



Hongqiao Lower School Parent-Student Handbook 2022–2023



Mission

To develop inquiring, knowledgeable and caring learners who contribute positively to their communities.

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{ SECTION I: ABOUT SCIS }

1.1 Purpose of this Handbook

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

1.2 Nature of the School

SCIS is an independent, co-educational international school. It was founded in 1996 on a campus in the Changning area of Shanghai, and currently operates three campuses, two in Puxi (Hongqiao) and one in Pudong (the east and west sides of the river that splits Shanghai roughly in half).

1.3 Accreditation

SCIS 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). The SCIS Pudong and Hongqiao schools are fully accredited by the Western Association of Schools and Colleges (WASC), and in 2008 earned its highest possible accreditation term of six years. SCIS was the first international school in Shanghai to be accredited by the National Council on Curriculum and Textbooks. SCIS is a member of the East Asia Regional Conference of Overseas Schools (EARCOS).

1.4 Governance

SCIS is overseen by members of a Board of Directors appointed according to the by laws of the school's Articles of Association. The self-perpetuating "corporate governance" model used at SCIS and the other ISF schools has been supported for many years by the European Council of International Schools in the United Kingdom and by International Schools Services in the United States, and is the one endorsed by the National Association of Independent Schools. NAIS is the largest organization for independent schools--defined as schools that are "not under government control" in the United States. In its statement on governance, NAIS reviews the other models, details the problems with an annually shifting, parent-elected board (especially for international schools with their more transient populations), and then says this:

"The corporate model of a self-perpetuating board is what NAIS advocates, where the board chooses itself and its successors and is focused largely on the strategic future of the school. It sees itself as having only one employee to hire, evaluate, and fire (the head of school), and it scrupulously and thankfully redirects all constituent complaints to the proper authority, the head of school, then supports the head of school in his or her adjudication of any challenges. This 'above the fray' approach frees the board to focus on the larger issues of institutional stability and growth and sends a strong signal to the community



that the board has confidence in the leadership of the school, never allowing itself to become ‘the court of last resort’ to adjudicate conflict and overrule management decisions, knowing that if it does so, it will revert to the first model of governance indicated above and forever after be relegated to operational oversight rather than vision and strategy and generative thinking, its proper role.”

I.5 Financial Status

I.5.1 International School Foundation

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

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.

I.5.2 Not-for-Profit Status

At its establishment in 1996, the Chinese government as a “Foreign Invested Enterprise” classified SCIS, as were all international schools in China at the time, with the exception of diplomatic schools. In the ensuing years, SCIS and a number of other international schools in China recommended to the government that a “not for profit” category be established. In 2008, the government invited ten international schools who had attained accreditation from China’s National Council for Curriculum and Textbooks (NCCT) to apply for the newly-established *fei yin li* (not for profit) classification, one of which invitees was SCIS. Our government relations office completed the application forms and audit process in late 2008, and in early 2009, the Shanghai Education Commission issued to SCIS a license confirming its status as a not for profit school. SCIS has been operating since that time under regulations, similar to those in other countries, which govern not for profit school operation in China.



{ SECTION 2: ABOUT THE HONGQIAO MAIN CAMPUS }.....

2.1 School Hours

The school day for students starts at 8:00 and ends at 3:00. Students are expected to arrive to school between 7:30 - 8:00 so that they are prepared to begin classes promptly at 8:00. Buses leave school at approximately 3:15.

Libraries will be closed at 4:30 p.m.

SCIS Lower School only provides after-school supervision for students enrolled in an after-school activity, including athletics.

Students in Grade 1-3 are tracked at dismissal to make sure they have arrived at their bus, picked up by a parent, ASA or other school related event. Busses are not dismissed until each students dismissal is confirmed.

NEW in 2019: Students in Grades 4-12 are dismissed at 3:00 pm and expected to follow directions given by their parents. They will not be tracked by school staff or have attendance taken at after school events or on busses.

2.2 Office Hours

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

2.3 School Calendar

The school year is divided into two semesters. 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, our security guards monitor visitor access on campus.

2.4.1 Entering Campus

Members of the school community and visitors are free to enter and exit when school is open. Students in uniform enter freely; teachers, parents and administrators enter using their ID card (or sign in if they have forgotten their card), and parents and visitors sign in on entry. ID cards for SCIS parents and alumni are available by application. Alumni are granted access to visit the school campus 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. (Depending on the Government health protocols at the time).

2.4.2 Exiting Campus During the School Day

Students must sign out at their respective office if departing the campus prior to 3:00 p.m. An exit slip will be given to the student at this time. This card will need to be handed to the guards in order to exit the school.

Lower school students need school permission and must be accompanied by a guardian to depart campus.

2.4.3 Drones on Campus

Drones: Outdoor drone flight is prohibited on the



Shanghai Community International School Hongqiao campuses because our campuses are in no-fly zones designated by the Civil Aviation Administration of China and because of their proximity to secure buildings. The CAAC also prohibits drone flight and aerial photography in the vicinity of military bases, some of which are in unknown locations. As such, students, employees, and guests should not fly drones on any SCIS Hongqiao campus or at any school activity.

2.5 Parking on Campus

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

Drivers of private vehicles may 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.

Bicycle and scooter parking is available on campus. This parking area is locked during the school day.

2.6 Bus Transportation

Daily transportation to and from school will be provided to SCIS students living within a reasonable distance to our campuses (approximately 15 km and including common international housing areas determined by SCIS outside of 15 km). This does not include before or after school activities (ASAs). ASAs are an optional service, and families may choose to provide their own transportation at their own expense.

Bus schedules frequently change during the school year, and parent flexibility is requested. If a student lives outside of 15 km and is not in a common housing area, we can pick a child up at their house if the following condition can be met: A van can be at the student house, still pick up other students, and arrive at the designated campus by the start of the school day. If this condition cannot be met, the campus transportation assistant will arrange a pick-up / drop-off point for the family that would meet the above condition.

