

Parent Handbook

2020-21



Hangzhou International School

Once a dragon always a dragon!



Table of Contents

Important Contacts	5
Section 1: About HIS.....	6
1.1 Purpose of this Handbook.....	6
1.2 Accreditation	6
1.3 Governance.....	6
1.4 Financial Status	6
1.4.1 International School Foundation.....	6
1.4.2 Not-for-Profit Status.....	6
Section 2: Campus Information	7
2.1 School Hours.....	7
2.2 Office Hours	7
2.3 School Calendar	7
2.4 Security on Campus	7
2.4.1 Entering Campus.....	7
2.4.2 Exiting Campus During the School Day.....	7
2.4.3 Visitors.....	7
2.5 Parking on Campus.....	7
2.6 Bus Transportation.....	8
2.6.1 Registration.....	8
2.6.2 Rules for bus conduct	8
2.6.3 Bus Expectations.....	8
2.6.4 Bus Consequences	9
2.6.5 Pick-up times	9
2.6.6 Morning Drop Off Procedures.....	10
2.6.8 Pick Up Procedures.....	10
2.7 Lunch.....	10
2.8 Lost and Found.....	10
Section 3: Teaching and Learning in the Lower School.....	11
3.1 Vision and Mission	11
Mission Statement	11
Philosophy.....	11
3.2 The HIS Lower School Standards and Curriculum Framework	11
3.2.1 The Primary Years Programme (PYP).....	11
3.2.2 Curriculum Standards	13
3.2.3 Learning in context	13
3.3 Timetable and School Day.....	14
3.4 Physical Education, Music, Art and Design Technology	14
Physical Education (P.E.).....	14
Music	14
Art.....	14
Design Technology.....	15
3.5 Language Learning in the Lower School	15
3.5.1 Mandarin Program	15

3.5.2 English for Speakers of Other Languages (ESOL).....	15
3.5.3 ESOL Program Progression.....	15
3.6 Assessment and Reporting	16
3.6.1 Standardized Testing.....	16
3.6.2 Comprehensive Reading Assessments.....	16
3.6.3 Parent-Teacher Conferences	16
3.6.4 Student-Led Conferences	16
3.6.5 Progress Reports.....	16
3.7 Learning Resources: Technology, Texts and Materials.....	16
3.7.1 HIS Technology Agreement	16
3.7.2 Respect for others' privacy and property	17
3.7.3 Cyber bullying and tampering with equipment.....	17
3.7.2 Other Materials and Supplies.....	17
3.8 Homework	18
3.8.1 Homework Guidelines for Teachers, Students and Parents.....	18
3.8.2 Homework Make-Up.....	18
3.9 Student Support Services.....	19
3.9.1 Counseling Services.....	19
3.9.2 Learning Support and Positive Behavior Support	19
3.10 Assemblies	19
3.11 Co-curricular Activities and Athletics	19
3.12 Classroom Birthday Celebrations and Class Parties.....	20
3.13 Tutoring.....	20
3.14 Library Services	20
3.14.1 About Our Library.....	20
3.14.2 Borrowing Library Materials	20
3.14.3 Library Hours.....	20
3.14.4 Library Fees.....	20
3.14.5 Field Trips	20
3.15 HIS Academic Honesty/Honor Code	21
Section 4: Admissions, placement and Attendance Policies.....	23
4.1 ADMISSIONS	23
4.1.1 Eligibility to Attend HIS.....	23
4.1.2 Passport and Visa Requirements	23
4.1.3 Class Placement.....	23
4.1.4 Retention / Promotion / Dismissal of Students.....	23
4.1.5 Withdrawal from HIS	23
4.1.6 Tuition and Fees.....	24
4.2 Student Attendance.....	24
4.2.1 Record Keeping, Absences, and Tardies.....	24
4.2.2 Excused / Unexcused Absences.....	24
4.2.3 Tardies	25
4.2.4 Students Arriving / Leaving School Mid-day	25
4.2.5 Activities and Absences	25
Section 5 Lower School Culture.....	26
5.1 Positive Culture Development in the Lower School	26
5.1.1 The PYP Learner Profile Attributes & Attitudes	26
5.1.2 Structures, Routines and Expectations for Positive Culture Development.....	27
5.2 Discipline Guidelines	27

5.2.1	Behavior Support Services through the Student Support Team.....	28
5.3	Other HIS Expectations.....	28
5.3.1	Uniform and Dress Code.....	28
5.3.2	Physical Education Uniform.....	28
5.3.3	Personal Belongings and Valuables.....	29
5.3.4	School Property	29
5.3.5	Weapons	29
5.3.6	Drug Use	29
Section 6:	School Community Relations	29
6.1	Communication	29
6.1.1	Dragon News	29
6.1.2	Principal Newsletters.....	29
6.1.3	Director's Communication.....	30
6.1.4	Homeroom Teachers	30
6.1.5	Issues of Concern	30
6.2	Parents Code Of Conduct.....	30
6.2.1	Parent Contact Information	31
6.2.2	Parent Absences.....	31
6.3	Parents and Friends Association (PAFA).....	31
Section 7:	Health Protocols and Services.....	32
7.1	Sickness/Accident.....	32
7.2	Medication.....	32
7.3	Medical Emergencies.....	32
7.3.2	<i>Epidemics</i>	33
7.4	Allergies	33
7.5	Head Lice.....	33
7.6	Emergency Drill And Evacuation Procedures.....	33
7.7	Insurance.....	33
7.8	Health Card	33
7.9	Air Quality Monitoring	34
8.0	Final Remarks	34

Greeting from the Hangzhou International School Lower School Principal



Dear HIS Students and Parents,

We are delighted to welcome you to Hangzhou International School and look forward to working with you to support your children this year. Hangzhou International School prides itself on its strong and supportive parent community. We consider your child's education to be a collaborative process which requires close links between home and school. HIS teachers are kind, supportive and nurturing. Please reach out to them if you have any questions or concerns about your child's learning.

