

SHANGHAI COMMUNITY INTERNATIONAL SCHOOL

DEC/JAN. 2020

communitas



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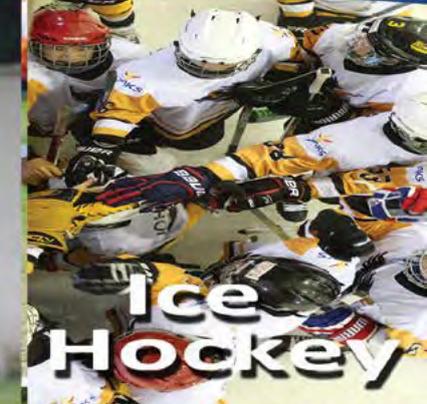


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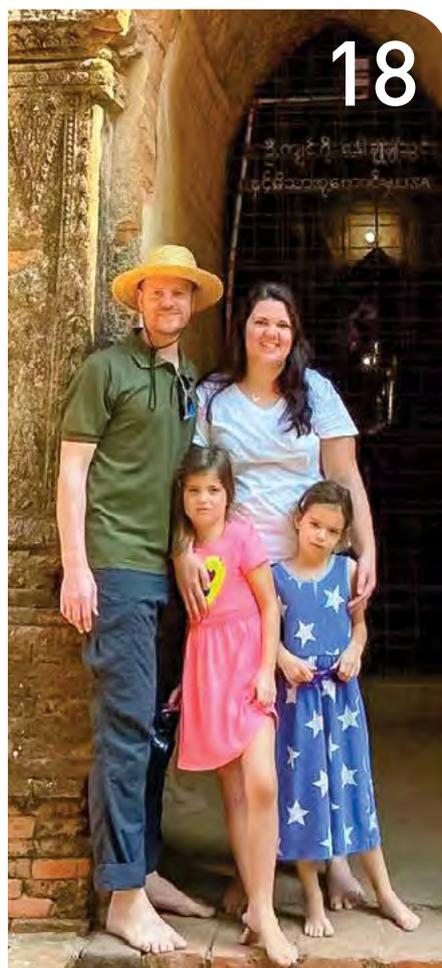
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Dear SCIS Community,

I want to begin by wishing all our community members Happy New Year! 2019 brought with it many great opportunities to learn and grow as a school community, and I am confident that 2020 is lining up to be even more significant. To start, we will welcome over 75 new students joining our program in the second semester. With these new students and families come even more opportunities for friendships to be made and learning to be shared.

While we welcome our new families as they join us in January, our admissions department will also be initiating our annual re-enrollment process. This process will see all of our current families identifying their enrollment plans for the 2020-21 academic year. The re-enrollment process is structured in a way that ensures all of our present families have priority in securing enrollment for the next school year. We understand that there are a lot of moving parts in this process and our admissions department stands ready to support you should you have any questions along the way (admission@scis-china.org).

Let us now turn our focus toward this edition of *Communitas* which revolves around the theme of SCIS' Passion for Discovery, showcasing how we support independence in learning to develop curiosity in our students. We support our students in their pursuit of discovery by guiding them to learn through activities that are grounded in personal interests, often self-initiated with appropriate guidance from teachers. Simply put, it gives students a voice and a choice in

how they learn, triggering greater interest and motivation in the learning process.

By supporting learners that actively seek out opportunities to contribute positively to their communities we are identifying our commitment to empowering our students. SCIS seeks to continuously enhance learning experiences by providing unique instructional techniques that foster an environment that triggers our learners to be aware of opportunities where they can have direct input into the learning process, into creation, and toward enhancing their ideas and understanding. As a community, we strive to remain curious, test assumptions, challenge the status quo, and take risks. It is how we empower our students to become lifelong learners who meet the challenge established within our mission of contributing positively to their community.

As a SCIS community member, you represent the learner within our mission whether you are a parent, faculty, or student. So, let us all collectively agree to make good use of the fresh start that 2020 has brought us and seek out opportunities to contribute positively to our community. In doing so, we will engender the creative spark that will ensure that SCIS remains a passionate home for discovery and learning.

Sincerely,

Daniel D. Eschtruth
Director of Schools
Shanghai Community International School

communitas

DEC/JAN. 2020

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Do you have a story to tell, a project to share, or art to be displayed? Let *Communitas* be a platform for your voice. *Communitas* is about community

and we rely on contributions from the SCIS community.

Should you have any commentary, observations, wish to submit articles, or inquire as to ways to collaborate, feel free to send all inquiries or correspondence to the *Communitas* editor via email at mmasson@scis-china.org. *Communitas* is published

six times per year for the SCIS community, our friends, and the larger Shanghai community.

We are social! Feel free to visit us on the web at www.scis-china.org and follow us!



The Benefits of Messy Play

As a parent, when we hear “Messy Play” there is often a reaction of either “OH, GREAT!” or “oh, great...” Messy play is the catch-all phrase for exploring the world using our whole body and all of our senses. It is a learning time that is intended to be open-ended and full of textures and smells that students may not typically experience in their homes. At the SCIS Hongqiao Early Childhood Education campus, we welcome and plan for many messy play opportunities. Our display below hangs proudly in the school lobby celebrating messy play. The beauty of having school uniforms is that our students' regular clothes are spared while the fun continues.

As we expand their experiences, we continue to develop even deeper skills and understanding within each child.

Fostering Curiosity, Imagination, and Exploration

This skill is all about letting children explore and experiment with different objects and raw materials without an end game or restriction. Objects and materials are chosen so they can be manipulated and changed. A stick of chalk can be a



way of communicating or add some water and it's a flowing river of chalky color. A flower with petals smells wonderful and then the petals are plucked to float in the water basin or follow a stream of water or get stuck in place with glue. This is the learning journey in which all the senses are activated in order to explore materials to better understand the surrounding world.

Encouraging Communication and Language Development

Messy play is a social activity. It naturally lends itself to sounds of excitement, to descriptions of how a material feels or how two items can go together. Adding simple tools such as wooden letters, colored beads, or different shaped cookie cutters lends itself to building language and vocabulary in the most fun, connected and interactive manner.

Nurturing Future Skills

Messy play promotes high concentration skills. It takes focus and determination to plan, manipulate, move or change the tools. A student's ability to develop this focus-on-a-task or to follow steps in a plan are critical learning skills that will serve them well into the future.

Supporting the ability to Play independently

In our fast-paced, adult dominated world, today's children struggle to amuse themselves. They often look to the adults to provide their entertainment. Messy play is unrestricted and often nudges a child to try something new, add a new element to their play and therefore extend themselves naturally. When allowed to practice, children will begin to plan, explore and problem-solve as various situations arise. All of these experiences bolster their self-confidence and self-esteem that will, in turn, promote more play.

So, are you NOW a parent that will respond “OH, GREAT” when your student has the opportunity to enjoy messy play?



By **MELANIE MCCLURE**,
Principal at SCIS
Hongqiao ECE Campus





One of the indicators of a mature child is the ability to be independent. As a parent, several milestones indicate a child has built independence. A child being “potty trained” is one of the earliest steps a child takes on the road to independence. As children grow into young adolescents, another noteworthy accomplishment is being able to get themselves ready for school. These behaviors do not happen overnight. Many steps must take place for a child to reach these milestones. At school, too, we work with students to build and follow the steps to build independence in their learning. The following examples are key aspects of our program that help our students mature into the self-directed learners we aim to develop.

