by the coach. Repeated failure to attend practices or games may result in the student's disqualification from participation. Representation in CISSA Rep games will be based on game and practice attendance, team spirit, ability and any other guidelines the coach deems appropriate.



After School Activities Program Objective

HIS offers After School Activities (ASAs) to all students from Kindergarten to Grade 12. The After School program allows students to develop talents in an environment that promotes the growth of leadership and communication skills, all while being hands-on and engaging. Activities fall into the categories of Academic, Physical, Creative, and Cultural. Students are expected to balance their academic requirements with the ASA and sporting activities that make up the extra-curricular programs at HIS.

Students can register for activities in each session, provided they meet the entrance requirements.

Session 1 - September - November

Session 2 - January - March

Session 3 - April - June

Air Quality Monitoring

The HIS administration team and school nurse are responsible for monitoring air pollution information. This information will be gathered daily from the US consulate and Chinese government monitoring centers and, when

there is elevated air pollution, disseminated to all staff members. In addition, information from the media, the Hangzhou Education Commission, local air pollution control agencies, and health departments will be considered where applicable.

The school will communicate any concerns regarding air pollution using a color-coded system that is based on the US Environmental Protection Agency's Air Quality Index (also used by US Embassy and Consulates in China).

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

The indoor environment at the HIS campus is fully filtered, thus the above practices are applicable only for outdoor activities. For additional air quality information, please visit the HIS website www.his-china.org.



Attendance and Absences

Daily Class Schedule

The Upper School schedule operates on a block schedule with a total of five 70 minute classes each day. All full year classes receive a portion of credit for each semester accumulating for a total of one (1) full credit for the year. Semester based classes receive a half credit.

Record Keeping, Absences, and Tardies

Teachers keep a daily record of student attendance and will record any absent or tardy students through Managebac. Students arriving late to school (after 8:00) should report to the front office to obtain a late slip before going to their first period class. They will be marked tardy unless they have an excused absence.

Students who are late due to the late arrival of an HIS bus will not be penalized and will receive an excused slip. Students who arrive more than 15 minutes late to any class will be considered absent and will need to clear the absence through the main office.

Excused / Unexcused Absences

It is the parent's responsibility to inform HIS on the first day and each successive day of a student's absence. Parents can send an email to the Upper School secretary azhang@his-china.org indicating the nature of the absence and a return date/time. Parents may also indicate an absence through the Managebac parent portal. Once the parent notification has been received, the main school office will then change the recorded absence to "excused" in the Managebac database.

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

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

* Students are given the opportunity to make up missed work by communicating directly with teachers or meeting with teachers. Students should be aware that, as a rule, they will be responsible for all material that was missed due to any type of absence and should be prepared for assessments that take place upon the student's return to school.

Unexcused Absences

If a parent does not directly inform the office through email or ManageBac of the students' reason for missing school, then the absence is considered unexcused and teachers may choose to not accept class work for the period(s) missed.

Tardies

Students should be in class at the designated time, ready to learn. If a student comes unprepared for class, or must leave to get materials, this can also be considered a tardy. Students who are more than 15 minutes late for a class will be considered as unexcused absence.

Students Arriving / Leaving School Mid-day

All students arriving to school after 8:15 should report to the main office and have their name marked off the absence list. Students are not allowed to leave campus before the end of the school day without permission from the principal. Students wishing to leave school before 3:00pm must show written parental permission or have parents contact the upper school secretary at the beginning of the day so that the office can notify the appropriate teachers. In an unplanned situation, parents should report to the main office or the principal's office to gain assistance from the school staff for dismissal of their child.

Activities and Absences

A student will not participate in after school activities on a specific day if:

- They are absent in the morning because of illness and do not return before the start of their lunch period. If this involves an important single event like a concert, the administration and event supervisor will decide on a case-by-case basis.
- They leave during the day for illness
- They have an unexcused absence in either the morning or afternoon

If a student leaves during the day and has the absence excused in advance by the principal, they may be allowed to participate in after school activities that day.

Behavior

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 HIS, We Respect:

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

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 learning, but also ensure that they do not interfere with others striving to do the same.

Discipline Process

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, HIS operates within a series of consequential guidelines. Listed below are possible consequences for disciplinary incidents, which may be single, sequential or simultaneous.

Behavioral Expectations Non-Harassment Policy

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

Fighting

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

Displays of Affection

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

Obscenities and Profanities

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

Level I Behaviors	Level I Consequences
<p>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>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 • Document on ManageBac and notify parent • Removal of item (bring to Principals) • Report if necessary to the Principals

Level 2 Behaviors	Level 2 Consequences
<p>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 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-HIS network, using passwords other than your own to access information, spamming, other inappropriate computer use 	<p>Consequences are designed to allow students to reflect on their behavior and plan improvement which may involve the support of the 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 apps, internet and/or email • Restitution • Digital Dragon re-certification
Level 3 Behaviors	Level 3 Consequences
<p>Serious Offenses or Repeated Level 2 Behaviors</p> <p>These include behaviors which violate the rights of others and/or are considered dangerous such as:</p> <ul style="list-style-type: none"> • Repeated Level 2 Offenses • Violence or vandalism toward self, others or property • 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-HIS network, using passwords other than <u>your</u> own to access information, cyberbullying, spamming, computer hacking, trashing, or tampering in any way with another persons' work 	<p>Consequences are designed to demonstrate that students will lose privileges if they don't respect the rights of others which may involve the Teachers, the Parents, the Counselors, the Administrators and other support agencies as appropriate.</p> <ul style="list-style-type: none"> • May include any of the consequences above and... • 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 • Report to the local authorities

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. Even toy weapons are prohibited.