This handbook is a tool to support the HIS School community and students. It contains information and procedures aimed at making the school a safe, friendly, and enriching place for students to learn. 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 with your children. While we attempt to ensure that this is a comprehensive document, situations may arise that will require additional clarification. Please refer to the HIS webpage for further updates or information related to the HIS Student-Parent Handbook.

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 members of our HIS community this year.

Yours Sincerely,

Julie Terry

A handwritten signature in blue ink, appearing to read 'Julie Terry', written in a cursive style.

Lower School Principal

Important Contacts

School Phone Number: 86 571-8669-0045

Administration

Director of School	Mr. Jeffry Stubbs Email: jstubbs@his-china.org
Lower School Principal	Ms. Julie Terry Email: jterry@his-china.org
Lower School Vice Principals	Mr. John Koski (Pastoral) Email: jkoski@his-china.org Mr. Ben Milburn (Curriculum) Email: bmilburn@his-china.org
Upper School Principal	Ms. Jessamine Koenig Email: jkoenig@his-china.org
Upper School Vice Principal	Ms. Patricia Long Email: plong@his-china.org
Director of Athletics and ASA Coordinator	Mr. Filipe Nogueira Email: fnogueira@his-china.org
Director of Technology	Mr. Karl Suits Email: ksuits@his-china.org
Director of Admissions and And HIS Community Liaison	Ms. Andrea Stubbs Email: astubbs@his-china.org
Lower School Secretary	Ms. Lily Fan Email: lfan@his-china.org
Transportation Secretary	Ms. Tracy Zhu Email: transportation@his-china.org
Reception / Admissions	Ms. Kerri Liang Email: kliang@his-china.org

Section 1: About HIS

1.1 Purpose of this Handbook

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

1.2 Accreditation

HIS is an IBO World School offering the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) of the International Baccalaureate Organization (IBO). HIS is fully accredited by the Western Association of Schools and Colleges (WASC), and in 2019 earned its highest possible accreditation term of six years. HIS is a member of the East Asia Regional Conference of Overseas Schools (EARCOS) and the Association of Chinese and Mongolian International Schools (ACAMIS).

1.3 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.

1.4 Financial Status

1.4.1 International School Foundation

HIS is overseen by members of a Board of Directors appointed according to the bylaws of the school's Articles of Association, of the International School Foundation (ISF) as a not-for-profit status. ISF is domiciled in Lansing,

Michigan, and is directed by Larry Balli, Michael Dougherty and Kristy Risjad. Affiliated schools include the American International School of Cape Town, Hangzhou International School, and Shanghai Community International Schools.

The ISF was established to solicit tax-deductible philanthropic contributions to benefit its affiliated international schools, but it does not own, nor does it have legal connection with or liability for any of these schools. Each school affiliated with ISF is registered in its respective country under the auspices and not for profit regulations of that country.

1.4.2 Not-for-Profit Status

HIS undergoes an annual audit, which is required by the Chinese Finance and Education Departments. This audit and the finances in general are also reviewed by the school's two accrediting agencies, the Western Association of Schools and Colleges, and the National Council on Curriculum and Textbooks. The ISF has been vetted and accorded a 501 c3 status (not-for-profit) by the International Revenue Service of the United States

Section 2: Campus Information

2.1 School Hours

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. HIS Lower School only provides after-school supervision for students enrolled in an after-school activity. Parents must supervise children not attending ASAs after school.

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

The Lower School Library will be closed at 4:30p.m.

2.2 Office Hours

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

2.3 School Calendar

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

2.4 Security on Campus

Security guards are onsite 24 hours a day to ensure a secure school environment. The security guards closely monitor and record visitor access on campus. Additionally, security cameras are installed in various locations throughout the school to monitor student movement and ensure student safety at all times.

2.4.1 Entering Campus

On normal school days, campuses are “open” from 6 a.m. to 6 p.m. Members of the school community and visitors are able to enter and exit when school is open. Students in uniform enter freely; teachers, parents and administrators enter using their ID card (or sign in if they have forgotten their card), and parents and visitors sign in on entry. ID cards for HIS parents and alumni are available by application. Alumni are granted access to visit the school campus during after school hours, and by invitation or appointment during school hours. The school reserves the right to refuse entry to any person deemed a risk to the learning environment.

2.4.2 Exiting Campus During the School Day Students are not allowed to leave campus before the end of the school day without permission from the principal or vice principal. Lower school students must be accompanied by a guardian to depart campus. Middle and High School students may be accompanied by a guardian or can leave on their own with parental permission.

2.4.3 Visitors

All visitors must sign in at the entrance gate and proceed to the main office to check in. For security purposes visitors need to wear the “visitor” name card during their visit. This will also assist staff and students to help guide them.

2.5 Parking on Campus

There is no parking on campus except for school-owned and/or faculty and staff vehicles. Drivers of private vehicles may drop students off between 7:45am – 8:00am and pick students up at the 3:00 pm dismissal time. Drivers are expected to act in a courteous fashion and to follow the security

guards' directions. Drivers who repeatedly break these rules may be barred from the school campus.

2.6 Bus Transportation

Hangzhou International School, through a contracted bus service, has routes 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 reserves the right to suspend or remove students from the bus service should they not adhere to the rules.

2.6.1 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 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.

2.6.2 Rules for bus conduct

The school offers a bus service as an option for those who desire transport to and from school. Parents are asked to review with students the regulations governing the bus service. Students who do not adhere to these rules are subject to suspension and ultimately expulsion from the bus service. Bus Monitors, students, or parents may report bus misconduct to the Principal.