A transportation form must be submitted to each campus prior to the start of services. Parents will communicate with the campus transportation assistant to finalize details. SCIS will first try to arrange a pick-up at or near the child's housing complex. In housing developments where many families and students live in close proximity, SCIS may arrange for a centrally located pick-up/drop-off location within or near the development. In some instances in which students live in more isolated areas, parents may be asked to provide transportation to and from designated pick-up and drop-off points



To help ensure on time arrival at school, busses will wait for three minutes after the assigned pick-up time before moving to the next pick-up point. The school will provide parents with the approximate drop-off time and location after school. Parents are responsible for daily supervision arrangements when a child arrives at the designated drop-off (i.e. meeting a young child at the drop-off location, providing children with house keys, training the child what to do if the parent is not at the drop-off point, etc.).

If the bus arrived at your spot on time and no parent or authorized guardian is on site to pick up your children, the bus will move on to the next stop and ultimately bring your Lower School child/ren back to school. Parents will be notified of this happening via the campus transportation coordinator and will need to come to school to pick up their children directly.

Traffic, city events, and accidents may disrupt a child's bussing, but this does not constitute SCIS's inability to fulfill its transportation obligation. SCIS must be notified in writing of any changes to a parent's transportation request. If you plan to alter your child's routine, you must email the transportation department for that day's change, preferably with one day's notice. Please notify your child's homeroom teacher as well.

Bus space is limited and is reserved for the transportation of SCIS students. Our busses stop only at SCIS arranged drop-off points and any change in bus schedule or route must be facilitated through the transportation office. All issues and questions related to bus transportation should be directed to the campus transportation office.

SCIS, the officers, and teachers are released from liability whatsoever arising from the student's participation in SCIS-contracted bussing.

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

Bus Expectations:

- Respect the bus Ayi and driver's directions.
- Fasten seatbelts shortly before departure and wear until the bus arrives at the student's stop.
- Close windows before the bus departs.
- Sit in any available seat, except for the front seat.
- Use digital devices responsibly under the following conditions:
 - Play appropriate movies and/or games only.
 - Keep device on silent or use headphones.
- Don't eat or drink on the bus.
- Behave respectfully at all times (to the driver, classmates, ayi, and anyone else).



SCIS does not take bus attendance for students in grade 4 and 5. Grade 4 and grade 5 students are expected to be responsible for their plans.

We ask parents to bring bus concerns to the transportation department and/or divisional school administration. SCIS's Parent Code of Conduct (Refer to Section 5.6) applies to SCIS Transportation Services as well.

2.7 Lunch

Lunch at SCIS 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@scis-china.org).

2.8 Lost and Found

Lost and Found items are stored near the Lower School Administrative offices where they are put on display and may be collected. We strongly encourage parents to have their child's clothing and personal items labeled with name and grade where practical as this allows us to return lost items directly to the student.

The school will eventually donate unclaimed items to a charity group, which supports local schools and students with special needs.

2.9 Contact Us

Address:

Shanghai Community International School,
 Hongqiao-Main Campus
 1161 Hongqiao Road, Shanghai, China 200051
 Phone: 86-21-6261-4338
 Fax: 86-21-6261-4639
 Website: <https://www.scis-china.org/>

Lower School:

Principal	Rachel McLeod rmcleod@scis-china.org
Vice Principal	Susan Cole scole@scis-china.org
Secretaries	Lisa Ni lni@scis-china.org
	Sarah Jin sarah_jin@scis-china.org
Hongqiao Lower School Secretary: hq-ls-secretary@scis-china.org	
Transportation: hq-transportation@scis-china.org	

{ SECTION 3: TEACHING AND LEARNING AT SCIS LOWER SCHOOL }.....

3.1 The SCIS Lower School Standards and Curriculum Framework: The Primary Years Programme (PYP)

SCIS 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 SCIS from Nursery to Grade 5 and focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. Section 3 contains a brief overview of the SCIS Curricular Framework. Refer to the SCIS Lower School Program Guide for a complete curricular reference.

The PYP Programme Model:



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.

SCIS Standards are chosen from a number of national systems, including the Common Core State Standards for English Language Arts and Mathematics (USA); the AERO Project for Social Studies (U.S. State Department's Office of Overseas Schools); Ontario Ministry of Education's Science and Health/PE. standards (Canada); and the National Core Art and Music Standards (USA). Our standards were selected for their academic rigor, conceptual foundations, and overall

compatibility to the PYP. They are delivered within the inquiry-based framework of the PYP.

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

Seven fundamental concepts, expressed as questions, 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?

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 because they are like tools that students use to approach, manage and take ownership for their learning.

Approaches to learning include:

Thinking Skills

- Critical thinking - Analyzing and evaluating issues and ideas, and forming decisions
- Creative thinking - Generating novel ideas and considering new perspectives
- Information transfer - Using skills and knowledge in multiple contexts
- Reflection and metacognition - Using thinking skills to reflect on the process of learning

Communication Skills

- Exchanging information - Listening, interpreting and speaking
- Literacy - Reading, writing and using language to gather and communicate information
- ICT - Communicating using technology to gather, investigate and share information

Social Skills

- Interpersonal relationships, social and emotional intelligence - Developing positive interpersonal relationships and collaboration

Self-management Skills

- Organization - Managing time and tasks effectively
- States of mind - Using strategies that manage state of mind

Research Skills

- Information literacy - Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating
- Media literacy - Interacting with media to use and create ideas and information
- Ethical use of media/ information - Understanding and applying social and ethical technology