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

regulation.

Drugs, Alcohol and Tobacco

HIS is a non-smoking environment including all areas within the perimeter fence of the school grounds for students and adults. Students possessing or using tobacco at any time while under the care of the school are subject to discipline, including suspension and expulsion. Similarly, student possession or use of alcoholic beverages is prohibited during any period students are under school supervision and responsibility, even if they are over 18 years of age. While alcohol may be allowed on campus during occasional teacher and/or parent events, consumption by any student is not allowed. For the protection of our students, our school has a "zero tolerance" policy in the case of the use of illegal drugs.

To that end, any student enrolled is subject to random or targeted drug analysis testing if determined to be prudent and necessary by the Director of School. All drug testing is non-invasive and done via a laboratory analysis of a hair sample. In the event that your child is chosen for random or targeted drug testing, you will be notified prior to the hair sample being taken, and when the laboratory results have been returned.



Academic Honesty

Drawn from the [HIS Academic Honesty Guidelines](#) As described by the IB Learner Profile, HIS students are developing into “inquiring, knowledgeable and caring learners who contribute positively to their communities.” Opportunities to read, write, consider and create are a daily occurrence. Drawing upon a foundation of collaborative information and ideas HIS students build and voice their own understandings and express new ideas in their own unique perspective. These guidelines are intended to educate students in ethical effective use of the resources available to them as they make their own contributions to the HIS community and beyond.

The academic program of HIS is rigorous and often encourages independent inquiry-based learning. Students of HIS are encouraged to pursue their own authentic thoughts and ideas, and add credibility to their work by giving credit and properly citing sources where appropriate. In this environment, academic honesty and the trust it engenders is a core value of the community.

Academic Honesty Code

The school's Academic Honesty Code is as follows: “HIS values authentic academic work that holds learners accountable for the integrity of products they submit. This includes, but is not limited to, postings, assignments, exams, projects and the extended essay. HIS cannot accept work that lies outside of general academic and instructor expectations regarding proper citation of sources as specified by the most recent MLA Publication Manual. I understand that it is my responsibility to know the

expectations of the HIS Academic Honesty Guidelines and submit work that represents my own effort. Where I have used the words and ideas of others, I have paraphrased and given credit according to the guidelines of the MLA Publication Manual.”

Academic Conduct

Appropriate academic conduct calls for students to act as scholars, drawing on a growing body of information and ideas for knowledge, foundation, and inspiration while generating their own original products and using feedback as a constructive opportunity for continued growth. Academic misconduct is behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment.

Behavior that may disadvantage another student is also regarded as academic misconduct. This behavior limits the opportunity for learning and growth for all involved. Any other behavior that gains an unfair advantage for a student or that affects the results of another student may also be considered a lapse of academic honesty and will prevent students from gaining the full learning benefit of completing the task. These may include, but are not limited to:

- Submitting work/idea that reflects the original thinking and/or writing of a tutor, parent, internet, or any other individual/source other than that of the student.
- Using translations from internet applications to produce work in the language of the class.
- Falsifying data to be analyzed as part of an original investigation.
- Copying the work of others.
- Allowing or assisting others to copy work.
- Plagiarism of any form such as copying websites and not citing ideas presented by others.
- Submitting work not performed by the student.
- Tolerating academic misconduct in others.



Student Responsibilities

The school expects students to work together and to help each other learn. Additionally, the school encourages a classroom environment in which the ideas of students

are valued both by the teacher and by fellow students. Most tests, quizzes, and written assignments (compositions, research paper, and so forth) are intended by the teacher to be completed independently by the student. Students who copy information from another student, or who in any way present work or ideas as their own when the work is not theirs have violated the code of academic honesty.

- Ensure that all submitted work is authentic in nature as in it is their own work.
- All externally evaluated IB assignments, internal projects, and advisory guidance will be instructed and completed in MLA style. Work in the classroom as well as the extended essay is determined by departmental discretion related to style guides limited to Chicago, APA, and MLA.
- Include a References (APA), Works Cited (MLA), or Bibliography (Chicago) page with any assignment that draws on sources.
- Cite the work of others, whether quoted or paraphrased, using the most current APA, MLA, or Chicago format.
- Respect the concept of intellectual property for non-textual sources.
- Conduct themselves appropriately within a testing environment.

Identifying Academic Misconduct

Teachers use professional discretion to identify work of concern and must provide evidence in supporting that concern. Such evidence might include:

- Examples of student work showing an unexplained “jump” in apparent quality.
- Inconsistencies between knowing, understanding, and skills demonstrated in daily learning activities and on assessment tasks.
- Lack of notes, plans, process journals, drafts, or other evidence of the student's scholarly process.
- Reports from a plagiarism detector such as Turnitin.com.
- Professional judgment, not admittance of guilt is the basis for whether the Academic Honesty Policy Guidelines has been breached.

