



Upper School Parent-Student Handbook 2025–2026





PRINCIPAL'S MESSAGE

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

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

These were created to ensure that all of our students have the opportunity to participate within a vibrant, student-centered learning community. Should questions or concerns arise as you read this handbook, please know that you are welcome to discuss these with the faculty or administration at any time.

Please be aware that some sections of this handbook may be revised during the school year. If and when this occurs, we will make every effort to communicate these changes to the school community in a timely manner.

I look forward to the 2025-26 school year in the SCIS-Hongqiao Upper School, and I hope that this handbook provides much of the information that students and parents will need to ensure a productive year of learning.

Sincerely,

Amy S.Valerio, Ed.D.
Upper School Principal

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Section I: About SCIS

1.1 Purpose of this Handbook

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

1.2 Nature of the School

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

1.3 Accreditation and Authorization

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

SCIS is fully accredited by the Western Association of Schools and Colleges (WASC). SCIS was the first international school in Shanghai to be accredited by the National Council on Curriculum and Textbooks and is a member of the East Asia Regional Conference of Overseas Schools (EARCOS).

1.4 Mission

The SCIS mission is to develop inquiring, knowledgeable and caring learners who contribute positively to their communities.

1.5 Beliefs

We believe in:

- an atmosphere of open inquiry
- appreciating diversity and the opportunity to learn from a multitude of cultural backgrounds
- the individual nature of each student, and the value of a community in which individuals can learn together
- the opportunity to stimulate the love of learning, which is present in every child
- creative and inventive thinking, and the ability to approach problems from different angles
- our opportunity to learn about China and the importance of our host country teachers and staff, who serve as an important link to this country
- cultivating strong relationships amongst all members of our community
- parents' concern for, involvement in, and contribution to the life of the school
- developing integrity in each of our students

1.6 Governance

SCIS is overseen by members of a Board of Directors appointed according to the bylaws of the school's

Articles of Association. The self-perpetuating, "corporate governance" model used at SCIS and the other ISF schools has been supported for many years by the European Council of International Schools in the United Kingdom and by International Schools Services in the United States, and is the one endorsed by the National Association of Independent Schools.

1.7 Financial Status

i. International School Foundation

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

ii. Not-for-Profit Status

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



Section 2.1 Student Life

2.1.1 School Hours

On normal school days, members of the school community and visitors are free to enter and exit when school is open. In order to promote a safe campus, all community members will be required to wear identification badges as per the campus safety addendum at the bottom of this page. On weekends, the campus is open only to teachers unless an event or activity has been planned.

The school day for students starts at 8.00am and ends at 3.00pm. Students are expected to arrive to school between 7.30am - 8.00am so that they are prepared to begin classes promptly at 8.00am. Students arriving to campus before the expected arrival time will wait at the front gate until entering at 7:30am. Buses leave school at approximately 3.15pm and the libraries close at 4.30pm. After school, students should be in the library, common space on the 2nd floor, or the café unless they are under the direct supervision of a teacher, coach or parent activity coordinator.

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

SCIS ID Cards and Lanyards come in six easily identifiable colors:

Blue – Staff	Green – Visitors
Red – Parents	Orange – Contractors
Yellow – Vendor (Outsourced & Community)	Purple - Caretakers

Parents/Delegated Caregivers must wear a lanyard at all times while on campus.

Substitutes who are parents should exchange their red lanyard for a blue lanyard when they sign in at divisional secretaries. At the end of the day, they should exchange the blue for their red badge.

Students in SCIS uniform do not have to wear a lanyard.

Spare lanyards are available at all security gates for the different users. Parents can also go to divisional secretaries for a spare lanyard.

2.1.2 Timetables

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

MYP 1-3 (Grades 6–8)	
Block 1	8.00–9.20
Break	9.20–9.40
Block 2	9.40–11.00
Block 3	11.05–12.25
Lunch:	12.25–1.00
Dragon Time	1.05–1.35
Block 4	1.40–3.00

MYP 4-5 (Grades 9–10)	
Block 1	8.00–9.20
Break	9.20–9.40
Block 2	9.40–11.00
Block 3	11.05–12.25
Dragon Time	12.30–1.00
Lunch	1.05–1.40
Block 4	1.40–3.00

DP 1-2 (Grades 11–12)	
Block 1	8.00–9.20
Break	9.20–9.40
Block 2	9.40–11.00
Block 3	11.05–12.25
Hyperblock	12.25–1.00 (for Higher Level classes)
Lunch	1.05–1.40
Block 4	1.40–3.00

Once a month we have an **Upper School Assembly** where we modify the timetable as below:

Block 1:	8.00–9.15 (75 mins)
Assembly:	9.20–10.10 (50 mins)
Break:	10.10–10.25 (15 mins)
Block 2:	10.30–11.45 (75 mins)
Block 3:	11.50–1.05 (75 mins)
Lunch:	1.05–1.45 (40 mins)
Block 4:	1.45–3.00 (75 mins)

2.1.3 School Calendar

The school year is divided into two semesters. First semester runs from August 12th to January 16th. The second semester runs from January 19th to June 11th. The school year has 180 instructional days.