Action

The Action 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

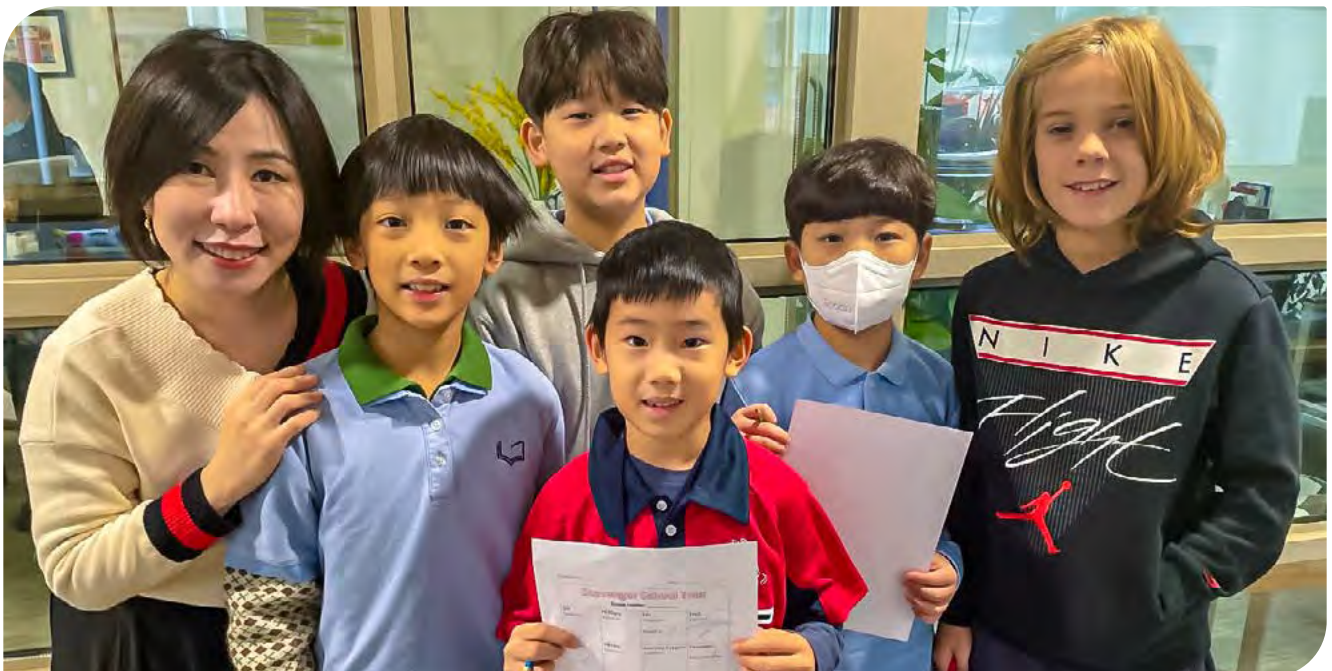
different depending on the age group. Action can take many forms.

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

Literacy

Literacy is imbedded into the Primary Years Programme (PYP) Units of Inquiry, as well as taught in a subject specific context. Throughout the Lower School, developing positive attitudes towards reading and writing is essential. Our framework for balanced literacy instruction is the Teachers College Reading and Writing Project (TCRWP). Teachers collaboratively plan units and assess students using common pre-assessments and summative assessments. Careful attention is placed on tracking students' reading growth and ensuring that students are reading books at their "just right" levels. In this way, instruction is differentiated to meet the needs of learners at different ability levels. Literacy skills are supported in classrooms that visibly display a language rich environment. Teachers employ a varied approach to instructional delivery, including but not limited to, small group, whole group, shared, and independent instruction.

SCIS implements the Common Core State Standards (USA) for English Language Arts (<http://www.corestandards.org/ELA-Literacy/>) for students in Kindergarten through Grade 5. The concepts, knowledge and skills embedded in the ELA standards are designed to provide students with a solid literary foundation, as well as the higher-level thinking skills and strategies necessary to be successful in life outside of the classrooms. The K–5 ELA standards articulate what students should understand and be able to do by the end of each grade.



Math

Mathematics is imbedded into the Primary Years Programme (PYP) Units of Inquiry, as well as taught in a subject specific context. In addition to the IB Learner Profile attributes, the essential elements of the PYP: knowledge, concepts, ATLs, and actions, inform planning, teaching and assessing of mathematics throughout the SCIS Lower School. Through an inquiry-based approach, teachers seek to provide opportunities for all students to have access to the highest quality mathematics teaching and learning.

SCIS implements the USA Common Core State Standards for Mathematics (<http://www.corestandards.org/Math/>) for students in Grade 1 through Grade 5. The 1–5 mathematics standards articulate what students should understand and be able to do by the end of each grade. The standards are organized according to process standards and content standards.

3.2 Time Table and School Day

In 45-minute blocks, Lower School students participate in Mandarin daily, Music and Physical Education (PE) twice a week, and Art and Library (only Grade 1 is scheduled), once a week with specialist teachers. Students learn the remainder of the day with their homeroom teachers. See an example timetable below.

3.3 Physical Education, Music, Art

Physical Education (P.E.):

The SCIS Lower School Physical Education Program uses an inquiry-based approach to teach lifetime health and fitness as detailed by the Ontario Curriculum. 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:

Students at SCIS learn to sing, play instruments, dance, use music technology, compose, study music theory, improvise, and experience music of diverse origins. Music classes at SCIS follow the Orff Schulwerk method, so we incorporate 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

Sample G2 Homeroom Schedule

Time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:30–8:00		Arrival				
8:00–8:15		Morning Meeting				
8:15–9:00		Music	Art	PE	Music	PE
9:00–9:45						
9:45–10:00						
10:00–10:15		G2 Recess				
10:15–10:30						
10:30–11:15						
11:15–11:30						
11:30–11:50		G2 Lunch				
11:50–12:15		G2 Recess				
12:15–12:45						
12:45–1:30						
1:30–2:15		G2 Mandarin				
2:15–3:00						
3:00–3:15		Dismissal / Busses				

problem solving are the roots of lower school art; therefore, all grades have significant input into the direction of the lessons. The final pieces that the SCIS artists create are great, but the artistic journey they take to get there is amazing.

3.4 Language Acquisition at SCIS Lower School

SCIS 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.

3.4.1 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 45 minutes a day. Our program offers five levels: Novice 1, Novice 2, Intermediate 1, Intermediate 2, and Experienced. 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, storytelling, and other activities related to Chinese culture.

3.4.2 English as an Additional Language (EAL) Program

Our English as an Additional Language (EAL) program supports English language development in the context of our English learners' school day. Our program follows research and evidence-based best practices in academic

language acquisition. It 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, co-teaching and co-assessing time to integrate content, language, and literacy instruction effectively, which accelerates academic language development. Additionally, SCIS provides all our teachers with professional learning opportunities in best practices in teaching English learners. All of our teachers are language teachers.