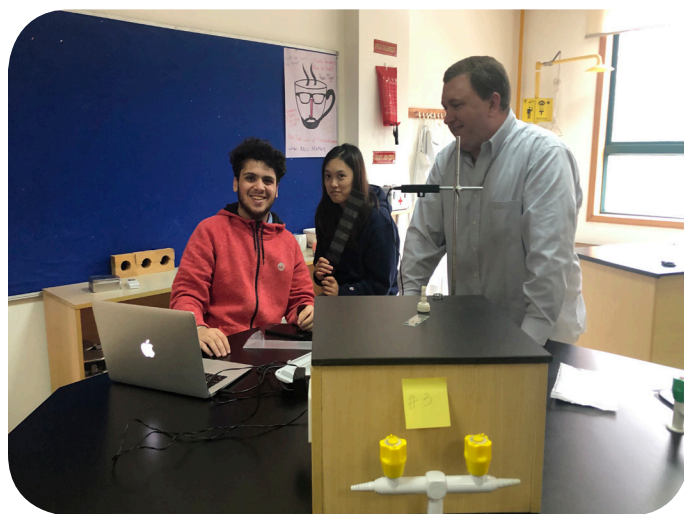
Consequences of Academic Misconduct

Academic honesty is required at HIS. In the event that a student is shown to be dishonest, one or more of the following will occur: the assignment will not be accepted, student support will be notified, administration will be notified, the student's parents will be notified, (s)he will serve a suspension. Note that the student will lose the right to appear on the honor roll for that semester. Repeated results will result in a student being asked to leave HIS.

Where misconduct is suspected, teachers will meet with the students in person, express their concerns, and give students the opportunity to provide additional evidence of the originality and integrity of their work.

In Grade 6 or before, and for students of any grade in their first year at HIS, initial lapses in academic honesty may be treated as learning opportunities, and the teacher will work with the student to ensure that they understand the standards and have opportunities to practice them. Work in this case may be resubmitted for a grade with no penalty, at the teacher's discretion.

Whether subject to disciplinary action or treated as a learning opportunity, all incidents in Upper School will be documented, and the student's advisor and administrator will be informed. Work produced through confirmed malpractice will not be graded. Reoccurring misconduct, malpractice may be subject to disciplinary action, at the discretion of the teacher and administration.



Change of contact information

Please advise the school office of any change of address or contact information as soon as possible. One simple change of address by you can set a complex chain of route changes into motion for the bus system, and it may take more than just a day or two to confirm new pick-up times. It is absolutely essential that the school have accurate phone number and emergency contact information for all children.

Chewing Gum

Chewing gum is not allowed on the HIS Campus.

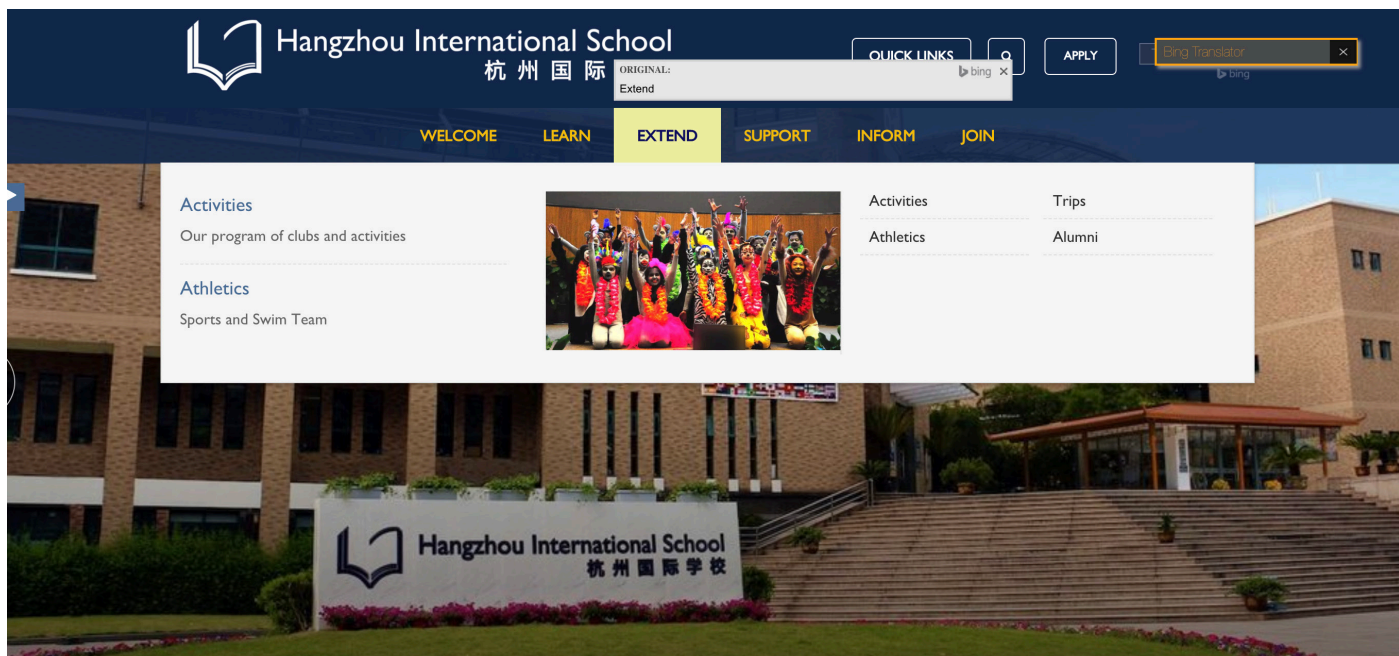
Class Size

The Board has established guidelines for class sizes which vary according to grade level, classroom size and other factors. In extenuating circumstances, and when it is of benefit to the school, additional students might be enrolled.