Learner-Led Clubs

In Grade 6 – 10, students have the opportunity to lead clubs. These club sessions run on Wednesdays for approximately 10 weeks during our Dragon Time Advisory. The goal for learner-led clubs is to have students take

the lead in creating and leading clubs for their peers. Students who are leading a club complete a lesson plan for each of the sessions over the 10 weeks. They work with faculty members to develop strategies to share an area of passion with their classmates. From various fitness clubs to craft clubs and technology clubs, all students have the opportunity to create a club based on something that interests them. Most recently, several Grade 10 students have worked together to create a ‘Tea Ceremony Club’ based on their exposure to Tea Ceremony practices during Wellness Week. These students aim to learn about different tea ceremonies around the world and share their knowledge with other students in Grade 9 and 10. At the mid-point of the 10 weeks, club leaders meet with grade-level leaders to reflect on their progress, receive feedback and make changes for the remaining weeks. Encouraging choice, developing the appropriate steps, and allowing an opportunity for feedback and self-reflection are all ways that we encourage students to make these clubs their own.

Grade-Level Assemblies

Each month the entire Upper School comes together for a community assembly. These assemblies are run by a specific grade-level. Each are expected to showcase the talent in their grade-level and encourage opportunities for community building. When these community assemblies began in the 2018-2019 school year, students were hesitant to share all of their talents with the rest of the upper school. Over the last 18 months, students have begun to look forward to developing these assemblies and have made them opportunities for celebration and relationship building.

Each grade-level is led by their student council co-presidents, advisory representatives and their faculty grade-level leader. By the time students are in Grade 11 and 12, they orchestrate the entire event with a committee of students ensuring that the 50 minutes are fun and enjoyable for all involved. In the weeks leading up to their assembly, each grade-level develops the plan for their assembly including performers, stage crew, games, and, always, the ‘Dragon Whispers’ question that allows students the opportunity to learn a bit more about the students seated around them. In the short time since we have begun these assemblies, we have certainly seen our students able to take on the ability to orchestrate a large all-school event, which has allowed them to build their independence as a grade-level.

Of course, there are many other opportunities for students to build independence in their school life at SCIS. We continue to help them mature into the amazing young adults who can navigate the next stage in their life with ease.



By **AMY VALERIO**, Upper School Vice-Principal at SCIS Hongqiao

Four Habits to Support Your Child's Emotional Well-being

Our emotional well-being is impacted by various factors, both internal and external. The process of establishing and promoting lifelong healthy habits is different for everyone; though, some habits can be very useful in creating a healthy emotional state. Different factors such as environment, values, and relationships contribute to healthy emotional well-being. Wellbeing is defined as “the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, and a sense of meaning or purpose” (<https://www.psychologytoday.com>).

While these habits are pretty prevalent, the implementation and response differ for each family. Consistency and willingness will make a significant difference in the outcome. Having a good understanding of yourself and family and the ability to incorporate different habits can assist with being successful in supporting the emotional well-being of your family unit.



1. Physical Activity.

Keep it moving. Always keep it moving. Being physical has so many benefits at any developmental phase of life. Exercise and play are a great way to maintain healthy emotional well-being and even can assist with and reduce anxiety and stress because of the serotonin and endorphins that are released when we are active. Ways to encourage your family to be active include:

- Move as a family. Do activities together so everyone is involved and moving.
- Try different activities to gauge interest.
- Enroll in sport and activity programs.
- Limit screen time.



2. Sleep.

Sleep plays such an important role in the way we function. It is equally as important as getting your water intake in and maintaining a healthy diet. Sleep allows our bodies to rest and repair while the brain processes emotions and memories. It is especially

important for brain development in children and adolescents. Research indicates that children through the age of eighteen should be getting at least 9 hours of sleep. Lack of sleep can result in social and emotional difficulties along with attention and memory within the classroom. Ways to encourage a sleeping routine for your family:

- Have a curfew for technology use. Make sure this is the same time every night.
- Establish a bedtime routine that works for your family which could include reading, music, mindfulness, etc.
- Be conscientious of weekend sleeping patterns as it could throw off the schedule for the rest of the school week.
- Make sleep a priority.



3. Social Media.

Social media along with the use of the internet can be quite useful as it is a great way to stay connected with people from all over the world and do fun and creative things. Though, too much time spent on social media could impact one's emotional

wellbeing. Being aware of your family's usage will assist with creating boundaries and managing the appropriate amount of time spent on screens, video games, and the internet. It is recommended to have a conversation as a family to set realistic guidelines for social media and electronics. Consistency and open communication are also key when establishing the rules to encourage responsible usage.



4. Connection.

As humans, connecting with one another is something that we all crave. Research suggests

that having a community and connecting with others is important for our well-being. Tending to relationships and people that are important leads to secure, well-adjusted and happy children and adults. A connection is an opportunity to be seen, share experiences and receive and provide support.

Developing habits that lead to a healthy environment and well-being is something that we should continuously strive for. The more you incorporate the habits you create, the more beneficial it will be for your growth and well-being. Having an understanding of what works for you and your family will assist in helping with the everyday stressors of life and can lead to sustaining lifelong healthy habits.



By **TAYLOR COBB**,
Counselor at SCIS
Hongqiao Campus

It's Almost Time for RE-ENROLLMENT!

As we come to the beginning of semester two, it is important to celebrate and reflect on all that we have accomplished as a school community. While difficult to believe, it is also time to set our plans for the 2020-2021 school year. We do this through our annual re-enrollment process which allows families to confirm their enrollment status for the coming school year.

Our re-enrollment process is designed to ensure all current families have first priority to register for the 2020-2021 school year. Thus, re-enrollment will commence on January 17. On this day, all families will receive an email from our Admissions Department notifying parents that re-enrollment

is open. Parents can follow the instructions and link provided within the email to complete the re-enrollment survey. This entire process should take less than five minutes.

The re-enrollment process is vital as we strive to effectively plan for yet another successful school year. SCIS looks forward to your continued support and involvement in our school community and we hope to welcome your family back for yet another successful school year.

Should you have any questions regarding re-enrollment or need any assistance, please contact our Admissions Office:

Name	Job Title	Email	Ext
SCIS Admissions Office	General Admissions	admissions@scis-china.org	5876
Echo He	School Registrar	eh@scis-china.org	5876
Grace Hu	Admissions Finance Officer	ghu@scis-china.org	5877

Secure Your Re-Enrollment



Step 1:
Re-Enrollment Survey
Deadline: March 13 (Sent January 17)



Step 2:
Seat Guarantee
Payment of Deposit or Annual / Semester Tuition
Deadline: March 13



Step 3:
Tuition Payment
Payment of Annual / Semester Tuition
Deadline: June 1

Early Payment Discounts:

This payment incentive allows for a discount on tuition fees when annual tuition is paid in full by the following deadlines:

March 13 (5%)

April 17 (3%)



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A Look at the MYP Mandarin Language Acquisition Program at SCIS

It has been over eleven years since the inception of the Diploma Programme at our Hongqiao campus. However, the implementation of our Middle Years Programme (MYP) started only three years ago. Yet, within such a short period of time, I have seen positive changes in terms of the teaching and learning of Mandarin.

The biggest change is the inquiry-based approach to teaching and learning, which nurtures big ideas and deep understanding. This is done so that students are provided with opportunities to explore globally significant ideas and issues to increase their understanding of Chinese language and culture. Thus, learning Mandarin is no longer just learning vocabulary and sentence structures, but also consolidating understanding of concepts and a global context as a statement of inquiry. Teachers develop inquiry questions that help students deepen their understanding throughout the units. At the same time, students are encouraged to develop their own questions to satisfy their curiosity.