2.6.3 Bus Expectations

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

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

- Remain in your seat with the seat belt firmly fastened around your waist.
- Do not get up and move around the bus while it is moving.
- No eating on the bus.
- Only soft comfort toys are permitted on the bus. No other toys are permitted at school unless directed by the classroom teacher.
- Do not do anything that might distract the driver. These actions include:
 - Loud noises such as yelling, screaming, or the use of inappropriate language
 - Throwing items inside the bus or out the window
 - Fighting and/or arguing with other students, the driver, or bus monitor
 - Turning around, standing or jumping on the seat
- Music may not be played on the bus, either via the van's radio or your own device UNLESS it is a personal device that will not bother others.
- Windows stay closed at all times (unless there is a breakdown, or the Air conditioning is not working).
- Keep the bus clean. Remove all rubbish from the areas where you were seated.
- Younger students are required to sit nearest to the bus monitor toward the center.
- The bus driver's primary responsibility is the safety of the passengers. Children must be respectful towards and obey
- any requests made by the driver and the bus monitor.

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

Parents are asked to bring bus concerns to the transportation coordinator and/or divisional school administration.

2.6.4 Bus Consequences

First Violation:

- Discussion with adult on bus duty
- Behavior is documented

Second Violation:

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

Third Violation:

- Behavior is documented
- Meeting with the Vice Principal or Principal
- Parents are informed about the consequence of subsequent violations

Fourth Violation:

- Behavior is documented
- Possible expulsion from the bus
- Meeting with parents before bus privileges reinstated

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

There is one basic rule that supersedes all others in importance and simplicity: All passengers must remain in their seat with their seat belt fastened and do nothing that distracts the driver.

2.6.5 Pick-up times

The driver will wait two minutes past the scheduled time; after that, they have 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 to the school office so that the driver can be reminded to move along to the next house after the two-minute waiting period. 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. This time may change every time a new student is added to the bus system! If your bus is always early, please inform 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 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.

If a student wishes to ride home with another student or take a different bus home, the parent of that student must communicate with the school in writing (email or text message will be sufficient). 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.

Students who have not obtained prior approval and are not able to board a late bus will have to wait

at school until their own car can come collect them or taxi transportation can be arranged at the student's expense.

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. The school arranges bus evacuation drills each year in order to assist students should such a situation arise. Please contact HIS transportation coordinator at transportation@his-china.org or an administrator with any questions or concerns.

2.6.6 Morning Drop Off Procedures

Parent vehicles are currently not allowed on campus. Parents should drop off their children outside the front gate of the school. Parents should park sensibly and avoid blocking the road or entrances to the school. Please take care while crossing the street and encourage your child to look out for traffic as they approach the school entrance.

2.6.7 Health and Safety Measures

HIS are implementing safety measures which require parent cooperation and support. All students/parents must confirm green health status by showing the green code at the school gate or prior to entering the school bus. Students will undergo temperature checks and hand sanitization before entering campus.

2.6.8 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 school security.

2.7 Lunch

Lunch at HIS is provided for all students. The menu is available on the website weekly. Our chef prepares menus that are well balanced and nutritional. Please direct any questions or concerns regarding school lunches to the cafeteria manager. (cafeteria@his-china.org).

2.8 Lost and Found

Lost and Found items are stored in or near the café area. At varying points in the year items are displayed for students and parents. We strongly encourage parents to have their child's clothing and personal items labeled with name and grade where practical as this allows us to return lost items directly to the student. The school will eventually donate unclaimed items to a charity group, which supports local schools and students with special needs.

Section 3: Teaching and Learning in the Lower School

3.1 Vision and Mission

Mission Statement

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

Philosophy

Schooling should provide 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. This is an International School where the primary language of instruction and communication is English. As an international school curriculum, instruction and daily procedures may differ from what one is accustomed from their experience in a different country and era. As such both students and parents will find the need to adjust to this international school experience.

3.2 The HIS Lower School Standards and Curriculum Framework

3.2.1 The Primary Years Programme (PYP)

HIS is an authorized IB World School, offering the Primary Years Programme (PYP) of the International Baccalaureate (IB). The PYP is an international curriculum framework used at HIS from Early Years to Grade 5 and focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The Middle Years Programme (MYP) is offered in grades 6-8, and the International Baccalaureate Diploma Programme (IBDP) in grades 9-12.



The PYP Programme, as with all IB programmes, is centered on students developing the attributes of the IB learner profile. The Learner Profile is a set of values, which collectively describe the qualities of internationally minded people.

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

Recognizing that knowledge is not static, the PYP seeks to uncover enduring understandings through a concept driven,

inquiry-based curriculum framework. Important features of this framework are the explicit teaching of skills, the development of personal attitudes and student engagement in self-initiated, responsible action.

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

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

Knowledge

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

Concepts

Eight fundamental concepts, provide the structure for inquiry:

- **Form:** What is it like? Function: How does it work?
- **Causation:** Why is it like it is? Change: How is it changing?
- **Connection:** How is it connected to other things?
- **Perspective:** What are the points of view?
- **Responsibility:** What is our responsibility?
- **Reflection:** How do we know?

Attitudes:

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

Agency:

The Agency component involves students thinking and acting responsibly by taking thoughtful

and appropriate action. The value is in the action being initiated by the students where they take ownership of the process and lead themselves forward. Action may extend their own learning or have a wider impact, and often looks different depending on the age group. Action can take many forms.

Approaches to Learning

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

Approaches to learning include:

- *Self-Management*: Gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior and informed choices
- *Social Skills*: Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making and adopting a variety of group roles
- *Communication Skills*: Listening, speaking, reading, writing, viewing, presenting and non-verbal communication
- *Thinking Skills*: Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought and metacognition
- *Research Skills*: Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data and presenting research findings

To learn more about the PYP visit www.ibo.org

3.2.2 Curriculum Standards

The HIS content standards were chosen to serve the multi-national nature of our learning community. The standards include competencies in languages including English and Mandarin, Social Studies, Science, Mathematics, the Arts and Physical Education as well as transdisciplinary competencies that transcend the academic disciplines. These standards are based on research, standards, and continua developed in Australia, China, New Zealand, Singapore, the United Kingdom, and the United States, that target dispositions toward life-long learning, college/university preparation, as well as life and work in a global society.