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

2.1.4 Security on Campus/CCTVS

Security guards are onsite 24 hours a day. To ensure a secure school environment, our security guards monitor visitor access on campus. During regular school hours, students cannot exit the campus without special permission. Closed Circuit Television Systems (CCTVS) are installed in various locations around campus for the purpose of enhancing security of the building. Information obtained through the CCTV system may only be viewed by members of the administration.

2.1.5 Entering Campus

Members of the school community and visitors are free to enter and exit when school is open. Students in uniform enter freely; teachers, parents and administrators enter using their ID card (or sign in if they have forgotten their card), and parents and visitors sign in on entry. Parents who do not have the Parent ID with them when they arrive to campus will be escorted to the Upper School Office where they will be required to show identification to receive a visitors pass and confirm that they have an ID card or arrange for a replacement. ID cards for SCIS parents and alumni who have graduated from secondary school are available by application. Alumni are granted access to visit the school campus after school hours, and by invitation or appointment during school hours. Unless invited, parents and guardians are not allowed to visit classes during the school day. If reaching a student is necessary, parents are requested to check in with the upper school secretaries. The school reserves the right to refuse entry to any person deemed a risk to the learning environment.

2.1.6 Exiting Campus During the School Day

Students are not allowed to leave campus before the end of the school day without permission from parents/guardians that has been confirmed by the Upper School Office. Students in grades 6 – 8 must be picked up at school by a parent or guardian. This confirmation of exit is to ensure the family takes responsibility over the student when the student leaves the campus gate. If a student becomes ill on campus, the nurse will provide the exit slip. Written/emailed permission sent in advance to the Upper School secretaries is preferred; confirmation by telephone will be required if no advance information is provided.

From semester two of Grade 11, students in good standing may be offered Off Campus Privilege (OCamP). This allows a student to exit the campus after they have completed all classes for the day and have no further commitments on campus. This privilege only applies to students leaving campus early; all DP students will arrive to campus by 8am. Parents may request for their child to not be offered this privilege and the good standing status of the students is monitored by the IB Diploma Coordinator.

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

2.1.7 Visitation by Non-Enrolled Students

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

2.1.8 Parking on Campus

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

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

2.1.9 Bus Transportation

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

2.1.10 Lunch

Lunch is included in the tuition for all students. Students are expected to behave in an orderly and respectful manner when accessing food. Students in Grades 6 - 8 must go to the lunchroom during lunch. After eating, we ask that students take responsibility for their eating area and return their plates and trays to the designated area for waste and dish return.

The lunch menu is available at the following website: <https://www.scis-china.org/student-life/food-services>

For students with special dietary needs, contact Elsa Zhu, our cafeteria supervisor: Elsa@BasilNLattefoods.cn

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

Teachers are encouraged to consider their colleagues and other students by limiting the number of times they order treats for their students.

2.1.11 Lockers

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

2.1.12 Textbooks & Supplies

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

Section 2.2: Academic Matters

2.2.1 Academic Programme

The SCIS academic programme is truly international, incorporating the latest materials, resources and teaching practices from Australia, Canada, New Zealand, the United Kingdom, and the United States. The curriculum standards at SCIS are chosen from a number of national systems and are delivered through the IB framework with the highest quality by teachers with the students, the school, its Chinese setting and international mindedness taken into consideration. Please see the HQ-US Academic Handbook for further information. <https://www.scis-china.org/learning/upper-school/>

2.2.2 The International Baccalaureate (IB) Learner Profile

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

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

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

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

2.2.3 The IB Diploma Programme (IBDP)

SCIS offers a wide range of IBDP courses, designed to meet the needs of Grade 11 and 12 students. These two-year courses involve taking external examinations run by the International Baccalaureate in May of the final year of study. Success on these exams enhance post-secondary placement prospects and can translate into University/

College credit at some institutions. All Grade 11 and 12 students are encouraged to pursue a course of study that leads to the award of an IB Diploma.

While the majority of our students pursue a full IB diploma, SCIS recognizes that this may not be the best fit for every student. The IB Diploma Coordinator, in consultation with teachers, counselors, parents and the student, may recommend the pursuit of IB course results for a selection of subjects, or to focus on achieving the SCIS High School Diploma. It is important to note that achieving an SCIS High School Diploma or IB course results is still a rigorous endeavor and is subject to most of the same benefits in terms of University/College recognition and placement. For more information on the SCIS High School Diploma or IB course results please contact the IB Diploma Coordinator, College Counsellor, or Upper School Principal.