Communication

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

- The school web site (<https://www.his-china.org>) is the first point of contact for school information. Here can be found the school calendar and announcement postings as well as a large number of links to helpful pages.
- Managebac is our school curriculum management system.



All scheduled assignments are posted to Managebac, and it is the main point of communication between students and teachers on academic matters. Parents have access to their students' assignments, grades assessment comments, and attendance records on this site as well as teachers' email contact information. There is a link to Managebac on our website.

- Email announcements will be sent to parents' email accounts. .
- An update from the principal's desk is emailed to all parents on a weekly basis as well as posted to the HIS website.
- Official WeChat grade level accounts for parents are generated each year to post information about school events.
- For specific team or group activities WeChat groups may be organized for students, parents, and teachers to communicate transportation information, expectations, and celebrate the student activities.

WeChat Group Norms

The following expectations are in place for students, parents, and teachers when communicating in a public forum, such as WeChat:

1. Please clearly display your name.
2. Send necessary messages and simple responses. If your message is complicated, use email or direct messages.
3. Be mindful of your audience/group and respect their feelings.
4. Refrain from posting stickers or emojis in group chats.
5. Refrain from "chatting" with one or two people in a group. Use private messages where possible.
6. Avoid gossip. Use the WeChat group to talk TO people, not ABOUT people. Never post negative messages about another member of the HIS community.
7. Evaluate the usefulness of your messages to others – does everyone really need to know?
8. Check your information before you hit 'send' – Is your information accurate and reliable?

9. Do not send messages when you are angry or confused.
10. Don't post anything you would feel uncomfortable saying to a person's face,
11. Avoid debate and argument – WeChat is not the right forum for it.
12. Be aware of your tone in any message you send; tone can be misinterpreted easily.
13. Do not use profanity or any words/phrases/information that should not be used in a family environment.
14. Don't assume your group chat is private – it is not.

Any concerns about a student's progress at school should first be communicated to the teacher involved. If after such communication, a parent feels that further attention is advisable the parent should contact the advisor. If more information is required, parents may contact the principal to discuss the matter further. The Director of School may be contacted when a parent feels a concern is still unresolved or if the concern directly relates to a Principal's decision or action.

Teacher email addresses can be found on Managebac, through the school web site, or by contacting the school secretary. Parents are encouraged to contact the school any time they have questions, concerns, or require information.

Composite Classes

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

Deliveries

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

If a student orders a food or other item delivered to campus, it will be received at the front gate and the student will need to go to the school gate to receive the delivery or make the payment. Students should only order items with teacher or adult approval.

Dress code / Uniforms

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



Middle School students (Grades 6, 7 and 8) wear tan shorts, trousers, or skirts and a navy blue polo shirt (short or long sleeved) with the HIS book logo. A navy fleece or cardigan sweater with the HIS logo or other approved outerwear such as the HIS hoodie sweatshirt can be worn in the cooler weather.



High School students (Grades 9 through 12) wear tan shorts or trousers, or plaid skirts (girls only) and a light blue Oxford cloth button down short or long sleeved short with the HIS book logo. A navy fleece or cardigan sweater with the HIS logo or other approved outerwear such as the HIS hoodie sweatshirt can be worn in the

cooler weather.

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

There are occasionally days on which students are not required to wear the school uniform. These may occur approximately once a month, usually in connection with a special holiday or event. On those days, students are expected to wear shirts with sleeves (no tank top or halter top shirts) and must look neat and presentable. Students who do not have the proper school attire will be sent from their class to the school office, where they can phone home to have proper clothing sent to school or will be loaned clothing by the school.



PE Dress Code

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

Emergency Drill and Evacuation Procedures

Emergency drills are vital in order to ensure the safety of the students entrusted to the school's care. At least two drills will be held annually. Students will learn these

procedures and the evacuation routes with their classes, understanding the seriousness of emergency evacuation drills. Maps of evacuation routes are posted in each classroom and meeting space. Silence must be maintained during the evacuation.

In the case of an emergency evacuation drill, the fire department and local education authorities will be notified. Bus evacuation drills and other safety drills will also be conducted annually.

Guests and visitors on campus will be expected to take part in the evacuation drills.

Facilities Usage

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

Field Trips

Field trips are an important part of our school program. The goals of these trips include exposure to the culture and geography of this country, and social and behavioral experiences for the students. Students are expected to attend the grade level China Trips.

Expenses

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

will only be approved in special cases for middle and high school students. Families will pay expenses for overnight trips for high school students such as ACAMIS events or Tournaments.

Participation

All class members are encouraged to participate in field trips. Students will be responsible for class work that was missed during the field trip absence.