3.2.3 Learning in context

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. HIS also takes advantage of the many learning opportunities unique to an international school setting and our location in China. Most importantly, the school aims to foster a lasting love of learning. Please view the Lower School curriculum information on the “Learn” section of the school website.

3.3 Timetable and School Day

HIS operates a timetable in 40 and 60-minute blocks. Lower School students participate in Mandarin daily, and Music, Physical Education (PE) or Rhythm and Movement (students in Early Years – K), Art (students in Grades K-5), Design Technology and Library with specialist teachers. Students learn the remainder of the day with their homeroom teachers. See an example timetable below.

Grades 1-5	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:10	Welcome	Welcome	Welcome	Welcome	Welcome
8:10 – 8:30	Transdisciplinary Unit of inquiry	Mathematics	Transdisciplinary Unit of inquiry	Mathematics	Spelling
8:30 – 8:50		Literacy and Language Skills		Literacy and Language Skills	Art
8:55 – 9:15			Literacy and Language Skills		
9:15 – 9:35				Literacy and Language Skills	
9:40 – 10:00					
10:00 – 10:20	Morning Recess				
10:25 – 10:45	Snack				Mathematics
10:45 – 11:05	PE/Swimming	Reading	PE	Reading	
11:10 – 11:30					
11:30 – 11:50	Library	Music	Mathematics	Music	
11:55 – 12:15					
12:15 – 12:35	Lunch Recess				
12:40 – 1:05	Lunch				
1:05 – 1:30	Mandarin	Mandarin	Mandarin	Mandarin	Mandarin
1:35 – 1:55					
1:55 – 2:15	Design Technology	Transdisciplinary Unit of inquiry	Transdisciplinary Unit of inquiry	Transdisciplinary Unit of inquiry	Transdisciplinary Unit of inquiry
2:20 – 2:40					
2:40– 3:00					

3.4 Physical Education, Music, Art and Design Technology

Physical Education (P.E.)

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

Music

Music at HIS uses a blend of inquiry and traditional skills-based learning to develop students' ability to sing, play instruments, dance, compose, improvise, perform and experience music of diverse origins. Music incorporates an active environment that encourages students to be confident, team-oriented, thinkers.

Art

The lower school visual arts class covers a wide range of skills and styles of art. Creativity, expression, and problem solving are the roots of Lower School Art. Students develop skills through a wide variety of concept-based units and collaborative art projects.

Design Technology

Design Technology blends a number of disciplinary skills together to develop students' problem-solving and creative skills. The students will inquire and analyze, develop ideas, create a solution to a problem, and evaluate the effectiveness of the solution.

3.5 Language Learning in the Lower School

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

3.5.1 Mandarin Program

The Mandarin Program is a unit-based language program and aligned, where possible, to the PYP Language scope and sequence. Students attend Mandarin for 40 minutes a day. Our program offers multiple levels for Mandarin Literacy and Language (MLL) and Mandarin for Speakers of Other Languages (MSOL) at Beginners, Intermediate and Advanced. Students are assessed for level placement. All levels integrate listening, speaking, reading and writing skills. Students have a variety of ways to approach learning, such as project-based learning, story-telling, and other activities related to Chinese culture.

3.5.2 English for Speakers of Other Languages (ESOL)

HIS provides support within the school day to students for whom English is not the first language. ESOL teachers provide a support program for students within the regular classroom and pullout ESOL classes will be provided as deemed appropriate. Our ESOL program follows research and evidence-based best practices in academic language acquisition; is guided by WIDA's English Language Development standards; and is aligned with IB PYP philosophies. Through our program, our EAL and homeroom teachers maximize co-planning and co-assessing time to integrate content, language, and literacy instruction effectively, which accelerates academic language development.

HIS charges an additional one-time ESOL fee at admissions to students for whom English is not their dominant language.

3.5.3 ESOL Program Progression

At the beginning levels, the ESOL program concentrates on equipping students with the vocabulary and structures for meeting immediate school needs and assisting in the settling process. As students gain confidence, they move onto broader themes designed to develop speaking, listening, reading, and writing skills to a level that will enable them to participate effectively in all regular classroom lessons including language arts, reading, math and language twice a year to measure student growth and achievement. MAP tests are norm referenced against the United States Common Core State Standards.

Students with limited English proficiency, or transferring from non-English speaking schools, will be evaluated at admissions and may be recommended for ESOL support services. New ESOL students will be assessed in the first few weeks at HIS.

ESOL and homeroom teachers collaborate to evaluate the progress of English Learners receiving support services using multiple measures. When an English learner develops near grade-level proficiency in academic English, their performance is monitored by ESOL and homeroom teachers. Students on monitor status will no longer receive direct support from an ESOL teacher.

3.6 Assessment and Reporting

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

3.6.1 Standardized Testing

The HIS Lower School utilizes the Northwest Evaluation Association (NWEA) MAP standardized tests for

3.6.2 Comprehensive Reading Assessments

Teachers continually assess students' reading levels through daily classroom work and reading groups. Additionally, each student's reading level is assessed twice per year using the Fountas and Pinnell Comprehensive Reading Assessment.

3.6.3 Parent-Teacher Conferences

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

3.6.4 Student-Led Conferences

Student-led conferences take place in the second semester. These conferences will be student-led, with the focus on demonstrating knowledge, skills and understanding and on goal-setting evaluation.

3.6.5 Progress Reports

The progress report is primarily a form of communication from the teacher to the 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 may transfer, and therefore the Progress Report must ensure a high degree of clarity.