We currently offer five phases in the Upper School Mandarin Language Acquisition program, catering to most of our Mandarin learners. Students typically spend 1-3 years in each phase and move up the ladder as they progress at their own speed. The MYP language acquisition criteria are used to assess students' learning in the areas of listening, speaking, reading and writing. When students show a competent level of performance in all four

skills, they are ready to progress to the next phase, which may take place at the end of semester one or semester two.

Our Mandarin teachers always try to provide a learning environment where Mandarin is spoken as much as possible during class. At the beginning of the learning process, students may not understand everything, and they are encouraged to practice active listening skills. Students are trained to listen for the gist of the conversation rather than concentrating on details. As they develop their listening skills through visual aids, engaging audios, and role-playing activities, students will learn to identify and eventually analyze ideas, opinions, and attitudes.

In order to improve our Mandarin learners' speaking skills, it is always important to pre-teach vocabulary, establish learning groups and teach conversational strategies. There are also advantages to rotate speaking partners or groups regularly so that students get exposed to more and new ideas. Field trips to local markets, restaurants, and the local communities also help our students practice their oral Mandarin with the local people.

Reading is a receptive language skill, and teaching students to read Chinese characters presents unique challenges. Mandarin teachers try to create reading corners and provide reading time in the classrooms to help students develop reading habits. It also works well when students read aloud to each other, discuss the material and do question-

and-answer sessions to increase students' motivation. We also subscribe to the online newspaper *The Chairmansbao* for more than half of our Mandarin language acquisition students so that reading becomes a habit for students.

It is well known that writing is the most difficult skill to improve especially when it comes to writing in characters. Our Mandarin teachers make sure that students build up their vocabulary and sentence structures through ways of vocabulary cards, Quizlet, dictation, sentence writing and so on. Reading Chinese articles regularly also helps students develop their ability to write Chinese sentence patterns accurately and with greater ease. Lastly, upper school Mandarin students are encouraged to enter a city-wide writing competition to boost their confidence in writing Chinese essays.

As students exit from the MYP Mandarin program having acquired the knowledge, skills, and attitudes in learning, they will transition smoothly to the Diploma Programme. The MYP's focus on approaches to learning also provides ideal preparation for the rigorous study of Mandarin in the future. We are confident that the MYP's inquiry-based approach will help our students become passionate and life-long Mandarin learners.



By **HELEN HE**,
Chinese Language
Acquisition Teacher
at SCIS Hongqiao

Schoolwide Learning Outcomes

What **characteristics** will **SCIS** focus upon to **best prepare our students** for the **future**?

As you likely know, Shanghai Community International School (SCIS) is undergoing a significant self-improvement process in line with the upcoming Western Association of Schools and Colleges (WASC) and International Baccalaureate (IB) Synchronized Accreditation Visit in 2021. The process represents a wonderful opportunity for all faculty, parents, and students to better understand what SCIS represents and where we are going.

The foundational values of SCIS that we have held since opening our doors in 1996 – a diverse, international population, a nurturing community, and a commitment to ensuring our systems and practices meet the unique needs of every child rather than having students fit into an existing system – are well matched to IB philosophy. This made the decision to move towards becoming a 3-Programme IB World School in 2015 a natural choice.

By now we are all well-versed – teachers, students, and parents alike – with the central tenets of the IB. These include the IB Learner Profile, Approaches to Teaching and Learning, Inquiry-Based Learning, Concept-Based Learning, and Criterion-Referenced Assessment.

The last few years have been a period of significant growth for SCIS on many levels which makes this an opportune time to reflect upon and evaluate where we are heading.

SCIS: Who Are We Now?

To begin this process our Leadership Team met numerous times last year to review how effectively we were

meeting our mission. We came away with two initial conclusions.

1. SCIS has improved significantly due to our adoption of the IB. We added significant programs and practices. Some of these overlapped with older systems while others were new developments.
2. All of the changes and progress on all three campuses provided a great deal of initiative, and we saw a need to ensure we had a strong focus on where we want to go. What are the key characteristics that will best prepare our students for the future?

SCIS: Where are we headed?

It is in this spirit that SCIS is embarking on an initiative to more clearly define what we believe a learner can and should be at any stage in their learning journey. We identified a set of four descriptors that will

be referred to as the Schoolwide Learning Outcomes (SLOs). Over the course of the past six months, the administrative team has been working with teachers to begin broadly defining these outcomes. Soon we will begin the next phase of this process as we consult with the wider community of students and parents to develop a shared understanding of each SLO and the accompanying indicators.

Our four core SLOs identify what we believe every learner at SCIS should aspire to achieve. Through our curriculum including the written, taught, and assessed components we will aim to develop students who are:

- Knowledgeable Inquirers
- Innovative Thinkers
- Self-Directed Learners
- Positive Contributors

“There is no power for change greater than a community discovering what it cares about.”
– Margaret Wheatley



Wellness Week:

Empowering

our

Students
to

Live Healthy



The students at Shanghai Community International School (SCIS) recently wrapped up our 3rd annual Wellness Week. Our theme this year was “I Like Me”, which encouraged students to be confident with who they are as people, build self-esteem, discover strengths, and explore activities and habits that make them happy. All were empowered to make healthy choices in their lives through active living, nutrition, and positive thinking.

During the week we welcomed fitness coaches from around Shanghai to lead us in Morning Movement sessions. On November 12th, Erwin Regidor from ALFA Coaching led students in strength, flexibility, and conditioning exercises. Next, Jenn Martinez from Spinback Indoor Cycling joined students and got their bodies moving to the music with a choreographed dance. On Thursday, we welcomed Stefanie and Zhenya from Ringside Boxing and Beyond. They led our Dragons through a high-intensity boxing fitness program. This program not only introduced us to many of the boxing basics but also kept us moving at a very fast tempo. It was wonderful weather on

our final day when two amazing trainers from F45 visited the school. Ahmed and Joe brought their upbeat cardiovascular and muscular fitness training program to SCIS, and we had a blast participating in a variety of fun and challenging movements.

In addition to the Morning Movement sessions, the upper school provided a variety of wellness activities throughout the week. We began by having our very own SCIS parent and psychologist, Dr. Paul Wang, who told his personal story about how he became to like himself despite the challenges he's faced. He also hosted a parent workshop titled, “Coaching Your Emotional Teen: Building Self-Esteem Through the Languages of Love.” On Tuesday, some of our staff members shared their inspiring stories about how their resiliency leads to triumph. Wednesday our students were engaged in different wellness workshops which included: singing bowls, meditation, yoga Nidra, jujitsu, badminton, a tea ceremony, mindfulness through art, a theater workshop with our Diploma Programme students, scrapbooking, Zumba, and mindfulness and breathing.

We ended the week with an upper school community art mural in which students got to represent their identity and what they like about themselves.

A big thank you to all the professionals that joined us at SCIS throughout the week, but also to teachers, students, and families for their enthusiasm and commitment to healthy living and self-esteem. We encourage the entire community to start to set goals and take time each day for their personal health. This will help everyone form healthy habits that will take wellness beyond Wellness Week and make it a fundamental part of our lives.



By **BRENDAN NEWMAN**, Health & Physical Education Teacher at SCIS Hongqiao and **TAYLOR COBB**, Upper School Counselor at SCIS Hongqiao



A Family

Fall Harvest Festival



ON NOVEMBER THIRTEENTH THE SCIS Early Childhood Education (ECE) Campus was happy to host its first-ever Family Harvest Event.