Permission Forms

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

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

Gate Entrance Procedures

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

All visitors should note that entrance guards are instructed to stop each person entering the campus to ascertain the nature of their business on the campus. All visitors are



required to wear a badge provided by the guards and to report to the office. Parents are requested to provide a photo to the school secretary to create a parent ID badge. If a person can present documentation issued by HIS, they will be allowed to enter without being stopped. We ask that parents and visitors approaching our entrance gates treat the guards courteously and respectfully.

Morning Drop Off Procedures

Vehicles dropping students off should come through the back gate of the school, make an immediate right turn at the blue top, proceed all the way to the front of the school and drop off children at the front circle drive in front of the office. Designated parking is available outside the school gate or in the bicycle lanes.

Pick Up Procedures

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

Guardianship

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

Health Guidelines

Health Card

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

If your child is sick or has been diagnosed as having a contagious disease or illness, please notify the school nurse at nurse@his-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.

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, although not a serious condition is quite common in schools and can create great difficulty within the school setting. Students who are detected as having head lice will not be able to remain in school until 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 lice is detected in the classroom, we send a notice informing parents and involve the nurse in checking the entire class and bus. This will be handled in a confidential manner.

When students return to school after having been identified with head lice, they will need to have the school nurse's approval to attend classes. Please inform the school if your child has head lice.



Homework

Homework is an important part of the educational program at HIS. It provides students with opportunities for independent practice, skills reinforcement, and research, while also promoting good time management and responsibility. To prevent students being over-loaded with homework the following guidelines have been developed:

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

- Grade 6: 1 hour per night
- Grade 7: 1 – 1.5 hours per night
- Grade 8: 1-2 hours per night
- Grade 9-10: 1.5 – 2 hours per night
- Grade 11-12: 2-3 hours per night

Please keep in mind that many classes will meet multiple times during the week, so some classes will have two days between sessions, while others will only have one. In many cases, students are working on on-going projects over extended periods of time. Students often benefit from developing effective habits of time management and breaking larger projects into more manageable chunks that can be completed in parts.

If homework is consistently taking considerably more or less than the time suggested above, or if the student insists that “we never have any homework in that subject,” then there could be a communication problem.

The parent should contact the teacher to address this misunderstanding or any problems which may exist in the way the student is addressing the assignments. Note that teachers are expected to post upcoming assignments and assessments in Managebac.

Make-Up Work

Students who miss school for any reason should review information posted on Managebac and contact the teacher as required for additional advice.

Students who miss school for extended periods, whether due to sickness or other reasons, can request a list of assignments and recommended work to make re-entry as smooth as possible. If a student misses a day during an assessment in class, the student should be prepared to take or submit the assessment upon his/her return. It is beneficial to contact the teacher prior to the student's return in order to finalize the details.

Teachers are not expected to create extensive individual programs, however, for students who miss school for long periods. While teachers will make recommendations for summer reading, daily journal writing, and other such activities, which will keep a child reading and writing during long vacations such as the summer holiday, they will not set detailed, day-to-day assignments for these vacations.

Missing Work

Students who fail to submit work on time will be referred to student support services and will be expected to remain after school that day to complete the missing work. Students with missing work may be required to attend school on a Saturday to complete assignments at the discretion of a principal.

Hours of operation

The school day starts at 8:00 and ends at 3:00. Students are expected to arrive to school between 7:30-7:55 so that they are prepared to begin instruction promptly at 8:00 am. Buses leave school at 3:10 pm. 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. Students are expected to be in supervised settings from 3:15 onward on any given

afternoon. During evening events, the campus will be open based on the activities occurring.

Library

Students will use their library time for research on class projects or browsing, checking out books, and reading. It is expected that Upper School teachers will insure that students spend time in the library as part of their course requirements. The HIS library functions as a center of learning and enjoyment for students on a daily basis. The library also serves as a resource center with written, audio-visual, computer-based, and graphic resources.

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



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

Lockers

Lockers are school property furnished for student convenience. Each student may request a locker and a combination lock. HIS is not responsible for missing items. Students are advised not to share their locker combinations with others. The school reserves the right to inspect school lockers at the discretion of the school administration.

Lost and Found

Lost and found items are stored in the Gymnasium entrance and are periodically put on display at the front lobby. Items marked with the student's name will be returned to her or him in care of his or her homeroom class. We strongly encourage parents to have their child's clothing and personal items labeled with name and grade

when practical, as this allows us to return lost items directly to the student. Unclaimed items are cleared out each term and donated to charity.

Lunchroom Procedures

Students will be supervised while at lunch and recess. Students are expected to remain seated or move about in a calm and orderly fashion. Students are also expected to clean up all of their own trash and return trays when finished. Good etiquette with respect to the lunch staff members and other students is expected at all times. Students should be in the cafeteria from 12:00 – 12:15 pm, and then will be released to the playing fields, library, café, or common areas.



Medication

Any medication to be administered during the school day must be sent to the school nurse with full instructions and proper labeling. Students may take the medication in the nurse's office.

Medical Emergencies

In the case of an accident involving serious medical emergency or injury, a student's parent/s will be contacted as soon as possible. The nearest faculty member will stay with the afflicted child and send for help from the school office. If the child needs to be removed to the hospital, he or she will be taken (by school transport unless inadvisable due to neck or back injury) to the nearest location where they can receive an appropriate level of care. A representative from the school will accompany the child, and remain with them until the parents arrive to take responsibility. The office will notify the parents and instruct them to proceed to the location where the child is being transported. When the parent arrives, the school representative can depart after explaining all relevant circumstances.