The school year is divided into two semesters. Student performance is reported as follows:

- Mid-Term (October): Mid-Term Progress Report
- End of Semester 1 (December): Semester 1 Progress Report
- Mid-Term (March): Mid-Term Progress Report
- End of Semester 2 (June): Semester 2 Progress Report

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

3.7 Learning Resources: Technology, Texts and Materials

Teachers gather learning materials from a variety of resources. When resources are issued as part of the curriculum, it is the responsibility of the student to return them in good condition.

Resources are checked out in the student's name. If not returned or if damaged, the student will not be issued school records until the fine is paid.

3.7.1 HIS Technology Agreement

Lower school students will have access to laptops when necessary. HIS students are expected to be good digital citizens. Lower school values and behavior expectations apply to technology use. All students are required to follow the HIS Technology Agreement. Failure to adhere to this policy may result in the loss of computer privileges. As a general rule, the following uses are not permitted unless given explicit prior approval by a teacher:

- social networking sites
- gaming
- streaming video
- music and/or other audio
- instant messaging

3.7.2 Respect for others' privacy and property.

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

3.7.3 Cyber bullying and tampering with equipment

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

Consequences may include but are not limited to:

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

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

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

3.7.2 Other Materials and Supplies

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. Students may be requested to provide classroom materials (pens, pencils, notebooks, binders, etc.). Teachers will detail the materials required in the beginning of the year.

3.8 Homework

Homework is to be meaningful and assigned in a manner that enhances student learning. It helps establish patterns of study, build responsibility and develop time management skills. While homework is a student's responsibility, it also enables parents to learn more about what their child is doing in school and become involved in the learning process. We recognize the value of family time in a student's life and learning, and we aim to only intervene with purposeful homework.

At HIS, homework may be used to:

- reinforce class lessons
- gain a better understanding of material and skills already taught
- continue learning activities started during class time

3.8.1 Homework Guidelines for Teachers, Students and Parents

Total home learning 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.

Students are expected to engage in independent reading or reading with family members for at least twenty minutes a night in addition to assigned homework. This valuable time spent reading is important in the development of all students.

If home learning 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.

Mandarin homework is often set with a maximum expectation of 30 minutes per day. If parents wish their child to spend longer than this, it is expected that they finish all English homework before continuing beyond 30 minutes.

Further guidelines: Homework...

- has a stated goal or learning objective.
- is relevant to the classroom instruction.
- is engaging and authentic.
- can be completed independently by the student and may have differentiated options for different learners.
- should not be completed by the parent. Parents may be involved in other ways (e.g. interviews, games, etc.).
- is accountable (i.e. assessed formally or informally by the teacher).
- can be ended by the parent when the effort exceeds what is reasonable and productive.

3.8.2 Homework Make-Up

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

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

Similarly, teachers may make recommendations for remediation or enrichment activities to support learning over long holidays and as appropriate throughout the year.

3.9 Student Support Services

3.9.1 Counseling Services

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

3.9.2 Learning Support and Positive Behavior Support

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

Counseling is 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.

When a student's behavior consistently goes beyond what is reasonably managed in the classroom, a collaborative team approach is taken. Positive behavioral support services may include individual counseling, behavioral contracts, additional administrator support, increased home-school communication, and/or other behavioral interventions and supports.

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

3.10 Assemblies

Our Lower School community gathers for assemblies throughout the year. The purpose of assemblies is to provide students with an opportunity to celebrate achievements, build community, and showcase what has been learned in our units of inquiry. These assemblies are student-led and designed to share learning in an entertaining manner. Assemblies may be followed up by a showcase of learning in the homeroom classes. Parents are invited to grade level assemblies. *

3.11 Co-curricular Activities and Athletics

In addition to the academic program, HIS also runs a comprehensive activities program for all students in Kindergarten-Grade 5. These activities allow students to explore their strengths outside of the main curriculum and provide opportunities for team building and leadership. In the Lower School, students can choose from activities with an academic, artistic, or health/wellness focus.

An HIS Activities Handbook will be sent out at the beginning of each Co-Curricular Activities session.

3.12 Classroom Birthday Celebrations and Class Parties

Birthday celebrations may be held in addition to classroom parties but are restricted to no more than 30 minutes time in conjunction with the snack period, the lunch period, or the end of the school day. Invitations to private birthday parties may be distributed at school only if all children in the class are to be invited. The giving of gifts is prohibited, including goodie-bags or party favors. Birthday cakes should not be brought to school.

3.13 Tutoring

HIS teachers are not available for tutoring because of the labor laws in China. Our teachers are granted Work Permits and Visas for the sole purpose of working for the school while the teachers reside in China. Any work outside of the school's authority is not legally condoned and could put the teacher at risk of deportation and the school at risk of a fine or censure. Occasionally, our counselor is able to coordinate tutoring for Lower School Students with volunteer Upper School students.

3.14 Library Services

3.14.1 About Our Library

The HIS Library is located on the basement level of our campus and is open to all students and parents from Early Years to Grade 12. Our collection includes paper books, electronic books available through the Follett e-book program, online research databases (Encyclopedia Britannica, and others), a limited DVD collection, and a limited collection of HIS archival material including past yearbooks. Additionally, we have a growing selection of books in our students' home languages.

3.14.2 Borrowing Library Materials

Physical books are loaned out each week during class library time or at other times when the library is open.*

3.14.3 Library Hours

The HIS library is open weekdays from 7:45 a.m. until 4:30 p.m.*

3.14.4 Library Fees

Students are asked to return books on time, but there are no fees for late books. However, lost books will be charged at the end of the school year. Please note, that your child's reports or documents may not be released if there are outstanding charges on your child's account.