English Learner Definition: SCIS LS defines an English Learner as a student:

A. Who, as declared by his/her parent (1) first learned a language other than English, (2) comes from a home where the language usually spoken is other than English, or (3) usually speaks a language other than English; and B. Who is determined to lack the necessary English skills to participate fully in classes taught in English.

English Learner Identification:

Step 1: SCIS LS uses a Home Language Questionnaire to determine a student's home language(s.) Step 2: If the student uses a language other than English, the student is administered an English language proficiency test. The results determine if the student qualifies as an English learner.

EAL Program Enrollment and Program Placement

If a student meets SCIS Lower School's English Learner definition, the student qualifies for EAL services. The English Language Proficiency assessment results are used to inform EAL program placement. SCIS HQ-Main has adopted two EAL program components to support the various proficiency levels of our students acquiring English: A Beginning EAL support component



and an EAL Co-Teaching component. EAL services are required services, and SCIS charges an additional one-time fee.

EAL Program Progression and Exit

EAL and homeroom teachers collaborate to evaluate the progress of English Learners receiving service using multiple measures. Students progress through stages one and two and receive support accordingly. Students exit from the EAL program once they achieve the English language proficiency necessary for success in the classroom without EAL support. Multiple criteria is used to determine grade level success, such as additional English language proficiency tests, NWEA MAP tests, comprehensive literacy assessments, and classroom performance.

3.4.3 Additional Mother Tongue Language Development Opportunities

SCIS Lower School collaborates with several other language schools to provide after school language lessons once a week for students who speak the respective languages as a first language. Some of the language schools include Dutch, German, Swedish, and Hindi. Dutch speakers have an opportunity to take Dutch through an after school program.

3.5 Assessments and Reporting

SCIS Lower School uses both formative (informal) assessments and summative (formal) assessments to inform student progress and achievement across the curriculum. SCIS provides parents with various opportunities to learn about their child's progress and achievement, such as NWEA MAP Assessment Reports for reading, language and math, report cards, progress reports, conferences, and English Language Proficiency Assessment reports, when applicable. Additionally, the Seesaw digital portfolio tool will provide parents with opportunities to see class work and projects.

3.5.1 Standardized Testing

The SCIS Lower School utilizes the Northwest Evaluation Association (NWEA) MAP standardized tests for 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. A NWEA MAP test report is sent home each time the test is taken.

3.5.2. Comprehensive Reading Assessments

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



3.5.3 Writing Assessments

Teachers continually assess students' writing levels through daily classroom work and Writers' Workshop. Additionally, each student's writing level is assessed two times a year using the Writing Pathways On Demand Writing Assessment.

3.5.4 Student - Parent–Teacher Conferences

Student - 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.

3.5.5 Student-Led Conferences

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

3.5.6 Report Cards

Teachers explain their grading and assessment procedures for students at the beginning of the school year.

Note that we will use your child's passport name/or official name that is registered in our school system.

The school year is divided into two semesters and each semester consists of two quarters. Student performance is reported as follows:

- End of Quarter 1: Student progress report
- End of Quarter 2: Semester 1 Report
- End of Quarter 3: Student progress report
- End of Quarter 4: Semester 2 Report

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

3.6 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.

3.6.1 Laptop/Tablet Policy

Lower school students will have access to laptops on a cart and a set of iPads. Teachers reserve electronic resources and make them available to students as needed.

3.6.2 SCIS Tech Agreement

SCIS 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 SCIS Tech Agreement. Failure to adhere to this policy may result in the loss of computer privileges. Please contact our Hongqiao Technology department for further information and a copy of the Tech Agreement.

3.6.3 Backup Policy

Students are expected to backup their data. It is strongly recommended that students or parents purchase an external drive for storage and backup. An external hard drive can be purchased relatively cheaply at any local technology market.

3.6.4 Printing and Photocopying

Every student at SCIS has an account in the school printing system, and software allows SCIS technology staff to manage these accounts. Students will be charged for their printing. Paper should be re-used (blank side) when possible.

3.6.5 Other Materials and Supplies

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.

3.7 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 SCIS, 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

3.7.1 Homework Guidelines for Teachers, Students and Parents

Homework:

- is time based, not assignment based. The general guideline for maximum amount of daily time assigned per grade level may be as follows:
 - 1st Grade: 10 minutes
 - 2nd Grade: 20 minutes
 - 3rd Grade: 30 minutes
 - 4th Grade: 40 minutes
 - 5th Grade: 50 minutes
- 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.



3.7.2 Homework Make-Up

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

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 extended periods due to illness or other approved reasons, we should 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.

3.8 Student Support Services

3.8.1 Counseling Services

Social/emotional counseling services are available to all students through a comprehensive model that may include 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.

3.8.2 Speech-Language Pathology Services (SLP Services)

The Speech-Language Pathologist (SLP) provides screenings, formal assessment, consultation, and treatment for students with clinical communication difficulties. The SLP identifies and treats a variety of communication needs including:

- speech sound disorders
- stuttering
- language disorders
- literacy difficulties
- social communication disorders
- as well as communication difficulties related to other conditions, such as attention deficits (e.g., ADHD), learning disabilities (e.g., dyslexia), autism, hearing loss, or cleft palate.

Referrals for SLP services may come from teachers or parents. Parents may contact the SLP directly or request contact through their child's classroom teacher. Speech-



language therapy is offered to eligible students for a fee. The SLP teacher collaborates with teachers, parents, students, and outside agencies to create individualized treatment plans. At SCIS, the SLP supports students to reach their full potential in communication to participate successfully in classroom learning and social interactions.

3.8.3 Supporting Academic Growth and Approaches to Learning

Our Lower School Student Support Team (SST) consists of Student Support Teachers, our School Counselor our Speech-Language Pathologist, and our Administrators.

Lower School Student Support Teachers offers additional academic and behavior support for students who qualify according to data and by the recommendation of the Student Support Team (SST). Student Support Teachers collaborate with teachers and may provide small group interventions.