Personal Belongings

Students are discouraged from bringing personal items to school such as toys, electronic devices, and large amounts of cash or valuable personal belongings. Students may ask the office to hold onto any valuable that must be brought to school for various reasons. Parents are encouraged to

discuss these issues thoroughly with their students and encourage them to be responsible with their personal possessions.

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

Photocopying and Printing

Students are provided access to printers and copy machines for school purposes via access codes. Printing and photocopying costs are the students' responsibility beyond an initial sum of 50 rmb in August each year provided by the school. Additional funds can be added to the student's card by depositing money with the finance secretary. Students should avoid sharing their access codes with other students.

Progress Reports and Records

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

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

Additional means of home-school communication includes parent-student-teacher conferences that are held twice a year, informal meetings between teachers and parents, and letters and emails.

Although parents are interested in ratings and, of course, want to know how well their child is doing relative to the other children in the class, the school prefers to have parents and students focus on their child's individual progress and on ways in which they will be able to grow and improve. HIS will provide transcripts for students in grades 9-12 to be shared upon exiting the program. HIS does not weight grades or rank students within a cohort.

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

Sickness/Accident

School medical staff are responsible for caring for children who become ill at school, and for dealing with accidents. Students who are ill should not be sent to school, as they

pose a health risk to other students. If a child comes to school sick, the office staff will telephone the parent and request that a driver is sent to return the child home.

Children who have been absent due to illness may be required to bring a doctor's note to school with them when they return, and submit the note to either their classroom teacher or the school office.

The school administration will attempt to notify the parent as soon as there is any situation of which they should be aware.

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

Standardized Testing

The HIS Upper School utilizes the Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) standardized tests for students in grades 6-9. These standardized tests are given at least twice per year. These tests are normed against North American standards and provide feedback to the individual student and the school as a whole. HIS offers the PSAT tests on site to all 10th grade students for diagnostic information. Under special circumstances, HIS will invite certain grade 9 and grade 11 students to take the PSAT.

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

Grade 12 students will take the International Baccalaureate Diploma exams in their final year of instruction. The fees for these exams will be borne by the students and their

families. The examination and results will be moderated by external assessors.

Student Council

HIS has a Student Council to provide an organization through which positive student leadership can become an influence on the development of the Hangzhou International School. Students are encouraged to run for a position of leadership each year. The Student Council helps to organize events, activities, and serve as a liaison between faculty, administration, and students.



Technology Digital Dragons

HIS embraces new ways of communicating. Learners need to be taught the importance of using new technology in ways that are safe, helpful and kind. Growing responsible digital citizens should be the responsibility of every school, and at HIS we take this very seriously. On a weekly basis, from the first day onward, students are taught skills that enable them to participate safely and securely in the digital world, enriching their lives and their learning. To support digital well-being, Digital Citizenship at HIS adapts in part the Common Sense Education curriculum.

The Digital Dragon Program begins in Grade 5 and students graduate with a certificate at the end of Grade 6. Students are issued their laptop at the beginning of the year and participate in introductory training for laptop care, ManageBac, Self Service, Office 365, and advanced commands and gestures. Students learn about privacy, web best practices, and digital citizenship. Students research regularly, communicate locally and globally, and learn computational thinking. HIS follows the International Society for Technology in Education (ISTE) for creating innovative learning environments, and developing 21st Century Skills: Critical thinking, Collaboration, Creativity, and Communication.

Upon completion of the Digital Dragon program at the end of Grade 6, all advisors must sign off that the student has met the requirements of the program in order to receive a certificate. Possession of the certificate grants rights to all Self Service apps, including music apps at HIS,



and the name is entered in the Digital Dragon Certified List. Students in Middle School are limited to specific apps and browsing rights. In Grade 9, full administrator rights are granted to students. Further information can be found on the Milestones by Grade Level chart located on the Technology page of the school website <https://www.his-china.org/learn/technology>.

Learning and Communication Platforms

Information about activities, curriculum, and contacts can be found on the HIS website: <http://his-china.org>. ManageBac <https://his-china.managebac.cn/> is the learning and communication platform used by teachers, students, and parents that provides access to calendars, assignments, teacher-generated resources, gradebooks, feedback, and student-portfolio storage. The Office 365 suite is used for email communication, word processing, presentations, online collaboration, and cloud storage <https://login.microsoftonline.com>. Additional software and required updates are available from the online HIS store called Self Service. Students must use Self Service to update all HIS apps.

Laptops

All students in Grades 6 - 12 are issued a Macbook Air laptop for use at home and school, which remains the property of the school. Students must back up their data and hand in their laptops for summer to reimage and maintain security upgrades. An exception exists for grade 11 students who may keep their laptops over the summer to work on Extended Essays. It is recommended that students purchase an external 1TB hard drive for backing up data throughout the year and prior to the summer.

Printing

At the beginning of each year students are allocated 50 RMB for printing on their Student ID Cards. Additional print money can be added at the Tech Pagoda at cost to the student.

Printing Costs for 2018-2019:

- A4 Black and White 0.12 RMB
- A4 Color 1.8 RMB
- A3 Black and White 0.24 RMB
- A3 Color 3.6 RMB

Technology Responsible Use

Students sign the Technology Responsible Use Agreement at the beginning of each school year https://www.jotform.com/Hangzhou_International_School/2018-2019-his-tech-agreement.