3.14.5 Field Trips

Any HIS sponsored excursion off our campus with students is considered a trip. Field trips are an important part of our school program, and student safety is a priority at every step. Field trips are planned to provide learning opportunities that are significantly enhanced by an off-campus venue, including exposure to the culture and geography of China.

Expenses: The school will provide transportation for approved local trips in the general Hangzhou area. While meals are generally provided by the cafeteria, parents may be asked to help support these trips by paying entry fees, or other related costs. All field trips should be tied to curricular goals.

Participation: All class/grade members are expected to participate in field trips. In most cases, alternate activities will not be provided for students not attending. Our established student-to-adult ratio may require that parent volunteer chaperones are necessary for trips to proceed. Mandarin speaking parents are especially encouraged to volunteer.

Permission: Details of the trip and its connection to the curriculum will be sent via a letter from the sponsoring grade level/department leader. This letter will include a permission form, which must be signed by the parent and returned to the teacher.

The school uniform is required on field trips unless expressly indicated otherwise on the permission slip. HIS expectations and understood codes of behavior are in effect on all field trips.

Parent Participation/Parent pick up at Field Trips: Parents are encouraged to participate in field trips; however, the classroom teacher will determine the number of parent volunteers. There may be an occasion where a specific child may need to be accompanied by their parent for disciplinary or safety reasons, after consultation with administration. Furthermore, if a parent is participating in a field trip and wishes to take their child home directly from the event, the parent must inform the homeroom teacher face-to-face before doing so.

3.15 HIS Academic Honesty/Honor Code

The school expects students to work together and to help each other learn and the school encourages a classroom environment in which the ideas of students are valued both by the teacher and by fellow students.

Students may get help from a parent in understanding an assignment or in solving a problem. Parents and students should realize that the purpose of the homework is to reinforce what the child has been doing in the class and to solidify understanding. Therefore, parents who help children with homework should ensure that the student is able, after receiving help, to solve the problems or do the work independently. This same thinking applies when a student receives help from another student.

Most tests, quizzes, and written assignments (compositions, research paper, and so forth) are intended by the teacher to be done independently by the student. Students who copy information from another student, or who in any way present work or ideas as their own when they were, in fact, taken directly from someone or someplace else, have violated the code of academic honesty.

The school's Honor Code is as follows:

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

Students preparing compositions or papers must acknowledge any passages which they quote verbatim or paraphrase, in whole or in part, from any source, according to guidelines which will be made clear by the teacher.

Academic honesty is required at 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, 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. Examples of academic dishonesty include:

- Copying the work of others
- Allowing / assisting others to copy work. Giving your work to a classmate and then being surprised that they copied it is not an acceptable excuse.

- Plagiarism of any form (copying websites, not citing ideas presented by other authors, etc.)

Section 4: Admissions, placement and Attendance Policies

4.1 ADMISSIONS

Admission and continued enrollment will be determined by the Principals and the Director of Admissions. All questions regarding admissions should be forwarded to the Director of Admissions for HIS admissions@his-china.org. Admission requirements may change from year to year.

All students of appropriate age are eligible for admission based on the following criteria:

- If it is believed that the school has the capacity to meet the educational needs of the applicant.
- The potential of the applicant to benefit from the educational services provided.
- The ability of the applicant to meet the attendance and behavioral expectations of the school.
- Fulfillment of the school's financial and medical requirements.

4.1.1 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 in order to be enrolled.

4.1.2 Passport and Visa Requirements

By Chinese law, international schools may accept children of expatriates residing temporarily in China and travelling 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.

4.1.3 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. ESOL support for students will be determined at the time of admissions. A one-time ESOL fee will be charged to parents of students, for whom English is not their dominant language.

4.1.4 Retention / Promotion / Dismissal of Students

It is the intention of the school to keep children within their age groups whenever possible. The decision regarding the promotion/retention/dismissal in the case of a student is the sole responsibility of the Director. Consultation with Administration, Admissions Office, teachers, parents, and students will be held prior to a final decision. Review of possible candidates for retention will begin as early as possible.

In some cases, there may be a need to retain students at a grade level for the next school year. Prime consideration for retention of a student will be his or her maturation in all areas. School administrators are aware of the various social and psychological issues surrounding retention, and this recommendation will only be made when they feel it is in the best overall academic and social interests of the child. In some cases, this is a recommendation only, and parents will make a decision after meeting with a Student Support Team who will advise on the situation.

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

Students who withdraw within three weeks of a normal Progress Report issuance will not receive an

early report. The Progress Report will be forwarded to the parents or the office when it is issued on the regular date. Students leaving more than three weeks prior to a Progress Report issuance will receive a special interim report, listing the progress of the student at the time of the withdrawal.

4.1.6 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.

4.2 Student Attendance

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

4.2.1 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 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.

4.2.2 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 Lower School secretary, Lily Fan (lfan@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.

If the parent does not contact the school regarding an absence, the school secretary will endeavor to contact parents after 9:00 am each day of a student absence. If there is no response, the absence will be listed as an unexcused absence.

For pre-planned absences, students are encouraged to meet with teachers prior to their absence. 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. Teachers are not expected to create extensive individual programs; however, for students who miss school for long periods, due to illness or other approved reasons, they can provide more extensive support to help the child continue in the program successfully upon his/her return.

4.2.3 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.

4.2.4 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 lower 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.

4.2.5 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 attend an CCA.

Section 5 Lower School Culture

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

We believe the building of culture involves:

- The explicit, continual development of the PYP Learner Profile Attributes and Attitudes, especially the fostering of respectful and positive relationships between all members of the school community.
- Clarity of expectations.
- The intentional creation of a safe and supportive school culture and community, where all are encouraged to listen and make valued contributions.
- An inclusive approach to problem solving, so that the feelings, needs and views of everyone are considered.
- An understanding of the connection between beliefs, motivations and actions of our students, faculty and community members.
- The belief that students are able to resolve their own problems, with support, time and an opportunity to tell their story, as needed.
- Reflection as a key practice of social emotional learning
- and relationship building.