Students receive direct support from our Student Support teachers based on teacher observation, formal and informal assessments and the following data:

- The NWEA MAP Reading and Math Assessments
- The Fountas and Pinnell Comprehensive Reading Assessment
- The Writing Pathways Assessment
- Grade level math assessments
- Social, emotional and behavioral skills

Students who qualify for direct support usually score between the 1st and 10th percentiles in MAP assessments and are two or more years behind their grade level. Student support teachers will collaborate with teachers to support students not identified in the above process but still in need of support.

1. SST will use the above data to identify student support needs throughout the school year.
2. Teachers will be notified about classroom support by the SST and a program of support will be determined.
3. Parents will be contacted by the classroom teacher, Copying the student support teacher, about the program of support. The student support teacher then connects with the family to discuss the level of support the child will receive. A parent meeting may be required.
4. Students will be included when developing the best individual student support model.
5. All stakeholders will meet periodically to discuss student progress and learning needs.

In 2022/23 school year, Hongqiao Lower school will begin to implement a Learning Support program. This program is a service that has additional fees paid for by families.

Learning Support services are for students who have been identified as needing specially designed instruction after limited growth through intervention. Students are identified for Learning Support either through an evaluation or a diagnosis. In general, the difference between Academic Support and Learning Support is as listed below:

Academic Support	<ul style="list-style-type: none"> • Can be recommended through the SST or MTSS process • Uses data to track progress and recommend next steps • Consults with teachers on interventions and strategies in the classroom • This short-term support is free to families
Learning Support	<ul style="list-style-type: none"> • Identified for support through a completed psychoeducational evaluation. • Provide long-term support through skill development and remediation by a learning support teacher. • Goals are created and tracked through Individual Learning Plans (ILPs) • This long-term support has an additional cost, based on their identified level of need

3.9 Assemblies

Our Lower School community gathers for assemblies on a regular basis. The purpose of assemblies is to provide students with an opportunity to celebrate achievements, build community, and showcase what has been learned in our Units of Inquiry. These assemblies are staff and student-led and meant to share our learning in an entertaining manner. Parents are invited to most assemblies (based on health protocols at the time).

3.10 Snacks

Snacks provided from home are a part of the daily program. Please provide a healthy, easy to eat snack with your child each day. Students are not allowed to share snacks with other students, due to possible allergy related issues. Homeroom teachers will provide further information regarding daily snack schedules.

3.11 SCIS After-School Activities (ASA) Program

The SCIS mission is to develop inquiring, knowledgeable, caring learners who contribute positively to their communities. Our ASA program is designed to provide extracurricular activities for students to develop skills beyond the classroom.

General Information

- The ASA program is a co-curricular program. It is not compulsory for students to be involved in ASA.
- ASA programs are lead by SCIS staff and external vendors (when health protocols allow).
- Programs run by outside vendors such as Sport For Life or Mad Science may have a fee while SCIS staff run programs are covered in tuition.
- ASAs are divided in to Arts, Academics and Athletics.

ASA Session Dates

ASAs Session for 2021-2022 School Year:

Important Dates:

- 2021-22 Session 1 October 11 – December 3
- 2021-22 Session 2 January 17 – March 18
- 2021-22 Session 3 April 11 – June 2

Time:

- ASA begin at 3:00 pm and end at 4:00 pm.
- Students must be picked up at 4:00 pm . SCIS does not provide transportation after ASAs.
- Lower School students may not leave the campus without adult supervision.
- Students will be dismissed from the Lower School lobby.

Registration:

- ASA registration information will be communicated to you through the school email.
- Registration for ASA will be online on a “first come” service basis.
- Registration will not be accepted after the specified deadline.
- New students may join ASAs for the next session after their arrival.
- Students may be enrolled in one staff led ASA per session and in ASAs provided by external vendors, subject to availability.
- All funds for paid ASAs are handled by the external vendor.
- External vendors must complete child safety and protection training before working with SCIS.

Enrollment/Attendance/Cancellation Policy:

- The ASA Coordinator reserves the right to cancel an activity due to low enrollment.
- Parents must provide written communication to the ASA Coordinator if their child wishes to withdraw from an ASA.
- Behavior/Attendance: ASAs are part of the broader SCIS school program and students must respect the SCIS Code of Conduct and policies.
- When teachers are absent they are expected to plan for and arrange a substitute.
- ASAs will have a minimum of 1:10 staff to student ratio. ASAs involving extreme safety concerns (ie., rock climbing) may require a smaller ratio.
- ASA will submit ASA programs to ASA Coordinator.

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. Parents are asked to keep celebrations simple and clear all plans with the classroom teacher in advance. The giving of gifts is prohibited, including goodie-bags or party favors. Food options need to be considerate of allergies and preferably include healthy choices.

3.13 Tutoring

SCIS teachers are not available for tutoring because of the labor laws in China. Our teachers are granted Work Permits and Visas for the sole purpose of working for the school while the teachers reside in China. Any work outside of the school's authority is not legally condoned

and could put the teacher at risk of deportation and the school at risk of a fine or censure. 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 Lower School Library is located on the first floor of Building C and is open to all students from Grade 1 to Grade 5. Our collection includes paper books, electronic books available through the Follett e-book program, online research databases (Encyclopedia Britannica, Jstor and others), a limited DVD collection, and a limited collection of SCIS 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 and electronic books are loaned out for 2 weeks at a time. While e-books are automatically recalled after 2 weeks, please bring physical books back to any of our libraries when you are finished reading.

3.14.3 Library Hours

The SCIS library is open weekdays from 7:30 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 book charges are 100 RMB for a softcover and 150 RMB for a hardcover book.



3.15 Field Trips

Any SCIS 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 Shanghai area. While meals are generally provided by the cafeteria, parents may be asked to help support these trips by paying entry fees, or other related costs. All field trips should be tied to curricular 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. SCIS expectations and understood codes of behavior are in effect on all field trips.

3.16 Lower School Virtual Learning Guidelines

SCIS will implement virtual learning in the event of an extended campus closure. The goal of SCIS virtual learning is to ensure a continuity of learning. SCIS will use virtual learning platforms in partnership with parents to promote student learning.

Virtual learning will not replace handbooks or documents that shape our approaches to teaching and learning.