The ECE's Outdoor Learning Committee brought our community together by inviting students and families to celebrate fall with classroom teachers, Mandarin assistants, and administration, it was an afternoon of family fun and exploration.

Celebrating the Fall Harvest as a Family

After school, Parents picked up their children from their classrooms and were off to start exploring activities throughout the campus. Activities were planned to promote inquiry and exploration of seasonal materials. Next, there were physical activities and games such as a pumpkin relay race, pumpkin bowling, pumpkin tic-tac-toe, and a bean bag toss.

Elsewhere, students got creative by making wonderful arts & crafts projects such as apple-stamping, leaf-printing, and shape-cutting with playdough. Our specialist teachers hosted a sensory exploration station where students and parents were able to smell, taste and feel different types of harvest materials. Many enjoyed stopping for a snack of popcorn and sweets prepared by teachers at our popcorn glove station.



The changing of colors and a taste of fall

Our thoughtful Parents and Friends Association helped us bring in vendors to support our event. GOMA Greens provided a small farmer's market which had seasonal fruits and vegetables for sale. Lizzie's joined us to sell their delicious and healthy products. Lastly, families were also able to enjoy Vietnamese food. It is always lovely to see so many of our ECE families sharing a meal together.

While we planned to celebrate outdoors, activities had to be moved to our indoor spaces at the very last minute. However, students, teachers, families, and vendors took the change in stride and, as such, the event was a huge success. It was a wonderful community event indeed, and it was a pleasure to see so many families come together to celebrate the fall season with us.

Thank you to everyone who attended our Family Harvest Event and to those who helped make it such a wonderful afternoon!



By **RUUSU MIETTINEN**, Pre-School
Teacher at SCIS Hongqiao ECE Campus



When You're Part of The Addams Family

This year our community was amazed by an epic telling of *The Addams Family*, a musical comedy based upon characters created by American cartoonist, Charles Addams. Performers had been hard at work since the first week of school preparing for the musical that involved over a third of our upper school students and was the combined efforts of Ms. Whiteside, Ms. Riddle, Mr. Demas, and Ms. Williams.

Putting on *The Addams Family* was a satisfying experience that really highlights the aspects of our school that are special. First, the culture of our school encourages students to participate in many different extracurriculars and this year we had so many students who were new to the performing arts. Our more experienced students rose to the occasion and were terrific leaders. It was so much fun to see students coming together and working as a team to create a great show. Second, because we are a small school, it takes collaboration and compromise from many people to make a musical happen. For those of us that love performing arts, it is nice

to work in a school community that values the experiences kids have in the theater and helps make them possible.

Putting on a musical is always challenging because students must bring together music, dance, words and all the technical aspects of the show. To make this happen we had over 100 hours of rehearsal amounting to no less than 3,000 man-hours when counting cast, crew and director time. And that number is only taking into account actual rehearsal time, as a huge part of the work happens outside during the planning, creating, and practicing stages.

The Addams Family was truly a community event with nearly a third of the students in the upper school participating in some capacity. For this show, we had 24 students that were cast members, 15 students that were members of the crew and 10–15 other students that helped out on specific projects throughout the show. A few members share their feedback below:

Why did you want to be in a musical?

"I wanted to be part of the musical because of the positive experiences I had in the past. Musicals were always a welcoming environment where I was able to meet new students in different grades and improve my singing and acting. It also helped that we were performing *The Addams Family*, which is one of my favorite movies."

– Sophie Johnson (Grade 11), Cast Member (Morticia)

"I wanted to be the stage manager because, after a few years of being in the cast, I really wanted to get some experience backstage. I am so glad I made that decision because it was a great experience. I got to see what goes on behind the scenes and understand the technical aspects of creating a show. I got to deepen my relationships with the cast as well as some of the teachers, and I would say it was an amazing experience."

– Yas Hosseini (Grade 10), Stage Manager

"I joined the play because I was sure it was going to be a fun challenge and an opportunity where I could spend time with my peers on a different platform. Throughout the play, I noticed how through hard work and determination SCIS can come together as a real community and create something as special as the Addams Family Musical."

– Martha Schaeffer (Grade 10), Cast Member (Ancestor)





What was your experience in the musical like?

"My experience in the musical was very stressful, but it pushed me to build new skills. I have never been a lead on the SCIS stage, and I was nervous about filling the shoes of the past students I worked with. With the help of our directors and fellow cast, I was able to grow into my role as Morticia Addams. I felt more confident in performing with different students with varying levels of acting experience. We really did become a family over the 15 weeks working together. The positive environment was very memorable, making it one of my favorite SCIS experiences."

– Sophie Johnson (Grade 11), Cast Member (Morticia)

Is there anything unique about SCIS that you noticed because you were part of the show?

"Something unique about SCIS is that our students do everything. Not only were students in the musical, but many were in other after-school activities, such as jazz band, varsity

volleyball, middle school soccer, swimming, and MUN. Our students are well-rounded individuals with lots of commitments, and this musical was a large commitment to make. I am proud of all every student that took a part in *The Addams Family*."

– Sophie Johnson (Grade 11), Cast Member (Morticia)

For the performers and the backstage crew, the performance and the process of staging a musical will be a memory that will surely last a lifetime. For those of us lucky enough to be in the audience, it was a fantastic night of family entertainment.



By EMILY WILLIAMS, Upper School Librarian at SCIS Pudong.

Meet the Van Os Family



From Left to Right: Martijn, Nora, Haley, and Juliette Van Os.

Martijn, Haley and their two daughters Nora and Juliette have been a part of the SCIS family since 2014. As an Early Childhood Education (ECE) representative, Haley has been an invaluable member of our Parents and Friends Association (PAFA), helping organize fantastic events at the ECE campus. After four wonderful years with us, the Van Os family will be moving to Europe at the end of this school year and we will miss them dearly. I had the chance to sit down with everyone and hear all about their experience as a young expatriate family living in Shanghai and being part of the SCIS community.

Tell us a little about yourselves, where is the Van Os family from?

Haley: I am from Oklahoma, USA and my husband is Dutch. We met in South Africa while studying abroad and

eventually made the Netherlands our home country. The kids have been in China for most of their lives, so they like to say they're American Dutch Chinese. They are in the Dutch class during Mandarin time, so they haven't picked up very much Mandarin which takes away from their identity theory.

When did you decide to make the move to China?

Haley: Martijn was traveling to China for work about once a month. I was home with two babies and thought a new adventure sounded like fun!

Martijn: When I was 18, I traveled through China and visited my family's business here. It left such a big impression that when I got the opportunity to live and work in Shanghai with my family, I was immediately enthusiastic.

And how was the transition for everyone?

Martijn: The transition went well because the kids were young. Getting used to the business culture in China, while living here, was quite a challenge although a fun one. As we were new to the "expatriate environment" we always felt very welcome as a family from two different countries. The biggest challenge during the transition was that we didn't receive our container for over a year. There were a lot of trips to Ikea.

Haley: Yes, that was not fun.

Was Shanghai your first international living experience?

Haley: As a family, yes. But I had lived in the Netherlands for about five years before that, so it wasn't my first international living experience.

Haley, you've been an integral member of PAFA for over three years, why did you decide to join?