The IB Diploma Programme requires Grade 11 and 12 students to study courses chosen from the following IB subject groups:

Studies of Language & Literature	English, Chinese, Korean, mother tongue self-taught
Language Acquisition	English, Chinese, French, Spanish
Individuals & Societies	Psychology, Economics, Business Management, Global Politics
Sciences	Biology, Chemistry, Physics, ESS, Design Technology
Mathematics	Mathematics AA, Mathematics AI
The Arts	Theatre, Visual Arts, Film, Music

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

Additionally, all students study Theory of Knowledge (TOK), complete an extended essay, and undertake experiences in the Creativity, Activity, and Service (CAS) programme.

For more information on the IB Diploma Programme and SCIS graduation requirements, please consult www.ibo.org, our school website, the IB Diploma Programme Prospectus, and the HQ-US Academic Handbook.

2.2.4 The IB Middle Years Programme

Our challenging and rigorous and inclusive programme helps students develop skills and understanding needed to meet the demands of school while continuing to inspire a thirst for learning. The IB Middle Years Programme (MYP)

provides an academic framework that encourages students to embrace and understand the connections between traditional subjects and the real world, and to become critical and reflective thinkers.

Our programme consists of the following 8 equally weighted subjects:

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

For more information on the MYP Programme, please consult www.ibo.org, our school website, the IB MYP Prospectus and the HQ-US Academic Handbook.

2.2.5 English as an Additional Language (EAL)

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

SCIS embraces learner diversity; however, it only enrolls students whose educational needs can be met by the school. Therefore, upon admission, students must meet the English language requirements to ensure academic success. SCIS will provide a variety of instructional strategies including, but not limited to, intensive instruction, in-class assistance, and programme modifications. SCIS Upper School uses MYP and DP English Language Acquisition Course of Study as the model for English Language Learning. For more information regarding the EAL Programme in Upper School, please see the English as an Additional Language Program Upper School Grade 6-12 Guide.



2.2.6 Grade Level Placement

Upon enrollment, students are placed in a grade by our Admissions Department, in consultation with school leadership, based upon their previous academic history and their chronological age. For younger grades, greater emphasis is placed upon age. After a period of teacher assessment this placement may be reviewed. In such an instance, the Principal will make the final decision on grade-level placement based on the findings of the review, which will include discussions with teachers and parents.

2.2.7 Home Learning

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

At SCIS, home learning may be used to:

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

2.2.8 Home Learning Guidelines

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

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

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

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

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

Section 2.3: Pastoral Programme

2.3.1 Dragon Time/Advisory

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

For students in Grades 6 to 10, one 30 minute period each day is devoted to Dragon Time. The mission of the Dragon Time programme is to develop the relationship, attitudes, and skills that contribute to a positive community. Dragon Time at SCIS is developed to ensure that each student:

- *Is known by at least one adult on campus
- *Has a peer group with whom they meet regularly
- *Has time during the day to review their progress and prepare for upcoming events
- *Has an opportunity to engage with their classmates in areas of interest.

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

Check and Connect

An opportunity for advisory groups to come together, technology-free, to connect with one another. This time is also dedicated to our weekly check-in surveys. Our teams use a number of methods to ensure the goals of Dragon Time are met. These include feedback opportunities from GLL's, advisors and students.

Extended Learning Time (ELT)

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

Learner Led Clubs

Students have the opportunity to lead clubs in areas of interest during three sessions throughout the school year. Applications are made available during Dragon Time.

Pastoral/Guidance Lessons

Students participate in pastoral lessons focusing on life skills, building character, approaches to learning, issues surrounding the use technology, career planning and adolescence. These lessons are designed by the counselors in conjunction with the grade-level leaders.

House Games (Grades 6-8)

Students are assigned to a House Team upon arrival at SCIS. About one time a month, students compete in House Games. Points are accumulated throughout the school year and the winner of the Jade Dragon is announced at the end of the school year.

Fun Friday

Advisory representatives, in collaboration with the Grade Level Leaders, organize whole-grade activities that foster meaningful connections among students within each grade level.

Assemblies

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

Section 2.4 Learning Beyond the Classroom

2.4.1 China Trips

All upper school students are expected to participate in the China Trips. These are approximately weeklong trips to various locations in China. In addition to enhancing students' understanding of culture and geography, this unique learning experience affords students an opportunity to develop more interpersonal and team-building skills that lead to greater self-reliance and independence. An important component of these trips is the opportunity for students and faculty to build relationships and connections that will last throughout the school year.

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

2.4.2 Service & Community Engagement

Service and community engagement is a foundational

element of both our IB programmes and the broader mission of our school. MYP students engage with learning outcomes tied to Service as Action, while DP students fulfill the requirements of Creativity, Activity, Service (CAS).

At SCIS, our model of Service & Community Engagement reflects our commitment to international mindedness. It encourages students, parents, families, and the wider community to actively contribute in meaningful ways. These opportunities are woven into the curriculum, provided through school-led experiences, and extended through off-campus activities.