Role of families virtual learning

Parent involvement plays a vital role in the success of a virtual learning environment. Some students require more guidance and adult supervision. Parents may need to sit with their child(ren) as they complete their assignments, or the student may be able to work independently requiring little assistance from their parent(s).

The lower school will provide parent education on how to support their children in virtual learning.

Parents of Lower School students should expect to:

- Establish and implement a consistent daily routine.
- Ensure that you can log into Seesaw, Microsoft Teams and other assigned platforms.
- Review the daily learning assignments with your child and ensure their understanding of the task.
- Assist with lesson implementation when necessary and communicate frequently with your child's teacher(s) if you or your child has any questions.
- Similar to your child's regular learning environments, parents are encouraged to stay updated on their child's progress, ask questions, and develop student inquiry and curiosity.
- Teachers set time aside to respond to student work and ask probing questions as necessary to extend learning opportunities. Please allow wait time and processing time for your child to answer teacher questions and complete their own work.
- During live lessons, students are expected to have camera turned on, mics turned off, and to be in an appropriate location in appropriate dress.

3.17 Lower School Blended Learning Guidelines

Upon the re-opening of campus after campus closure, SCIS Lower School *will provide a modified virtual learning experience via use of the online learning platform Seesaw for students who are unable to return to Shanghai or to the campus. Students who attend on campus learning will continue under established guidelines while seeking opportunities to connect with students off campus. *Note that this will be a systemwide decision shared in relation to the circumstances and context at the time.



{ SECTION 4: SCIS ADMISSIONS, PLACEMENT & ATTENDANCE POLICIES }

4.1 Admissions and Continued Enrollment

Admission and continued enrollment will be determined by the Principals and the Director of Admissions. 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.

4.2 Tuition Fees

Tuition fees pay for all the operating and capital costs of the school including teacher salaries and benefits, books and materials, computers and software, utilities, building, and operating expenses. School fees include the distribution of one set of uniforms, daily school lunch, and bus service as outlined in school policy. An English as an Additional Language (EAL) program placement fee is assigned to students starting in grade 1 who are identified as requiring English language support. The EAL fee is a one time, non-refundable fee.

All fees must be paid prior to a student starting school. The school requires that school fees payments be made in RMB, though US dollars will also be accepted. Students who leave during or at the end of the first

semester are entitled to a refund of the second semester of the annual tuition. Students who leave during the course of the second semester will not receive a tuition refund.

Note: Seat deposit fees are non-refundable for any reason.

4.3 Placement

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

At SCIS, we believe that our collective intelligence increases through diversity. We are intentional about ensuring each of our homerooms is a sub-representation of SCIS's global community. Therefore, we consider nationality, first language, English language proficiency, academic status and gender in our class formation process. To ensure mixed groupings and other reasons, SCIS is not able to honor parent requests for particular teachers or homerooms.





4.4 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 Head of School. 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.

4.5 Student Withdrawal

There is a special withdrawal Progress Report form which indicates the date of the student's departure and his/her level of achievement and effort in each subject at the time of departure. For students leaving school two weeks or less before a normal Progress Report, the student must wait for the regular Progress Report to be issued.

4.6 Student Attendance

At SCIS 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.

4.6.1 Absences

If a child is absent, the parent should either call or email the school office in the morning. When a student returns to school after a medical absence, he/she should bring a doctor's note stating any restrictions. It is the student's responsibility to make up missed assignments by making a contact with the teacher directly or by e-mail. Teachers are not expected to create extensive individual programs; however, for students who miss school for long periods, due to illness or other approved reasons, we can provide more extensive support to help the child continue in the program successfully upon his/her return.

4.6.2 Late to School/Tardiness

It is important that students arrive at school on time. Tardiness disrupts classroom activities and may result in a student missing critical learning which could affect his or her grades. Students who are tardy must check in at the office in order to update attendance before going to class.

4.6.3 Planned Absences

Parents occasionally schedule trips outside of published school holidays. Teachers are not expected to provide assignments and school work that students can work on during these absences.

4.6.4 Unexcused Absences

All absences are considered 'unexcused absences' until a parent provides a reason for the absence to the office.

4.6.5 Attendance and After-School Activities

A student who is absent from school cannot participate in extra-curricular activities on the day of the absence, unless the principal approves participation in advance.

4.7 Visitations by Non-Enrolled Students

Non-enrolled students, especially alumni, are welcome to visit our campus. All visits must be prearranged through the divisional school office. Visitations will only be permitted during break and lunch times.

{ SECTION 5: LOWER SCHOOL CULTURE }

SCIS 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. SCIS intentionally builds culture by 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 IB's principles of International Mindedness and the Learner Profile Attributes, especially the fostering of respectful and positive relationships between all members of the school community while honoring diversity, equity and inclusion.
- The collaborative creation of shared agreements.
- 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 most of 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 SCIS school culture. We believe that students need to feel safe and valued in order to be engaged in their learning. SCIS develops positive school culture through the use of the IB principles of International Mindedness and the Learner Profile Attributes. Additionally, we collaborate to create structures, routines and shared agreements and expectations.

5.1.1 International Mindedness: Diversity, Equity, and Inclusion

The IB's principles of International Mindedness will guide SCIS' exploration and development of diversity, equity and inclusion (DEI) in our programs and practices in collaboration with all stakeholders in our community.

The IB defines International Mindedness as "a view of the world in which people see themselves connected to the global community and assume a sense of responsibility

towards its members." At SCIS, we recognize that our community can live this ideal only through regular engagement with diverse perspectives, ideas, and identities. To leverage the opportunity our diverse community gives us, we are committed to building a systemwide culture in which all members have equitable opportunity to succeed to their fullest potential and in which discrimination of any kind is not tolerated. Through collaboration with all stakeholders, SCIS will continuously inquire into how best to implement the principles of diversity, equity, and inclusion into all components of our system. We see this as an essential part of our commitment to developing an internationally minded community.

5.1.2 The Learner Profile Attributes for Positive Culture Development

The learner profile attributes give us a frame 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 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.