Haley: I was trying to get involved in my first year here, so I became a room parent and helped with Teacher Appreciation Week. I couldn't find any other opportunities, so when my friend became PAFA president the next year, I told her I would help with whatever she needed. Little did I know what she needed was an ECE representative, so I hesitantly joined and never looked back!

What has been your favorite thing about getting involved with PAFA?

Haley: I love getting to know all the parents, teachers and staff at ECE. It's such a great community and you meet people from all over the world. It's also been really fun planning new events like Halloween, our monthly volunteer trips to Heart to Heart, and bringing back the Art Auction. It's so worth it to see the kids enjoying our hard work. All of our events are focused on bringing together our school community, and about supporting our local community. After organizing my first ECE Charity Art Auction, one of the kids that we sponsored got his surgery and we went to the hospital to visit him. We're now planning my third art auction and I've visited many more children in the hospital.

What would you say to someone who is thinking about volunteering their time with PAFA but isn't too sure?

Haley: Do it! Parents are always looking for ways to be closer to their child's school life, and this is a great way to do that. Some of our events would not happen without the help of volunteers, especially the International Food Fair and the Halloween party at ECE. In terms of time commitment, there are all kinds of ways to get involved, and you can do as much or as little as you'd like. Creating decorations for parties, baking for teacher appreciation week, or helping with passport club are just some of the ways you can contribute. If you have more time on your hands then becoming an ambassador or room parent are great options. I was really excited when we started doing our monthly volunteer days at Heart to Heart. It's only three hours once a month, but you have the opportunity to work with a charity in our local community.

Another benefit is that it's a great way to get out there and meet people when you come to a new city. We've had so many people meet while volunteering at school that ended up being close friends afterward.

Looking back, what has been your favorite aspect of living in Shanghai?

Haley: I think for the kids and me, we have met some of our closest friends here. The strongest support system you have in this kind of situation is your friends. You experience so much with them and have to rely on them sometimes more than you would think. Even for kids! Our first year here, Juliette had two best friends that have since repatriated. She still misses them and hasn't been the same since they left. They were only 4- 5 at the time! Also, I still get goosebumps every time I visit the Bund at night. When you're looking at that view it sometimes feels unreal to be living in such a dynamic city. Especially for an Oklahoma girl like me.

Nora: Being able to go see the Pearl tower!

Martijn: Moving into our first expatriate experience as a young family in an

environment and culture that were new to us, we had a lot of shared challenges to overcome and shared new experiences so we grew closer as a family. Shanghai is also very vibrant and entrepreneurial which makes it constantly engaging for me. Being a modern city, you have the modern conveniences of e-commerce but also the old Chinese culture.

Juliette: I like that there are lots of crafting places.

And what about your time spent with SCIS?

Haley: When we first visited SCIS for a tour, I immediately felt at home there. It's amazing to see how much my kids have grown and learned over the past four years at SCIS. The school has also grown in that time and it was great to be a part of it. We've loved the learning through play style of teaching, the learner profiles, and Kelsos choices, music concerts, library visits with Mr. Balli and the list goes on! It's such a close community and I think everyone... parents, teachers, staff, and students can all feel this.

What will you miss most about SCIS?

Haley: The teachers! We've had the best teachers who really care about the students and their development. I am genuinely grateful for the relationships that my kids have had with every single one of their teachers, and I know that they've all made an impression on their lives.

Nora: Ms. Lopez! . . . and Ms. Julie and Ms. Jenna and Ms. Jessie!

Juliette: The playground.

Haley: I'm sure she will miss more than that.

If you could take anything from school with you what would it be?

Juliette: The playground and my friends.

Nora: My whole classroom!

Are you looking forward to your next adventure?

Haley: The next step will be less of an adventure and more stability, which might be nice for a while. It will be good to be

around family and have a bit of a "normal" life. We've kind of discovered that we enjoy the expatriate life, so I would imagine there's another adventure TBD.

Martijn: Moving back to Europe will require some adaptation to the different pace of life there. It has its perks as well, like being close to family. We will definitely miss Shanghai, but as an international family, we love new adventures!



Interview by MIKAEL MASSON PEREZ, Marketing & Communication Officer at SCIS (Pudong Class of '08)





Behind the Lens: Minwoo Kim.

Grade 11 student, Minwoo Kim, recently joined the SCIS family starting with us a little over six months ago this academic school year. A passionate movie enthusiast, Minwoo was quick to make his mark by starting a completely student-run film club at SCIS Hongqiao. Minwoo shares his thoughts on running a club all the while juggling with the requirements of the Diploma Programme (DP) and other after school activities.

What made you decide to start a film club at SCIS?

I was deeply into film and I was thinking about joining the club before I came to SCIS. When I asked our upper school film teacher, Mr. Read, whether I could join the club or not, he told me that SCIS did not have a club currently, but that he would be glad to make one. So that's how I decided to make a film club.

How many members are currently in the club?

Currently, we have thirteen students from Grade 10–12.

How has the experience of running a club been so far?

It was very tough at the beginning, but as time passed, everyone started to get involved in discussions more and take responsibility when we are working on a project. I think all of the members' passion helped to run the club efficiently.

Can we see any of the finished projects you and other members have been working on?

Yes, we have made trailers about our first project, which is a scary movie about zombies (we made sure not to show them in a violent way, rather depicting them as decomposing corpses) It was once shown during an assembly and was well received!



19.10.19

What fascinates you most about creating art through film?

The part I like the most about film is that we can communicate and deliver our thoughts to others by using different elements even though we don't speak the same language. Basically, there is no limitation in film, which means I can use this medium to spread a message any which way I choose to.

Where did your interest in filmmaking come from?

I used to go watch movies almost every weekend with my dad. Also, I think frequent exposure to many types of films has influenced me to become interested in the process of filmmaking.

You are actively involved in varsity sports, such as basketball, how do you balance your after school commitments with your academic requirements?

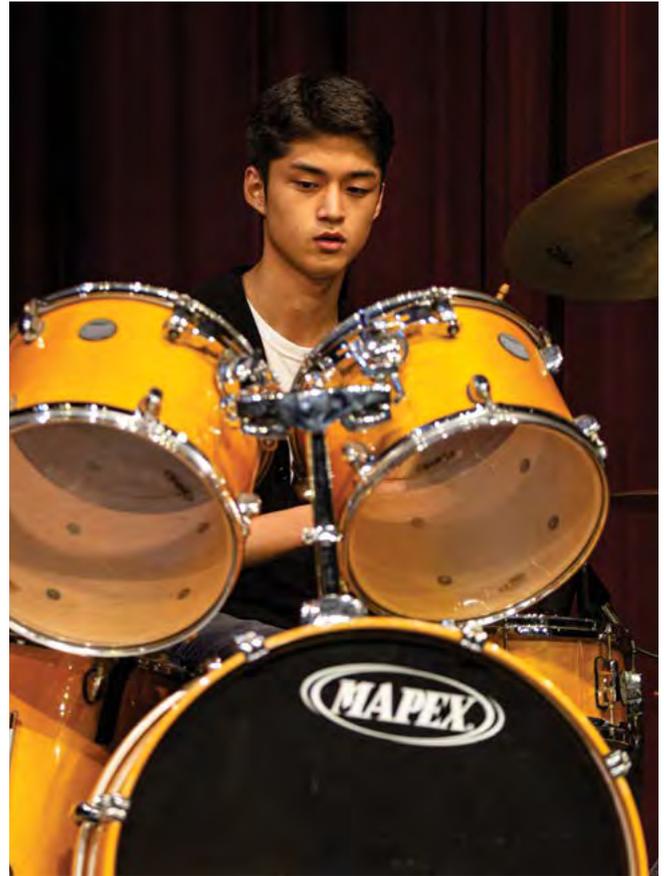
I try to sleep as early as possible to remain in good condition the day after the practice/game. Well, I am not a person who can regularize my life and live a regulated life. So rather than studying at a certain time, I try to study at least one hour any time after school in addition to the time spent on homework.