5.1 Positive Culture Development in the Lower School

Respect is at the core of the HIS school culture. We believe that students need to feel safe and valued in order to be engaged in their learning. HIS develops positive school culture through the use of the PYP Learner Profile Attributes and Attitudes, as well as collaborating to create structures, routines and expectations.

5.1.1 The PYP Learner Profile Attributes & Attitudes

The learner profile attributes and PYP attitudes give us a framework for how we treat one another and our environment. We are defined by our diversity, collaborative nature, and supportive community. We equip our students with the skills they need to be accepting, dynamic, and expressive communicators. We implement the learner profile attributes and attitudes across the school day through academics, at social-emotional learning times, and during school gatherings. Read more about The Learner Profile and examples of implementation for positive culture development below.

IB Learner Profile

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

IB PYP Attitudes

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

- Cooperation: Cooperating, collaborating, and leading or following as the situation demands.
- Creativity: Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
- Curiosity: Being curious about the nature of learning, about the world, its people and cultures.
- Empathy: Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
- Enthusiasm: Enjoying learning and willingly putting the effort into the process.
- Independence: Thinking and acting independently, making their own judgements based on reasoned argument, and being able to defend their judgements.
- Integrity: Being honest and demonstrating a considered sense of fairness.
- Respect: Respecting themselves, others and the world around them.
- Tolerance: Being sensitive about differences and diversity in the world and being responsive to the needs of others.

5.1.2 Structures, Routines and Expectations for Positive Culture Development

Faculty and students collaborate to establish shared schoolwide structures, routines and expectations to enable students to reach their full potential. All community members are expected to exhibit positive attitudes and language towards one another and our environment.

Student participation and leadership plays an important role in building a positive culture. As mentioned above, The Learner Profile serves as a framework for common understandings and language across our system.

5.2 Discipline Guidelines

HIS offers the following guidelines and expectations to assist teachers in handling student discipline:

- Respect for all people is expected in all aspects of the school environment. Teachers can expect that members of the administration will treat staff, parents, and students with the highest degree of respect. The school can expect that all teachers treat all students, other staff, and parents with respect. As a faculty, we will expect that all students and parents will treat all of the adults in the school with respect, as well as each other.
- When disciplining students, there will be no yelling, degrading, or demoralizing a student and that a student's privacy will be respected. Sarcasm has no place in the classroom. Put-downs, or teasing, will not be tolerated between students and those students who do so will face consequences. Our expectation in this area will be to maintain only positive interactions at all levels.
- At no time should a teacher ever strike or touch a student during discipline. If for some reason the student is out of control and their actions could, in the judgment of the teacher, bring harm to others, the student may then be restrained. In student interactions with peers, behaviors such as hitting, kicking, pinching, biting etc. will result in serious consequences and will not be tolerated.
- Respect for property reflects the need for all equipment books, supplies and materials, as

well as the facility itself, to be properly treated. Care of our teaching and school environment will help us maintain the facility and our supplies and materials in support of students.

- There is no place for profanity of any kind in the school, and respect for language must be maintained. This includes any language that may be spoken informally in the school other than English.
- Respect for each other's personal space includes student's desks, coats, backpacks or any space that is of a personal nature. In turn, it also means that students must respect the teacher's personal space as well.

In summary, high expectations for respect and good citizenship by our students will result in less time being spent on reacting to adverse behavior. In other words, we get what we expect. Most behaviors we will come across with our students can be addressed under the statements above.

5.2.1 Behavior Support Services through the Student Support Team

When a student's behavior consistently goes beyond what is reasonably managed in the classroom, the student may be referred to the Student Support Team (SST), so a collaborative team approach can be taken. Behavior support services may include individual counseling, behavioral contracts, additional Vice Principal support, increased home-school communication, and/or other behavioral interventions and supports.

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

5.3 Other HIS Expectations

5.3.1 Uniform and Dress Code

HIS students adhere to a dress code which we believe promotes a sense of orderliness and school community, and helps with campus and field trip security.

Elementary students (Early Years through Grade 5) wear navy blue trousers, shorts, or skirts and the HIS light blue polo shirts (short or long sleeved). Girls' tights and socks should be white, black, nude, or navy blue. During cooler weather students may wear sweaters, jackets or hoodies of school colors and winter coats.

Middle School students (Grades 6, 7 and 8) wear tan shorts, trousers, or skirts and the HIS navy-blue polo shirt (short or long sleeved). Girls' tights and socks should be white, black, nude, or navy blue. During cooler weather students may wear sweaters, jackets or hoodies of school colors and winter coats.

High School students (Grades 9 through 12) wear tan shorts, trousers, or skirts and a light blue HIS Oxford cloth button down (short or long sleeved). Girls' tights and socks should be white, black, nude, or navy blue. During cooler weather students may wear sweaters, jackets or hoodies of school colors and winter coats.

5.3.2 Physical Education Uniform

Students are expected to wear a PE uniform during PE class. This is provided as part of the HIS uniform package. Proper footwear that supports safe movement is encouraged.

All students wear laced shoes or sturdy sandals. Athletic shoes or sneakers are acceptable. Flip-flops, thong sandals, and other beach-type footwear are not appropriate for school. Caps or hats in buildings are also inappropriate.

All students are expected to be well groomed and appropriately dressed at school or during school-related functions off campus. Immodest or distracting attire is inappropriate. Facial jewelry or distracting jewelry is also not allowed. This interpretation can extend to haircuts, jewelry, makeup, or other aspects of personal appearance.

There are occasionally free dress 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, and will be announced by the school administration. Students will normally wear the school uniform for field trips, unless otherwise indicated on the permission form.