As IB learners we strive to be:

Inquirers

We nurture our curiosity developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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 frame for common understandings and language across our system. Examples of structures and routines we use to develop positive culture in the SCIS Lower School include:

- Morning meetings (greeting, sharing, news, collaborative game).
- Dedicated Social Emotional Learning (SEL) time.
- Dedicated mindfulness time.
- Closing meetings at the end of the school day.
- Collaboration to write the essential agreements for their classrooms and school.
- Study relevant Learner Profile attributes for certain units.
- Select a different attribute to focus on for a week at a time, or at school events.
- The creation of a set of “Dragon’s Choices” for each classroom, and to uniform them as a school.
- Compliment boxes.

5.2 Positive Discipline

When behavior occurs that results in harm, conflict or threats to safety, SCIS Lower School’s goal is restoration. Our positive discipline practices are designed to repair the harm done to a person or a relationship. The consequences for the person who caused harm or conflict are designed to be logical. We believe positive discipline practices enhance learning opportunities for all, as well as develop positive school culture. Furthermore, SCIS Lower School’s positive discipline practices represent a partnership between the school, students and parents.

Positive Discipline Practices that Lead to Restoration:

• Active Reflection:

- **Restorative questioning** - SCIS uses common restorative questions for all students involved in conflict. Teachers receive small laminated cards with the questions to store in their badges for quick guides: What were you thinking about at the time that happened?
 1. What were you feeling?
 2. What do you think now?

3. What are you feeling now?
4. How can this be made right?
5. What will you do next time
(state the action that happened)?
6. Discuss Dragon’s Choices

◦ Strategies used with Restorative Questioning

- I Statements – Reflection sentence stems and frames that give students the tools, the language, and a process for restoration. We teach students to express, “I feel _____” and “I want _____” to their classmates when conflicts arise.
 - Reflection sheets – SCIS uses a common reflection sheet that guides students to write about the restorative questions. Sometimes, teachers may ask for parent signatures for further reflection opportunity.
 - Role Plays involving fictional conflict to build the process.
- **Logical Consequences:** We design consequences that are logical for the action committed and reflect with the students to ensure the student understands the connection between the action and the consequence. For example, a student who intentionally damaged school property by writing on the desk may conclude during the restorative questioning process that s/he will erase the marks on the property.





Roles in Responsive Classroom Management & Positive Discipline

We expect teachers to facilitate the development of a positive culture and manage their classrooms effectively using a variety of responsive techniques. Teachers, administrators and parents all share roles in facilitating positive discipline. In general, teachers are responsible for handling disciplinary issues such as bickering, arguing and other disruptions to the class. However, when similar behaviors become excessive and begin to affect the rest of the class, administrators should be consulted. Violence; ethnic, racial or other forms of discrimination; bus incidents, misuse of technology and other serious misbehaviors are referred to the administrators.

Disciplinary Action, Including Suspension

When misbehaviors are referred to the administrators, the administrators determine the next disciplinary action steps and communicate with parents. A logical consequence handled by an administrator may be a lost recess privilege along with a guided reflection or restricted access to technology. Violence, racism and other serious misbehaviors deemed as detrimental to the learning environment or safety of the classroom may result in in-school suspension or suspension from school.

5.3 Positive 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. Positive behavior support services may include

individual counseling, behavioral contracts, additional administrator 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, SCIS collaborates with outside agencies to service students' unique needs. SCIS 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.

5.4 Other SCIS Expectations:

5.4.1 Uniform and Dress Code

SCIS 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 (Pre-School through Grade 5) wear navy blue trousers, shorts, or skirts and the SCIS light blue polo shirts (short or long sleeved). 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 SCIS navy blue polo shirt (short or long sleeved). 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.

Summer Uniform



Winter Uniform



High School students (Grades 9 through 12) wear tan shorts, trousers, or skirts and a light blue SCIS 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.

Physical Education Uniform

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

5.4.2 Cellular Phone Use

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

5.4.3 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.

5.4.4 Bus Expectations

Student safety is our number one concern regarding transportation. Violations of bus expectations could result in disciplinary action consistent with SCIS 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.

Bus Expectations:

- Respect the bus driver and driver's directions.
- Fasten seatbelts shortly before departure and wear until the bus arrives at the student's stop.
- Close windows before the bus departs.
- Sit in any available seat except, for the front seat.
- Use digital devices responsibly under the following conditions:
 - Play appropriate movies and/or games only.
 - Keep device on silent or use headphones.
- Refrain from eating or drinking on the bus.
- Behave respectfully at all times towards everyone.

We ask parents to bring bus concerns to the transportation department and/or divisional school administration. SCIS's Parent Code of Conduct (Refer to Section 5.6) applies to SCIS Transportation Services as well.

5.4.5 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.

5.4.6 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.

5.4.7 Drugs, Alcohol, and Tobacco

SCIS 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. SCIS 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 E-mail

Email is a necessary communication tool among staff and with parents. The Director may be contacted when a parent feels a concern is still unresolved or if the concern directly relates to a Principal's decision or action.

6.1.2 WeChat

WeChat is not a recognized communication tool between parents and staff. Please use email to voice your concerns and to document your conversations.

6.1.3 Beginning of the Year Welcome Letter & Course Overview

All families will receive a welcome letter and the Lower School Program Guide.

6.1.4 Seesaw – A Digital Portfolio Tool

In line with the SCIS Information Technology Philosophy, Mission Statement and Essential Agreements, SCIS Lower School makes use of Seesaw as the primary online communication tool. This tool will be utilized by parents, teachers and students for recording student progress as well as, a student digital portfolio during the Lower School years at SCIS. Through the regular use of Seesaw, students are provided with developmentally appropriate opportunities to engage with Seesaw in a way that allows them to develop their abilities to create, innovate, communicate and collaborate. Additionally, teacher and student postings on Seesaw will provide parents and family members with a regular and consistent open invitation into their child's learning journey.

6.1.5 Communitas Magazine

Communitas is the monthly SCIS magazine written by SCIS faculty that will be sent home each month with your child. It's also available on the school website.