Do you plan on continuing to study film once you graduate from SCIS?

Yes. I would like to study film at university, with the hope of working in a film-related company in the future.

What would be your advice to someone who is contemplating starting their own student-run SCIS club?

Being engaged in the club and knowing what you are doing is important. It might be a lot of pressure to start a club, but once you begin, it is not that tough. So what I recommend to someone who is contemplating starting a club is to simply give it a try and be adventurous.



Interview by MIKAEL
MASSON PEREZ, Marketing
& Communication Officer at
SCIS (Pudong Class of '08)



Embracing Change Through Photography

Gabriel Melo

(SCIS Pudong Class of 2012)



After spending the majority of his youth in his home country of Brazil, SCIS alumni, Gabriel Melo (SCIS Pudong Class of 2012) and his family moved to Shanghai when he was 14 years old. The transition was hard at first, but he was able to quickly adapt to a new environment thanks to a welcoming community of teachers and peers. Gabriel shares his personal experience dealing with change and how he learned to embrace it and use it as inspiration towards his photography art.

To get us started, how would you answer the question “where are you from?”

While other international students may find it difficult to directly answer where they are from, whether it is due to moving abroad at a young age or coming from different nationalities, I can say without hesitation that I am from Brazil. I moved from Brazil to Shanghai at the age of 14, much later than most other students. And although I lived internationally for eight years since, my roots are very much still in Brazil.

Interesting, so where is “home” for you?

Although not living there at the moment, the city of Itatiba, located one hour away from São Paulo, is home for me. It is where I lived the longest, where my family’s house is, where most of my friends live and where my childhood memories reside. While I still have strong ties to Shanghai and New York City and would consider these second homes, Itatiba is without a doubt home for me.

How has your time spent living abroad influenced who you are today?

Living abroad has had a huge impact on who I am today. My experiences living in Shanghai and New York, both diverse metropolitan cities, opened my eyes to a world of exotic cultures and traditions that I could not have dreamed of. I have had the opportunity to become friends with people of many different cultural backgrounds with amazing life stories that have taught and influenced my work and who I am as a person.

What about your time spent with us, at SCIS?

I am eternally grateful for SCIS. And while I thought I may have never said that when beginning my first year, it was extremely frustrating attending school in English with my basic knowledge of the language, SCIS did everything in their power to help me with the transition and feel welcomed. Within months of their help, I was comfortable answering questions in class and speaking with my peers. These simple things for a teenager are not to be taken for granted!

Where did your passion for the arts stem from?

There are two people who deeply influenced me in pursuing an education in the arts and I will be forever thankful for both of these amazing women. Firstly, my aunt, who was responsible for my earliest memories of art, shaping my understanding of the world while I painted the landscape off of her balcony. And secondly Ms. Dayton, my art teacher at SCIS, who later on opened my eyes

to follow a passion that I discovered during her classes: photography.

Focusing on photography, what is your preferred type and why?

My studies at the School of Visual Arts in New York, United States promoted my interest in many different types and styles of photography but the style that stuck with me the greatest would be documentary photography. This genre grants access to its viewers a story that is inaccessible to their reality. To envision a new world, this storytelling ability of this style of photography really excites me.

What major influences would you say impact your artistic work?

Much of my inspiration for my work comes from the different places I have lived and traveled to. The creative process of taking photos while traveling, the conscious and subconscious contact with the culture and people of different places, allows me to explore social themes in my art. It is something I find very important to share through my work. A lot of my inspiration comes from my favorite travel photographer Steve McCurry and from fine art photographers Philip Lorca di-Corcia and Larry Sultan.

Looking back, what was your favorite thing about living in Shanghai?

Independence. In Brazil, many of us grow up in a very sheltered community which while keeping us safe costs us a lot of our freedoms. In Shanghai it

was the complete opposite, I was able to walk around the city without any fear, explore different places through public transportation without parental supervision. For a teenager, it was a liberating and eye-opening experience.

And your favorite thing about SCIS?

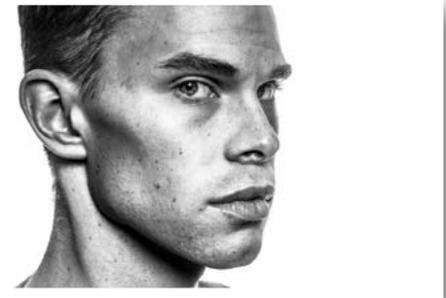
My favorite thing about studying at SCIS was the feeling of being a citizen of the world and being part of an international community. I am quite amazed how quickly I was able to feel at home at a place that was so new to me, a testimony to the school's model.

What's next for you?

It is hard to say what the future has in store for me, but I am excited about what is happening in my life at the moment. Since July I've been working for Adobe at their São Paulo office, and have been responsible for looking for new artists (photographers, illustrations, video makers, etc.) and creative agencies to develop partnerships and grow Adobe's creative presence in Latin America. Even though I am not actively shooting, it is rewarding to be able to work in my field and to be exposed daily to art, diversity, and creativity.



Interview by MIKAEL MASSON PEREZ, Marketing & Communication Officer at SCIS (Pudong Class of '08)



THE ALUMNI ASSOCIATION

Alumni Mission:

The SCIS Alumni Association has been established in order to foster the continued cordial relations of the SCIS community. Its goal was, and continues to be, to link alumni with the School and with each other, and to support and maintain such forged relationships. It strives to provide ample avenues and opportunities to encourage alumni to participate actively in the SCIS community.

Alumni Contact:

Mikael Masson Perez
mmasson@scis-china.org

Alumni Requirements:

1. Graduated from a SCIS Campus

OR

2. Went to school here for at least one year AND be over 18

Social Media



Facebook site:
<https://www.facebook.com/alumniSCIS/>



LinkedIn site:
<https://www.linkedin.com/groups/4757677>

SCIS Hongqiao Cheerleading:

Channeling the Dragon Spirit



SCIS Hongqiao has an outstanding cheerleading program. The program was started by SCIS teacher, Marissa Tualla, in the Lower School many years back who was passionate about cheer and wanted to share her experience with the students.

Currently, our cheer team is led by three inspirational Grade 11 students: Alana O'Brien, Eva Andrade and Jillian Lewis. These three recruited many new cheerleaders this year so we have a young team, but it is amazing what has transpired. This student-led team hosts morning practices three times a week and they cheer at all the DI games, hosted at SCIS Hongqiao. During the basketball games the girls have a diversity of cheers to perform, they have quarter-time performances prepared, and they have their half time full performance with many stunts to delight and surprise the crowd.



By LISA CUTHBERTSON, Upper School Health & Physical Education Teacher at SCIS Hongqiao

One of our highlights this year was our special invite to cheer at Concordia for our DI boys Friday night game. Concordia has a cheer program and their head coach and captains welcomed us with goodie bags and graciously allowed us to perform during the half time show slot as our team stunts and their team is more focused on dance and cheer. Our team entertained the hometown crowd and garnered many oohs and ahhs as our flyers flew gracefully while being fully supported by their stunting groups. SCIS Hongqiao campus is very proud to have such a vibrant program on our campus. We feel that this is one of the many community-based activities that attract new students to our school. We couldn't be prouder of our cheer program! Come out to see them perform in January.