We believe that being intentional about our actions—considering both the purpose and the impact—is crucial. Continuous reflection is key to ensuring we learn and grow from each experience. To support this process, students are guided by their teachers, advisors, and the Service as

Action/CAS coordinator. Through regular reflection & evidence, students document their experiences in Toddle, helping them deepen their understanding and connect their learning to meaningful action.

2.4.3 Field Trips

Field trips are an important part of our school programme. Field trips are planned to provide learning opportunities that are significantly enhanced by an off campus venue, including exposure to the culture and geography of our city, province and country.

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

Participation: All class/grade members are expected to participate in field trips.

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

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

Local Outings: Occasionally, teachers will want to take students out into the immediate community and neighbourhood around the school. These excursions typically require only the allotted class time and do not require special transport. Examples are visiting the local wet market to practice Mandarin, measuring the height of the radio tower on Hongqiao Road for mathematics, visiting Yili Park for biology class, and viewing art exhibitions at the cafe around the corner from school for art class. Teachers will notify parents if students are leaving campus as part of a class.

2.4.4 After-School Activities and Athletics

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

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

Student who are not in attendance during the academic day may not participate in after-school activities or athletics.

School Sponsored Activities

SCIS provides ample opportunities for students to become involved in a dynamic school life through its activities programme. The programme offerings aim to challenge students to pursue their interests and to enrich academic learning. Please reach out to the Athletics Coordinator or the ASA Coordinator with questions.

The following list of clubs and sports teams is not comprehensive. Some activities vary from year-to-year depending on student demand. Co-curricular opportunities for Upper School students are not limited to this list.

EXAMPLE SPORTS & ACTIVITIES		
Sports	Activities/Clubs	
Touch Rugby*	Chess	Orchestra
Rugby	MathCounts	Select Strings
Soccer	Environmental Club	Jazz Band
Swimming	Science Club	Dragon
Cross Country	Art Club	Singers (Choir)
Floor hockey*	Student Council	Plays/Musicals
Basketball	Model United Nations (MUN)	Rock Band
Badminton	Interact Club	Debate
Volleyball	National Honor Society	Weight Room
Table Tennis		Robotics
Cheerleading		
* Grade 6-8 only		



Section 2.5 Academic Communication and Reporting

2.5.1 Toddle

Students and parents in grades 6-12 are issued a Toddle account. In this platform, teachers will share resources, post assignment information, and communicate deadlines and expectations with students. This platform can be found at: <https://web.toddleapp.cn>

2.5.2 Parent-Teacher Conferences

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

2.5.3 Student-Led Conferences

Student-led conferences take place in the second semester for students in Grade 6 – Grade 9. These conferences are a time for students to self-reflect and discuss their learning with their parents. Students use a framework surrounding the Approaches to Learning (ATL) skills to direct these discussions.

2.5.4 Reports

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

The school year is divided into two semesters. A progress report containing interim achievement and teacher comments will be available for viewing at the end of semester one. A final report with achievement and teacher comments will be available for viewing at the end of semester two. Students who enroll after the start of a semester might not be assessed across all MYP criterion.

All reports are electronic and published in Toddle. Parents have the ability to print these at their convenience.

For information regarding official SCIS transcripts contact the Upper School office.

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

2.5.5 IB Diploma Programme Assessment Grading

Assessment for IBDP subjects is spread across three main components.

- SCIS assessment: formative and summative assessment pieces that contribute to SCIS report grades. Many pieces are similar to formal IBDP assessment tools and are used to prepare students for final IB assessment.
- IB Internal Assessment (IA): approximately 20-30% of IB subject grades are based on one or more IA pieces. These include items such as oral presentations, written assignments, and experimental reports. Student IA pieces are graded by SCIS teachers against set IB criteria and



a random sample chosen by the IB is submitted to the IB for moderation. The IB employs over 5000 examiners and moderators across the globe, including some SCIS teachers, to ensure consistency between IB schools. IB and school assessment deadlines for draft and final pieces are sent to students at the start of each academic year and are available on our school website. IA pieces may also contribute to determining student semester grades for reporting.

- IB External Assessment (EA): the remaining 70-80% of IB subject grades are based on external assessment pieces which are submitted to the IB for marking by IB examiners. Most subject EA pieces are the final examinations in May, but additional pieces such as art projects, the extended essay, and written tasks are also externally marked. The final examinations do not contribute to SCIS grades, however other external assessment work may be used by teachers to determine student semester grades for reporting.

The weighting of the assessment components for each subject is published at the start of each year. All SCIS semester grades are reported on the IB 1-7 scale.

Examinations

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

Grade 12 students sit first semester examinations, and mock examinations are scheduled in March of their second semester prior to the final IB examinations. The mock examinations are designed to provide authentic exam preparation and are conducted under IB regulations.