6.1.6 Principal Bulletins

Each week, the Lower School Principal will publish an electronic bulletin, which is designed to communicate general information about upcoming events at the school, and showcase various aspects of the school's programs

6.1.7 Director's Communication

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

6.2 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 Vice-Principal and/or 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 Head of School. In no case will complaints be made or discussed in the presence of students.
- Concerns about Curriculum and Materials: Any concerns about a particular class resource or library book should be directed to the Principal. Principals receiving a complaint about such matters may confer with the Head of School.

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

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

SCIS operates on a not-for-profit basis and all monies arising from fund raising are to benefit our school and our children. All money raised by PAFA will be allocated towards items outside of the scope of the school's planned operating budget. All funds earned under the auspices of PAFA must be allocated and spent within a reasonable amount of time of having been raised, preferably within the school year in which the funds were raised. Each PAFA will be allowed the liberty to make charitable donations based on membership approval. However, at fund-raising events parents will assume that their contributions will be going towards

the school and its children. Therefore, when events are planned in order to aid a charity, that information should be publicized before and during the event so that participating parents know who is benefitting from their participation.

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

6.4 Parents' Code of Conduct

SCIS schools expect parents and/or guardians to show respect and concern for others by:

- supporting the respectful ethos of our school by setting a good example in their own speech and behavior towards all members of the school community;
- working together with teachers for the benefit of children. This includes approaching the school to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution;
- correcting 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 words or actions that bring the institution into disrepute or gravely 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.
- 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 SCIS may be necessary.

6.5 Parent Contact Information

We use the parent SCIS email accounts as a primary means of communication. We ask parents who don't plan to check their SCIS parent email accounts frequently to have their parent account emails automatically forwarded to another email account. Please contact our Technology department at hq-technology@scis-china.org or stop by the tech help desk if you would like automatic email forwarding support. It is also 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.

6.6 Parent Absences

If parents or the legal guardian leaves Shanghai temporarily and leaves a child in the care of someone else, they are required to notify the school in advance. 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 Shanghai.

6.7 Yearbooks

Yearbooks are available for purchase towards the end of the school year. The yearbook is specific to the Lower School and generated by Lower School Staff.



{ SECTION 7: HEALTH & SAFETY }

7.1 Child Safeguarding

Child Safeguarding Mission and Belief Statement

The mission of the SCIS Child Safeguarding Policy is to support and advocate for the physical, emotional, and mental well-being of our students through an integrated partnership of home, school, and community.

Belief Statements

We believe...

- students are our primary focus;
- all students can learn when given the appropriate support and resources;
- in a holistic approach to learning, which encompasses social, emotional, behavioral and cognitive development;
- in taking a proactive approach to identify and address student needs;
- in fostering student growth to promote self-awareness, self-advocacy and effective communication skills; and
- that our programs and responses must be sensitive and mindful of family belief systems and cultural backgrounds.

Training

All adults who are regularly present on SCIS campuses will be expected to undergo appropriate annual child protection training.

Safe Recruiting

The SCIS Child Safeguarding Policy includes safe recruiting practices.

7.2 Student Illness

Students who are ill should not be sent to school. A sick child is not able to be cared for appropriately at school and may pose a health risk to other students. If a child comes to school sick, the child will be sent to the nurse for a brief assessment. If required, the nurse will telephone the parents and request that the child be picked up and taken home.



7.3 School Health Services

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



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

In the case of serious accidents on the school premises in which a child needs to be taken to the hospital, the parents will be contacted immediately and the student will be transported, unless inadvisable due to neck or back injury, to the nearest hospital where he or she can receive expatriate level care. A representative from the school will accompany the child, and remain with him or her until a parent or guardian arrives to take responsibility. When the parent arrives, the school representative will depart after explaining all relevant circumstances. Appropriate care will be given as required, even if the parents cannot be reached.

7.4 Widespread Infectious Disease and School/Campus Processes

In cases of widespread infectious disease concerns, as with COVID-19 and Sudden Acute Respiratory Syndrome (SARS), the school adopts infectious disease protocols based on recommendations and guidelines of the CDC, SEC and related local health authorities.

The adopted changes may affect many campus and schooling processes described in this handbook such as daily health monitoring, physical distancing, mask usage, hand washing, and standardized responses to symptoms of illness. Please check the campus portal for the most up to date health and safety procedures: [Return To Campus Protocols](#)

7.5 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.

7.6 Medication Administration

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

7.7 Head Lice

Parents should be advised that it is not uncommon during any school year to have cases of head lice. Students who are detected as having head lice will not be able to remain at school, ride the bus or attend any school activity until they are free of all lice and nits.





If a student has lice, they will not be allowed to ride the bus until the child must go directly to the clinic upon return to school to be checked. When the student is identified as lice and nit free by the school nurse, they will be allowed back to school.

When head lice are detected in the classroom, a nurse checks students' hair. If the nurse verifies the lice case, the nurse sends out a notice informing all parents in the same classroom and bus about the case. Additionally, all students in the same classroom and who ride the same bus will be checked.

We will of course take every precaution necessary to maintain confidentiality on this issue for families, and will be very discreet as we spot check children to ensure that the problem is under control.

7.8 Insurance

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

7.9 Safe Air Protocols

SCIS has installed a double air filtration system to ensure optimal indoor air quality in all learning spaces. SCIS has adopted guidelines for managing students' exposure to outdoor air pollution as well. Outdoor air

quality is monitored on an hourly basis, and students stay indoors for all activities when the air quality index (AQI) is 200 and above, as indicated by the U.S. Consulate's Shanghai Air Quality Monitoring Site.

7.10 Emergency Evacuation Procedures

Evacuation 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. The cooperation of all adults on campus is needed and will be appreciated. Teachers will review these procedures and the evacuation routes with their classes and stress the seriousness of emergency evacuation drills. SCIS prepares all teachers for an emergency evacuation, and evacuation protocols and maps are posted in all classrooms.

7.11 Final Remarks

This document is meant as a guide to help answers questions you may have about the SCIS 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 Rachel McLeod, the Lower School Principal, or Kristie O'Brien, the Vice Principal. You may also set a meeting through the Lower School secretaries.

Contact Information:

Principal: Rachel McLeod rmcleod@scis-china.org
Vice Principal: Susan Cole scole@scis-china.org
Hongqiao Lower School Secretary:
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