A Passion for *Performance*

The performing arts in the upper school at Shanghai Community International School (SCIS) Pudong are a place of constant discovery. I get to watch my students plant seeds of art appreciation in their early grades, nurture them through increasing complexity, and eventually bear fruit through a passion for performance.

Beginning in the sixth grade, students are divided between drama, taught by Ms. Riddle, and music, which I teach. They spend a semester in each subject developing their knowledge of both improvisation and composition, as well as the elements underlying each of these Arts through performance and exploration. Students are given high-quality pieces to start their exploration of the elements of great performances. As the semester progresses,

students take their knowledge of these pieces and begin to explore more improvised situations, ultimately leading to performances during Arts Nights created by the students. This is when their passion for performing takes root.

Moving into seventh and eighth grades, students participate in The Arts Carousel. This course allows the students to explore the visual arts as well as drama and music in three twelve-week trimesters. Based on a two-year cycle, students explore how to tell a story or how to express who they are using the medium of each art in the rotation. These are fast-paced courses, which the students really seem to enjoy. At the end of each trimester, students put on a final performance in front of the school, known as The Carousel. Their performances here are when their passion for performance begins to grow.

In upper school, students start preparing in a more focused way in order to develop the specific skills needed for success in the Diploma Programme (DP) arts courses. In music, this means that they start learning the more traditional band and orchestra instruments. These students explore composing using acoustic instruments and electronic instruments, writing music for films, playing music from the 1400s to the present, and finding the music they will listen to, sometimes for the rest of their lives. All of these myriad experiences lead up to their final stage, the DP music class. Students in the DP are asked to create and perform music to a high degree of mastery. This is when their passion for performing truly begins to bloom.

At the Pudong Campus, we have a number of performing arts After School Activities (ASA)s including Middle and High School Jazz Bands as well as an Upper School String Ensemble

that perform both at school and throughout Shanghai. We also have a dramatic production each year - this year's was *The Addams Family - Young@part*. Finally, pep rallies and Java Jam would not be complete without a performance by the Dance Club. Through these ASA's are when you truly see our student's passion for performance at its best. My favorite moments are watching students finish their final Arts Night or their last show knowing that all the work they have put in over their time at our school has been worth it.



By **CHRISTOPHER DEMAS**,
Music Teacher at SCIS Pudong





Navigating the Real World Through

Film and Media



The Middle Years Programme (MYP) Media and Diploma Programme (DP) Film programs at SCIS are essentially about student creativity, collaboration, critical thinking, media literacy, communication, and problem-solving. This is done through the exploration of a diversity of media and film texts across times, cultures and varying contexts. The courses help to develop the students' critical abilities as well as their appreciation of artistic, cultural, historical and global perspectives in media and film. It is of extreme importance for students to respect and appreciate diverse cultural contexts that exist in media and film texts, as it requires an open and critical mindset. These skills are essential to navigate and be successful in the current and future global environment.

Students are taught to be digitally literate in both how to decode digital media texts and moving images as well as how to construct their own media and film texts with clearly communicated intended meanings. They are taught to be master communicators in the media-rich world of social media, visual communication, and rapid-fire information-saturated environment. These skills are needed for our students who are our world's future entrepreneurs, policymakers, leaders, scientists, and engineers, as well as our students who are interested in pursuing arts and communication studies. We study semiotics, narratology, and theories of film and media. We teach students how to be creative, we teach them the formula and techniques used by practitioners to harness and develop their creative ideas.

The practical components include the art and science behind cinematography including both the technical and aesthetic aspects of light and composition. The students learn about photographic techniques as well as the practical application of sound design and recording techniques. Students also learn to use digital video editing, desktop publishing, animation, and digital audio software applications. These are the tools they use to produce their authentic learning products thereby contributing to the creation of new knowledge and original film and media texts.

For many of our students, film, and media becomes an obsession as it is so connected to their worlds and futures. Whether they plan to be a doctor, lawyer, politician, educator or filmmaker, they understand that film and media are the most powerful mediums for communicating their ideas, spreading their messages and making positive contributions to the world. As it becomes an obsession, it is awe-inspiring to witness the dedication, effort, ideas, and passions the students create and communicate while they study film and media.



By *GREG READ, Film and Media Teacher at SCIS Hongqiao*



Book Recommendations for All Ages

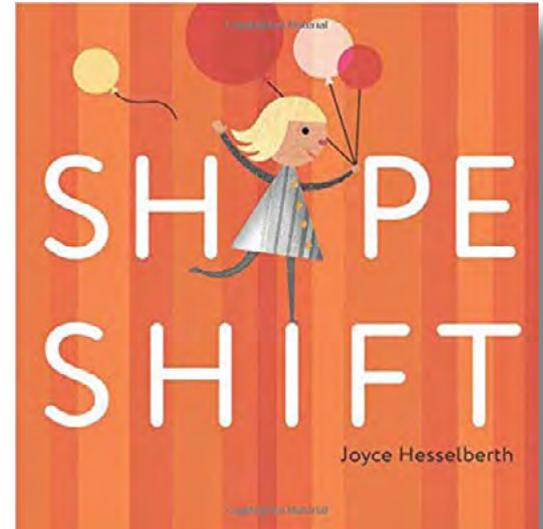
Joshua Balli, ECE Librarian at SCIS Hongqiao

Shape Shift

By Joyce Hesselberth

Ages: 4–8

Some books are just made to inspire thought and creativity. *Shape Shift* by Joyce Hesselberth is one of those books. In the book, a brother and sister take two shapes, combine them and make new and exciting things. For example, on one page, they take a semi-circle and a triangle, and the girl sees a dancing ballerina while the boy sees an elephant floating with balloons. They then show you what each illustration looks like. The nice thing about this book is it can be used for further learning and creativity. As a follow-up project, I encourage you to cut out some giant shapes of your own, put them together and ask your child what they come up with. Don't be afraid to give your own thoughts as well. This book is available in our library and I hope you get a chance to check it out and look forward to hearing what kind of ideas your child came up with!



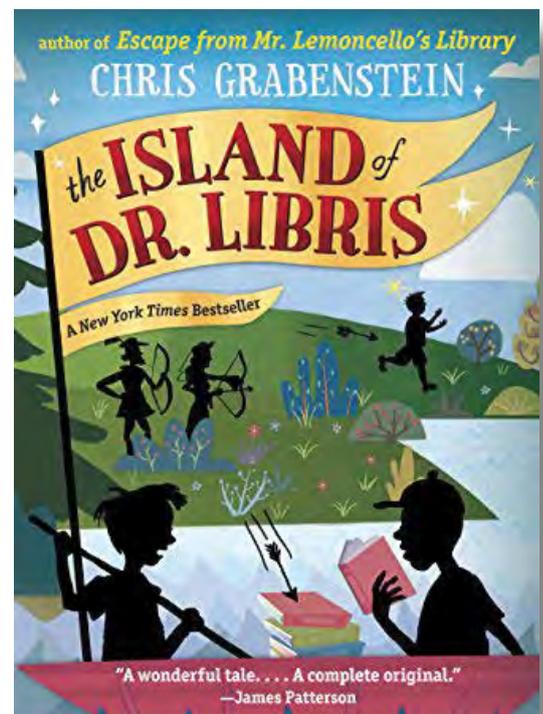
Daniel Zimmerman, Lower School Librarian at SCIS Hongqiao

The Island of Dr. Libris

By Chris Grabenstein

Ages: 8–12

Billy is spending the summer in a cabin on a lake with his mother as she finishes writing her dissertation. To his horror, upon arrival, he discovers that the cabin has no TV, no Xbox, and to top it all off, he drops his iPhone and breaks it. Billy is worried that the summer will be a complete disaster until he discovers that Dr. Libris, the mysterious owner of the cabin, has an excellent library. When Billy starts to read the books, a strange thing happens. Sounds come from the island on the lake, almost like the books themselves have come to life. This fantastic story contains references to many great works of literature and is an outstanding tale of the power of imagination and a good book.