The IBDP examinations are scheduled during May each year according to a schedule issued by the International Baccalaureate. IBDP students will be excused from regular school from the first day of the examinations until the day of graduation. IBDP examinations are not covered by normal tuition. Information regarding the overall cost of IBDP examinations will be made available to families in the first semester of Grade 12.

2.5.6 Major Awards and Departmental Awards

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

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

2.5.7 Honor Roll and Academic Growth

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

MYP

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

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

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

DP

Students may qualify for the Honor Roll by having a combined achievement of 36 points in all 6 subjects.

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

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

2.5.8 Standardized Testing

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

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

Section 2.6 Library and Information Services

2.6.1 Library

The Upper School Library is located on the second floor of Building A and is open to all students from Grade 6 to Grade 12. The collection includes paper books, electronic books available through the Follett e-book program, online research databases a limited DVD collection, and a limited collection of SCIS archival material including past yearbooks.

2.6.2 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.

2.6.3 Library Hours

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

2.6.4 Library Fees

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



Section 2.7 Virtual and Blended Learning

In the event of a forced school closure - for example due to Covid-19 - the SCIS Upper School will ensure that students will have the opportunity to be engaged and that their learning will continue to progress.

2.7.1 Virtual Learning:

In the event of a school closure, teachers and students will engage in virtual learning. The primary means of obtaining information about VL will occur through Toddle where students can follow their normal class schedule.

MYP/DP Subject Teachers will provide daily learning activities on Toddle. Teachers will engage with students – using campus provided technology and Microsoft Teams – virtual versions of a lesson. Wherever possible teachers will follow provided timings for classes - 8am to 3pm Shanghai time.

While not every lesson over the period of time the school is closed may be live, teachers will ensure connections by organizing virtual office hours where students can connect, ask questions, receive feedback, and collaborate.

EAL, Counselors, and Learning Support Teachers will provide ongoing support and check-in for each student (or group of students) that would regularly receive support in the event they continue as a virtual learner.

Engagement with virtual learning and completion of assignments will be used to validate student participation and progress in virtual learning as well as attendance.

Students will be allowed a 48-hour window in order to participate in a way that allows them to complete assignments.

2.7.2 Blended Learning

In the event that the school is open but some teachers are not able to be physically present on campus - for example due to quarantining, border closures, etc. - the SCIS Upper School will ensure that learning will continue to progress by offering virtual learning in those classes with appropriate in-school supervision and support.

MYP/DP Subject Teachers will follow regularly scheduled timings for classes - 8am to 3pm Shanghai time. Teachers who are not physically present on campus will deliver live lessons or appropriate portions of live lessons while classes are under adult supervision.

These lessons may also include access to targeted video clips of lesson overviews in an effort to maintain a personal connection to the classroom, the teacher, and their peers.

2.7.3 Assessment and Feedback in Virtual and Blended Learning

Once a student has completed and submitted an assignment - whether in class or online, teachers will provide timely feedback.

Divisional feedback, formative and summative assessment guidelines still apply to virtual and blended learning. Lack of participation in virtual learning may hinder a student's progress and their ability to meet grade level expectations, assessment expectations and the ability to issue a semester report.

Teachers and administrators will carry out weekly progress checks and communicate with parents and students letting them know if students are not completing work or engaging with virtual learning.



Section 3: General Policies and Procedures

3.1 Parent Absences

If parents or the legal guardian of an SCIS student leave Shanghai temporarily and leave the child in the care of someone else, they are required to notify the school in advance. Dates of the absence from Shanghai must be provided. Additionally, the names, numbers and pertinent information of the temporary guardian, as well as the parents' contact details during their absence from Shanghai, must be shared with the school.

3.2 Student Behavioral Expectations

3.2.1 Rationale

Most aspects of our Upper School Discipline Policy are encompassed in the following statement.

At SCIS we respect:

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

3.2.2 Student Behavioural Expectations

These guidelines are developed to encourage a caring, safe and positive school environment that encourages a strong sense of belonging; and where the rights and responsibilities of individuals are recognized and respected.

- We expect students to behave in a way that is conducive to a productive educational atmosphere. Students will not only strive to take full advantage of their own opportunities, but also do nothing which might interfere with others striving to do the same.
- We expect students to respect their teachers and all SCIS staff.
- We expect students to arrive on time each morning ready to learn. This means that students have spent the

necessary time on the previous day's homework, have had sufficient sleep, and have had breakfast.

- We expect students to show consideration and respect for others, and to accept and appreciate people from other cultures, ethnicities and backgrounds.
- We expect students to work and play together harmoniously, to help others, and to show good sportsmanship in games.
- We expect students to show care for the property, building, and flora of the school, and to exercise responsibility appropriate to their age.
- We expect students to be honest.