All users are responsible for the physical condition of their laptop and should work to avoid damage that will interrupt their ability to complete work on time. Accidental damage can happen. HIS has a certified technician on campus to help analyze and repair minor problems. Major damage must be reported to the Technology department within 10 days of occurrence and it is the responsibility of the student to pay for the cost of repair. Students are issued a loaner laptop, while their laptop is being repaired. Laptops should only be used in class when instructed to do so. Upon issuance, it is expected that students will bring their computers with them to class for every period. However, students should not have computers out during class time unless specifically instructed by their teacher to do so. as a basic rule, policy is that during class time, the

only programs or windows open should be those directly relating to the classroom content at hand. Laptops can sometimes become a major distraction in the classroom if used inappropriately. As such, it is imperative for students to understand that use of their computers is not a right but a privilege, and is contingent upon their compliance with the guidelines below.

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

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

Students must respect others' property including work, files, passwords and software. Users are responsible for keeping their own passwords secure and for changing them as often as necessary. It is mandatory that students change their passwords for Active Directory (Office 365 and laptop) and ManageBac at least once per semester.

Users must not misrepresent themselves, or others of the HIS community via online communication. Lastly, students are not to use the school network for streamed media or downloading as it degrades the network performance.

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

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

All students should be aware that any tampering of any kind with someone's computer, files, etc or participating in cyberbullying* is considered an extremely serious offence, and will be disciplined accordingly by staff and administration.

Inappropriate use of HIS resources (including but not limited to items discussed above) will have violated HIS' Technology Responsible Use Agreement. Student consequences are outlined in the Upper School Student Handbook "Levels of Behavior and Consequences" found in the Behavior section.

In the event of a confiscation for any length of time, any

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

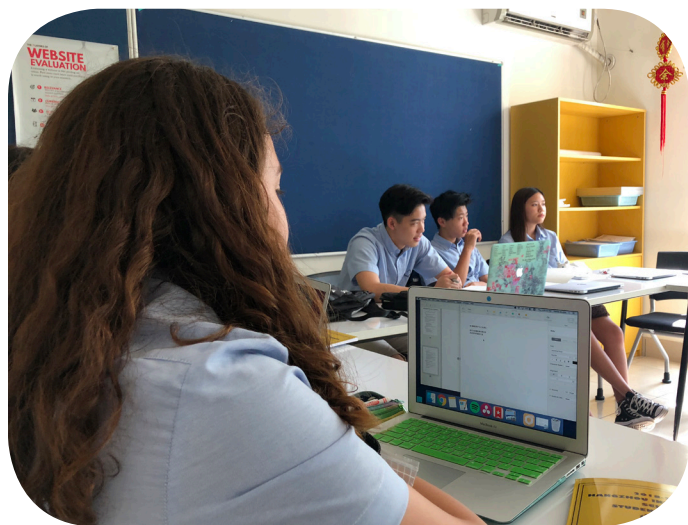
Telephone

Students may use the school phones in the offices for important calls to parents only. Mobile phone use is at the discretion of the classroom teacher. Students are expected not to use their mobile phones during break or lunchtime; but instead should be socializing with classmates and teachers.

Parents may leave messages for students or teachers with the receptionists, 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.



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

Students will have access to some stationary resources such as notebooks or writing utensils. All other classroom

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

It is common that students be required to purchase special items for some IB classes. These items include items like specialized calculators for math classes, specific resources for science experiments, or specialized art supplies for art projects. These items will be used for individualized student projects and will not necessarily be covered by HIS annual orders. If a student purchases an item, he or she will be expected to keep the item.

Students should expect to obtain their own calculators for math and science classes:

- Grade 6-8 – a scientific calculator is expected
- Grade 9 -12 – a TI-84 graphic calculator is expected.

It is not the school's responsibility to provide such calculators, but the school may have some available for loan.

Transportation

Hangzhou International School, through a contracted bus service, provides bus service to many parts of Hangzhou. The school reserves the right to refuse service to any part of the city that is impractical because of its location relative



to other pick-up points. The school also reserves the right to suspend or remove students from the bus service should they not adhere to the rules.

Registration

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

Rules for Bus Conduct

The school offers a bus service as an option for those who

desire transport to and from school.

Safety First

There are two basic rules that supersede all others in importance and simplicity: Remain in your seat with the seat belt fastened and do nothing which might distract the driver.

Be on time

The driver will wait two minutes past the scheduled time; after that, he has been instructed to leave so that the others on the route are not late to school. If your bus often is late or very early, please report this so that the driver can be reminded to move along to the next house after the two-minute waiting period. Also, please check with the office if there is any doubt about your own pick-up time. If your bus comes too early, it will wait until your scheduled pick-up time, but check to make sure of that time. Schedules change every time a new student is added to the bus system! If your bus is always early, let the office know so that the preceding students can be assigned a later pick-up time.

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

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

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

Please contact HIS transportation coordinator at transportation@his-china.org or an administrator with any questions or concerns.

Tutoring

HIS teachers set aside "office hours" time after school or during lunch breaks to assist students with school work. It is recommended that students who are struggling in classes take advantage of this opportunity before considering an outside tutor (unless recommended to do so by the school). HIS teachers are not permitted to engage in tutoring for pay.