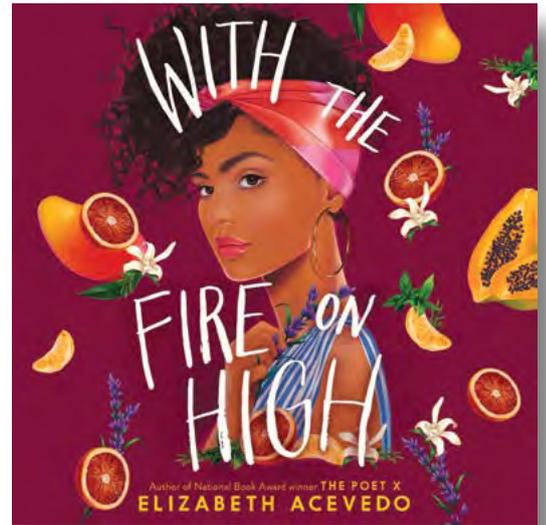
Ashley Simmons, Upper School Librarian at SCIS Hongqiao

With the Fire on High

By Elizabeth Acevedo

Ages: 8–12

From the talented author of *The Poet X* comes another inspiring story about pursuing passion and talents even when the odds do not seem to be in your favor. Instead of expressing passion through words, the main character in *The Fire on High*, Emoni, brings emotions alive through her cooking, creating dishes that bring joy, tears, memories, and comfort to her friends and family. She cooks through instinct and feeling, adapting recipes to create her own works of culinary art. While cooking is not a struggle, balancing her senior year, a part-time job, her relationship with her father, and being a mother to a two-year-old daughter is a challenge that Emoni works to rise to. When a new culinary arts class opens at her high school, she is excited about the opportunity but also discouraged by all that she sees as standing in the way of a dream she no longer considered to be possible. Can she overcome her own doubts and find a way to balance her life with her dreams? Can she find a place where passion and life meet?



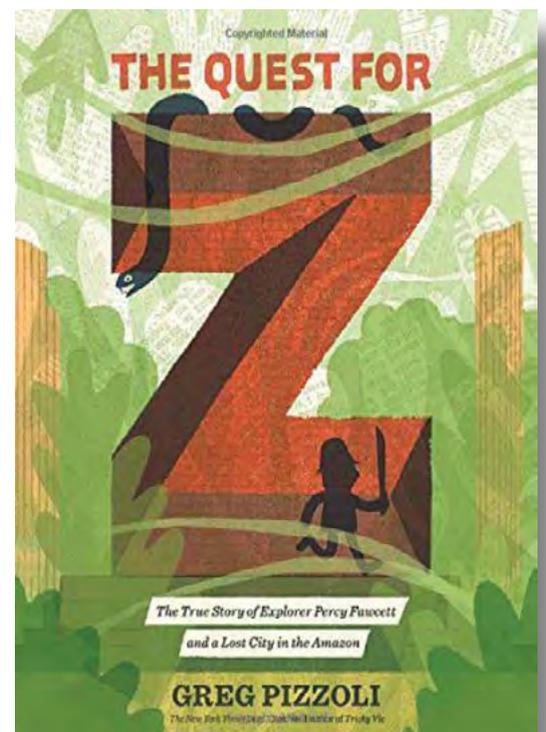
Emily Williams, Librarian at SCIS Pudong

The Quest for Z

By Greg Pizzoli

Ages: 6+

Some people are willing to go to extremes to discover something new. In *The Quest for Z*, author Greg Pizzoli details the life of a British explorer who dedicated his life to searching for a mythical, ancient city he believed was buried deep in the Amazon. Long before satellite technology and sophisticated world maps, Percy Fawcett was exploring the jungles of Brazil to find a mythical city he believed was hidden deep in the rainforest. Fawcett made many expeditions into the jungle to find the city. Along the way, he faced a giant anaconda, was shot at with poison arrows and mapped many new parts of the Amazon rainforest. This book highlights Fawcett's adventures, mishaps and his mysterious disappearance in the jungle. Did Fawcett make it to the Lost City of Z? Read the book and decide for yourself what happened.





Bursting with **Holiday Spirit** at
PAFA's Winter Festival





‘T was the day before Winterfest and our Parents and Friends Association (PAFA) parents were busy turning our SCIS Pudong campus into a winter wonderland and putting all the final touches. Weeks of preparation were coming to end, and stress levels were a little high.

This year, we anticipated the day to be packed full of activities, as the festival was planned to be combined with our lower school open house, upper School art exhibition and theatrical production. So, as the afternoon of Friday, November 29th drew to a close, the days of preparation were complete. Trees shone brightly, winter lights adorned the campus hallways and cafeteria, and a vibrant vendor area was set up. Santa’s grotto was set for Mr. and Mrs. Claus to visit and Santa’s elves had created a workshop filled with gifts for children to secretly buy gifts for parents... it was time to go home relax and return early the next morning.

Saturday 30th rolled around with a busy morning of adding last-minute touches. The hot chocolate area had yet to be set up and the much-needed coffee was a must! As buses arrived filled with our families and friends, the day was finally about to begin. And what a fantastic day it was. There were warm holiday food and drinks and a lot of festive shopping to be had. The place was bustling with life and vibrating with wonderful energy. Laughter filled every corner of the school and our community was back together once again, able to catch up with old friends and make new ones.

Fast becoming a community favorite was the Crafting Corner, with the whole family trying their hand at creating some magnificent and delicious gingerbread houses. Throughout the day, our upper school art students had the opportunity to showcase their creativity through visual arts, design and photography work to family and friends. Closing out the festival was the second amazing performance of this year’s Upper School musical, *The Addams Family*.

As the day came to a close, I saw a lot of tired but very happy families. It was filled with the spirit of friendship, fun, and community and that is such a rewarding thing for the volunteers, teachers and our vendors to see. In the end, all the hard work paid off as we managed to organize yet another fantastic Winter Festival.

We would like to thank our SCIS Pudong PAFA Executive Team and every single volunteer for the hard work and dedication, they put into bringing us all together and helping organize a delightful festival ahead of the upcoming holidays. We can say another Wonderful Winter Festival was had by all!



By VANESSA THOMAS, SCIS Parent and PAFA President at SCIS Pudong

PAFA NEWS

SCIS has parent organizations called the Parents and Friends Association (PAFA) on each campus. PAFA serves as a way that parents can communicate ideas for the betterment of the school to the administration and Board. SCIS is proud of the high level of parent participation in their schools and value their partnership with the parent community. PAFA conducts various activities, from community events to charity fundraisers to volunteer support for teachers and students. Each campus has a PAFA board who works closely with each campus' administrations to plan events that help to make SCIS Campuses a unique experience for families, faculty, and students alike. We are always welcoming new members!

For more information about PAFA, please contact us at:

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