3.2.3 Student Discipline

It is understood that there will be times when some students may have difficulty with acting responsibly and making good choices. In such cases, we believe that consequences for misbehavior need to be fair to help students develop self-management and personal responsibility. To this end, a consequence for misbehavior should involve some follow-up discussion with the student. In line with our philosophy, we do not require students to formally apologize when they have made a mistake or caused harm. While apologies are a meaningful gesture and part of the restorative process, they should never be forced. Instead, we encourage students to reflect on their actions, consider the impact on others, and determine how they can make things right.

In order for consequences to be fair and effective, incidents need to be considered individually. However, in order to maintain consistency, SCIS operates within a series of consequential guidelines. Listed below are **possible consequences for disciplinary incidents**, which may be single, sequential or simultaneous. Please note, expectations for uniforms and the consequences for being out of uniform can be found in section 3.2.6 Uniforms.



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

Expectations/Values

Level 3: Serious Offenses or Repeated Level 2 Behaviors

These include behaviors which are considered to violate the rights of others and/or are considered dangerous such as:

- Repeated Level 2 Offenses
- Violence toward self, others or property
- Vandalism
- Fighting
- Harassment
- Theft
- Possessing dangerous items or weapons or replicas
- Possessing or accessing pornographic material
- Computer use that violates “Acceptable Use Policy Agreement” including: offensive emails, using non-SCIS network, using passwords other than your own to access information, spamming, computer hacking, trashing, or tampering in any way with another persons’ work or intellectual property, using programs to access passwords of other students or teachers and/or to remotely access computers of others.
- Using, possessing or distributing tobacco, alcohol or other chemical substances on school premises, field trips; in school uniform or any instance that places the school in disrepute.

Consequences

Level 3: Consequences are designed to demonstrate that students will lose privileges if they don’t respect the rights of others

This may involve the Teachers, Grade-Level Leaders, the Parents, the Counselors, the Administrators and other support agencies as appropriate.

May include any of the consequences above and...

- In-school Suspension
- Parent-Teacher-Administrator Conference
- Drug testing
- Out-of-School Suspension
- Ban from computer equipment
- Pay expenses if damage or repairs are necessary
- Referral for outside counseling
- Incident to be reviewed by the School Head, and/or the School Board
- Potential conditional enrollment
- Report to the local authorities

*For level 3 offences, parents are expected to come to school, in person for a meeting with members of the Leadership Team.

For any incidents regarding plagiarism, collusion, cheating, and lack of academic honesty, please refer to the SCIS [Academic Honesty Policy](#).



Understanding the Continuum of Unkind Behaviors is an important part of building our school community. This framework helps discern the differences between rude behavior (which is often unintentional), mean behavior (which is intentional but usually happens once), and bullying (which is repeated, intentional, and involves a power imbalance). By learning to name and understand these behaviors, we can respond in ways that are fair, thoughtful, and focused on growth. It also helps students take responsibility for their actions and reflect on how their words and choices affect others. By understanding where behaviors fall on this continuum, students can better reflect on their actions, seek help when needed, and contribute to a safe, respectful, and supportive school environment.

Spectrum Of Unkind Behavior Chart

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned: in the heat of the moment	Spontaneous: often unintentional	Intentional behavior	Is planned and done on purpose
All parties are upset	Can upset and cause hurt feelings	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Often based in thoughtlessness or poor manners	Often based in anger; impulsive cruelty	The bully is trying to gain power or control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior is often regretted	The bully often blames the target
An effort is made by all parties to solve the problem	Apology	Apology is often sufficient	The target wants to stop the bully's behavior; the bully does not
Can usually be resolved through mediation	Social skill building could be a benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation, should be reported

Source: Adapted from Jennifer Astles, DASA Newsletter, January 2014, TST BOCES and modified by the Shanghai Community International School



3.2.4 Drugs, Alcohol, and Tobacco

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

3.2.5 Uniform

SCIS students adhere to a dress code, which we believe promotes a sense of orderliness and school community, helps with campus and field trip security, and reduces “fashion competition”.

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

Students in Grades 6 through 8 wear “SCIS khaki” shorts, trousers, or skirts and a navy blue polo shirt with the SCIS logo. Outerwear can be worn over the uniform in colder weather. Students may wear leggings or tights under their uniform bottoms for warmth in winter months. All outerwear, including hoodies must be solid color and may not have a logo or written words bigger than the palm of the student’s hand.

Students in Grades 9 through 12 wear “SCIS khaki” shorts, trousers, or skirts and a light blue Oxford button down shirt (long sleeve or short sleeve) with the SCIS logo and initials. The shirt must be fully buttoned during the school day. Only the top two buttons from the top may remain undone. Outerwear can be worn over the uniform in colder weather. In the Upper School, shorts and skirts should be of an appropriate length and the student should be able to touch the bottom of the garment with fingertips when arms are at their side. Shirts should be buttoned appropriately. All students wear laced shoes or sturdy sandals. Athletic shoes or sneakers are acceptable, but “flip-flops”, “thong” sandals, and other beach-type footwear are not appropriate for school.