5.3.3 Personal Belongings and Valuables

Students are discouraged from bringing personal items to school such as toys, electronic devices, and large amounts of cash or valuable personal belongings. The school and its teachers take no responsibility for lost or stolen personal belongings. Apple watches and similar devices are not permitted in the Lower School.

5.3.4 School Property

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

5.3.5 Weapons

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

5.3.6 Drug Use

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

Section 6: School Community Relations

6.1 Communication

A child's school life is greatly enriched by a family that is well informed and active in school life. HIS welcomes parent involvement and encourages close ties and frequent communication between parents and school. Parents can expect communication to take the following forms:

6.1.1 Dragon News

Dragon News is the HIS magazine written by HIS faculty that will be sent home throughout the year with students. It is also available on the school website.

6.1.2 Principal Newsletters

Each week, the Lower School Principal will publish an electronic newsletter, which is designed to communicate general information about upcoming events at the school, and showcase

various aspects of the school's programs.

6.1.3 Director's Communication

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

6.1.4 Homeroom Teachers

Homeroom teachers communicate with parents on a weekly basis. Each teacher has their own digital source and will post news, photos and details about upcoming events in the classroom. This form of communication may also be supplemented by emails.

HIS encourages strong ties between home and school. In addition to parent-teacher conferences and school reports, teachers work hard to promote a positive and successful relationship between the home and school. Frequent communication is an important part of maintaining close relations between the school and the home. Concerns about a student's progress at school are communicated to the parents or guardian of the student by the teacher or counselor.

6.1.5 Issues of Concern

Concerns about School Classroom Activity: Any specific concerns a parent may have regarding activities in their child's classroom should first be discussed between the parent and the teacher. Then, if necessary, with the divisional Principal.

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

6.2 Parents Code Of Conduct

HIS expect parents and/or guardian to show respect and concern for others by:

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

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

- disruptive behavior, which interferes with the operation of a classroom, an office area or any other part of the school grounds. This includes threats, words or actions that bring the institution into disrepute or significantly affect the conduct of school business;
- using loud and/or offensive language or displaying temper;

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

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

6.2.1 Parent Contact Information

It is essential that the school have accurate phone numbers, addresses, and emergency contact information for all children. Please advise the Lower School office of any change of contact information as soon as possible.

6.2.2 Parent Absences

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

6.3 Parents and Friends Association (PAFA)

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

- To encourage parent and community involvement
- To help coordinate programs outside of the provided curriculum in which volunteer parents provide assistance to the teachers and the school.
- To encourage participation by all without discrimination
- To work collaboratively with school leadership including administrators, teachers and staff
- To effectively communicate decisions and events to all PAFA members

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

HIS operates on a not-for-profit basis and all monies arising from fund raising are to benefit our school and our children. All money raised by PAFA will be allocated towards items outside of the scope of the school's planned operating budget. All funds earned under the auspices of PAFA must be allocated and spent within a reasonable amount of time of having been raised, preferably within the school year in which the funds were raised. PAFA will be allowed the

liberty to make charitable donations based on membership approval. However, at fund-raising events parents will assume that their contributions will be going towards the school and its children. Therefore, when events are planned in order to aid a charity, that information should be publicized before and during the event so that participating parents know who is benefitting from their participation.

PAFA is legally a branch of HIS and follows the direction of the Administration and Board of Directors. Therefore, the administration reserves the right to make all final decisions regarding PAFA activities. Currently there is one PAFA group at HIS. PAFA may in the future wish to create a new group on an existing campus – for example, divide into Lower School PAFA and Upper School PAFA. PAFA is responsible for formulating and communicating its leadership structure and its HIS administration pre-approved constitution or by-laws on an annual basis.

Section 7: Health Protocols and Services

7.1 Sickness/Accident

School medical staff are initially 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 nurse 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. To this end, it is extremely important that parents provide the office with up-to-date telephone numbers including home, office, cellular phone, and the number of a friend in case we cannot reach parents.

It is expected that parents will have current 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.

7.2 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. Teachers are not able to administer medication to students.

7.3 Medical Emergencies

7.3.1 Injury and emergency

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.

7.3.2 Epidemics

In the case of a serious disease epidemic the school will adjust procedures and protocols in line with the Hangzhou Education Bureau and government authorities to protect the health and safety of students. Details of these procedures will be updated on the school website at his-china.org/inform/news.

7.4 Allergies

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

7.5 Head Lice

Parents should be advised that it is not uncommon during any school year to have cases of head lice at school. Head lice, 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. The more menacing aspect of head lice is the nits, or eggs. These are small darker colored hard casings, which attach themselves to the individual hair shaft. The best way to rid the head of nits is to carefully pull them free from the hair shaft one by one. Very fine-toothed combs, available locally or with the school nurse can be effective in removal of the nits as well. Unless the hair is free from the nits, it is highly likely that an infestation of lice will continue to reoccur. If live head lice are detected, the hair should be treated with shampoo products designed for treatment of head lice.

Parents are encouraged to discuss the issue of head lice with their children, and make certain that the child understands that having head lice is nothing to be ashamed of or to feel bad about. At school, we will of course take every precaution necessary to maintain confidentiality on this issue for families, and will be very discreet and private as we spot check children to ensure that the problem is in control.

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.

7.6 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.

In the case of an emergency evacuation drill, the fire department and local education authorities may be notified. Bus evacuation drills and other safety drills will be conducted annually. Guests and visitors on campus will be expected to take part in the evacuation drills.

7.7 Insurance

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

7.8 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.

7.9 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

8.0 Final Remarks

This document is meant as a guide to help answers questions you may have about the HIS Lower School and to guide you through your time with us. If you have further questions or would like to discuss the content of this document, please feel free to contact Ms. Julie Terry, the Lower School Principal, at jterry@his-china.org. You may also arrange a meeting through the Lower School secretary. *