Visitors

All visitors must sign in at the entrance gate and proceed

to the main office to check in. Visitors wear the “visitor” name card during their visit so that our staff and students will know to help guide them.

Visitations by non-enrolled students

Former students are allowed to visit the school with advance notice or prior arrangement. Students are able to meet in the cafe during lunchtime and are asked to limit their movement around the school in accordance with arrangements made with the principal.

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

Part 3 : Parents and Friends Association (PAFA)

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

PAFA will elect an group of parents to coordinate activities. These elections normally occur in June or December, but can be called at any time.

PAFA conducts various activities, some of which help raise funds for the school and some of which provide volunteer



support for teachers and students. PAFA is legally an entity of HIS, and it is a school requirement that all funds earned under the auspices of PAFA be allocated and spent within one year of their having been raised.

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

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

PAFA uses the HIS website as its main form of communication. Any other memos to be distributed via students must be channeled through and approved by the Head of School. Further information regarding PAFA can be found on the school website www.his-china.org.



Sample Upper School Schedule

Generic Upper School Schedule Grade 11 & 12

Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
Block 1 8:00 – 9:10	Block 1 8:00 – 9:10	Block 1 8:00 – 9:10	Block 1 8:00 – 9:10	Block 1 8:00 – 9:10
Block 2 9:15 – 10:40	Block 2 9:15 – 10:40	Block 2 9:15 – 10:40	Block 2 9:15 – 10:40	Block 2 9:15 – 10:40
Block 3 10:45 – 11:55	Block 3 10:45 – 11:55	Block 3 10:45 – 11:55	Block 3 10:45 – 11:55	Block 3 10:45 – 11:55
Lunch 12:00 – 12:30	Lunch 12:00 – 12:40	Lunch 12:00 – 12:30	Lunch 12:00 – 12:30	Lunch 12:00 – 12:40
Block 4 12:35 – 1:45	Block 4 12:45 – 1:55	Block 4 12:35 – 1:45	Block 4 12:35 – 1:45	Block 4 12:45 – 1:55
Block 5 1:50 – 3:00	IBDP HL Block 2:00 – 3:00	Block 5 1:50 – 3:00	Block 5 1:50 – 3:00	IBDP HL Block 2:00 – 3:00

Generic Upper School Schedule Grade 6-10

Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
Block 1 8:00 – 9:10	Block 1 8:00 – 9:10	Block 1 8:00 – 9:10	Block 1 8:00 – 9:10	Block 1 8:00 – 9:10
Morning Break	Morning Break	Morning Break	Morning Break	Morning Break
Block 2 9:30 – 10:40	Block 2 9:30 – 10:40	Block 2 9:30 – 10:40	Block 2 9:30 – 10:40	Block 2 9:30 – 10:40
Block 3 10:45 – 11:55	Block 3 10:45 – 11:55	Block 3 10:45 – 11:55	Block 3 10:45 – 11:55	Block 3 10:45 – 11:55
Lunch 12:00 – 12:30	Lunch 12:00 – 12:40	Lunch 12:00 – 12:30	Lunch 12:00 – 12:30	Lunch 12:00 – 12:40
Block 4 12:35 – 1:45	Block 4 12:45 – 1:55	Block 4 12:35 – 1:45	Block 4 12:35 – 1:45	Block 4 12:45 – 1:55
Block 5 1:50 – 3:00	Advisory 2:00 – 3:00	Block 5 1:50 – 3:00	Block 5 1:50 – 3:00	Activity 2:00 – 3:00



Hangzhou International School

杭州国际学校

SEMESTER ONE

JULY				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

School Calendar 2019-2020

IMPORTANT DATES:

AUGUST

01-07 New Faculty Inservice
08-13 All Faculty Inservice
14 New Family Orientation / Open House
15 First Day of Semester One

SEPTEMBER

13 Mid-Autumn Festival Holiday (no school)
27 Professional Inservice (no school for students)

OCTOBER

Sep 30 - Oct 04 National Holiday and October Break (no school)
18 Mid-Term Progress Reports
22 Parent-Student-Teacher Conferences
28 Professional Inservice (no school for students)

NOVEMBER

29 Professional Inservice (no school for students)

DECEMBER

13 End of Semester One

JANUARY

06 Professional Inservice / New Family Orientation (no school for students)
07 First Day of Semester Two
24-31 Chinese New Year Holiday

FEBRUARY

28 Professional Inservice (no school for students)

MARCH

17 Student-Led Conferences
26 Mid-Term Progress Reports
27 Professional Inservice (no school for students)

APRIL

Mar 30-Apr 03 Qingming "Tomb Sweeping" Festival Holiday and Spring Break

MAY

01 Labor Day Holiday

JUNE

18 End of Semester Two
19 Professional Inservice (no school for students)

SEMESTER TWO

JANUARY				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Total Student Days: 180

LEGEND

New Family Orientation Day / Open House
Legal Holidays (no school)
New Staff Inservice (no school for students)

Professional Inservice (no school for students)
School Holiday (no school)
Back to School Nights (announced by each division)

Conferences
Beginning / End of Semester
Saturday Make Up Day (if needed)

v. Jan, 2019



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