Caps or hats in buildings are inappropriate.

Students must be in uniform to attend class and all school activities. Students who arrive at school not in uniform will be asked to serve a detention and may be asked to purchase uniform clothing, call a family member to bring appropriate clothing, or be sent home to acquire appropriate clothing.

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

Grade 9 - 12 Uniform



Girls' Plaid skirt



Boys' shorts



Boys' pants



Girls' pants

Grade 6 - 8 Uniform



Boys' shorts



Girls' short skirt



Boys' pants



Girls' pants

3.2.6 Physical Education Uniform

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

3.2.7. Yearbook

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

3.2.8 Attendance Policy

Guiding Principles

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

Types of Absences

SCIS recognizes two types of absence in the Upper School:

I. Unexplained Absence

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



2. Excused Absence

Excused absences can occur for a number of reasons which most often include school events such as, field trips, school approved service opportunities, athletics, other events pertaining to school. Religious/national holidays, serious or long term illnesses, accidents, or attendance at the funeral of a close relative may, in special cases, be considered an excused absence. The Upper School leadership team will determine whether an absence is considered "excused". All work missed during an Excused Absence must be completed within an agreed upon and reasonable time frame of returning to school, typically within two weeks.

Policy

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

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

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

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

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

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

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

Lateness

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

Section 3.3 Electronic Equipment

3.3.1 Laptop/Tablet Policy

All upper school students are provided with a laptop computer for school use. All students are required to sign the computer Acceptable Use Policy and failure to adhere to this policy may result in the loss of computer privileges. Please see the responsible use policy for more information.

3.3.2 Printing and Photocopying

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

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

3.3.3 Mobile Phones

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

3.3.4 Personal Belongings and Valuables

Students are discouraged from bringing personal items to school such as toys, electronic devices, and large amounts of cash or valuable personal belongings. The school and its teachers take no responsibility for lost or stolen personal belongings.



3.3.5 HQUS Technology Expectations (Phone and Computer Use)

This overview documents clear guidelines for the responsible use of technology. Recognizing that phones are necessary for daily life in China, we will explore reasonable accommodations for students who require their phones for essential tasks. We aim to foster a balanced and productive learning environment where students utilize technology effectively for their education while minimizing distractions.

Student Expectations:

Computers Use

- Students are expected to use computers for academic work.
- Personal gaming on school computers during class time is not allowed.
- Students may not use computers in the Plaza prior to the start of school.

Phone Usage

- Phones and computers should only be used at breaks/ recess on designated days, times, and locations.
- To promote social interaction, students are not allowed to use phones in the cafeteria.
- Each classroom is equipped with phone pockets at the entry, where students will store their phones during instructional time.

Screen-Free Day

- On Screen Free Days students read and play both indoor and outdoor games.

Faculty Agreements

- Faculty will determine that if computers are not needed, students will be asked to put them away.
- Faculty will remind students to close all tabs at the beginning of their lessons.
- Faculty will use grounding exercises at the start of each class to set expectations.
- Faculty will observe, both in the classroom and in common spaces, during independent work to monitor engagement and reinforce appropriate technology use.

Upper School Technology Committee

- A committee consisting of faculty and student representatives actively reviews and creates reminders about the school's technology expectations.

Implementation

Teachers and administrators will consistently communicate expectations to students and parents. Students who continue to not follow expectations will have their electronics removed for the day, the week, or longer.

HQUS Technology Expectations

(Phone and Computer Use)

This overview outlines clear, collaboratively developed guidelines for the responsible use of technology, created by a committee of faculty and students. Recognizing that phones are necessary for daily life in China, we will explore reasonable accommodations for students who require their phones for essential tasks. We aim to foster a balanced and productive learning environment where students utilize technology effectively for their education while minimizing distractions.

Student Expectations:

Computers Use

- Students are expected to use computers for academic work.
- MYP Students: Computers may only be used during class time. A designated workspace is available for students who wish to complete assignments during morning break and lunch break.
- Personal gaming on school computers is not permitted.



Phone Usage

- Phones may only be used for payment purposes during break time.
- To promote social interaction, students are not allowed to use phones in the cafeteria.
- Each classroom is equipped with phone pockets at the entry, where students will store their phones during instructional time.



Screen-on Day

- Screens (phones/computers) will only be allowed during break time on Wednesdays in the Garden Commons. On other days, no screens may be used outside of class time.



Faculty Agreements

- Faculty will remind students to close all tabs at the beginning of their lessons.
- Faculty will use grounding exercises at the start of each class to set expectations.
- Faculty will observe, both in the classroom and in common spaces, during independent work to monitor engagement and reinforce appropriate technology use.
- Faculty will determine that if computers are not needed in class, students will be asked to put them away.

Upper School Technology Committee

- A committee consisting of faculty and student representatives actively reviews and creates reminders about the school's technology expectations.

Implementation

Teachers and administrators will consistently communicate expectations to students and parents.

- Students who continue to not follow expectations will have their electronics removed for the day, the week, or longer.



Section 4: Health and Medication

SCIS wide-ranging protocols reflect our commitment to the health and safety of the entire SCIS community and our compliance with local public health guidelines.

4.1 Student Illness

Students who are ill should not be sent to school, as they pose a health risk to other students. If a child comes to school sick, the nurse will telephone the parents and request that the child be picked up and taken home.

4.2 School Health Services

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

4.3 Automated External Defibrillator (AED)

The HQ-Main campus has three AED machines to support in a cardiac emergency. One is located in the Nurses clinic on the first floor of Building C, one is at the Pool, and one is in the HQUS Gym on the 5th floor of building A.

4.4 School Health Care Guidelines

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

In the case of serious accidents on the school premises in which a child needs to be taken to the hospital, the parents will be contacted immediately and the student will be transported, unless inadvisable due to neck or back injury, to the nearest location where he or she can receive appropriate 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.

4.5 Communicable Diseases

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

4.6 Head Lice

Parents should be advised that it is not uncommon during any school year to have cases of head lice at school. Head lice, which are not considered a serious condition, is quite common in schools. Students who are detected as having head lice will not be able to remain at school until they are free of any lice or nits. If live lice are detected, the hair should be treated with shampoo products specially designed to remove lice.

When lice is detected in the classroom we send out a notice informing parents and involve our nurse in diagnosing and checking the whole class, as well as the students who ride the same bus.

NOTE: If a student has lice, they will not be allowed to ride the bus and a parent must come pick them up from school. The student may not ride the bus until they have been identified as nit/lice free by the school nurse. The child must go directly to the clinic upon return to school to be checked.

4.7 General Health Guidelines

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

Students with contagious illnesses should be kept at home until a doctor verifies that the period of contagion is past. This information is critical to help contain the spread of illness.

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

- A parent will be called to pick up the student. If a parent cannot be reached, the emergency contact person(s) designated in the student's file will be contacted. Students who are ill should be picked up as soon as possible following notification from the nurse.
- The student will be kept in the clinic and monitored by the nurse until a parent or other designated individual arrives.



Protocols for Specific Conditions:

Conjunctivitis (Eye Infection): If a student has signs and symptoms of conjunctivitis, they will be taken to the nurse and parents will be notified. The child will be sent home with recommendations to see a physician. The child may return after being cleared by a physician, 24 hours of antibiotic medicine, and no discharge from the infected eye.

Chicken Pox: A child will be sent home when chicken pox lesions are detected. The child may return 6 days after the appearance of the last lesion and when all chicken pox lesions have crusted.

Measles/Mumps/Rubella: A child suspected of having measles will be sent to the nurse and the parents will be notified. A child may return 5 days from the first sign of the rash.

Additional Illnesses: Other illnesses or conditions that require treatment by a physician will be managed as directed by the physician after approval by the SCIS administration.

4.8 Medication Administration

Any medication to be administered during the school day must be sent to the nurse with full instructions and proper labeling. On campus, students are expected to visit the nurse for distribution of medication.

Student Self Administration of Medication

Students may self-administer medication when this is identified in the healthcare plan. The healthcare plan is to be developed based off a consultation with a doctor within China and reviewed with the student, their family, the child's teacher(s), and the nurse. This policy is inclusive of EpiPens.

4.9 Insurance

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

4.10 Indoor & Outdoor Air Quality

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

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

* (In case of school closure or continued restrictions from the SEC regarding Covid-19, please see the website <https://teachersh.scis-his.net/returntohongqiaocampus-parents-students/> for clarification and/or adjustments)

4.11 Upper School Physical and Health Education Outdoor Activity Policy

The health and safety of our students at SCIS is of the utmost importance to us and is the foundation from which we carry out the work we do with them. As such, it is imperative to provide an environment for physical activity that ensures this is not jeopardized. The Physical and Health Education Department have taken the necessary steps to ensure that students will not be required to engage in vigorous exercise outside when the air is at a level deemed to be hazardous to their health as outlined in the guidelines below.

AQI below 150:

- Physical education classes take place as normal outdoors
- Teachers continually monitor AQI – particularly if it appears to be rising and approaching 150

AQI between 150-199:

- All physical education classes taking place outside will cease any activity that requires a high level of physical exertion resulting in heavy breathing and switch to an activity that is not physically demanding.
- All physical education teachers whose lessons are taking place outside, will closely monitor changes in the AQI level. If the AQI reaches 200 or above, all classes will move to an indoor facility with an air filtration system.

AQI above 200:

- All physical education classes scheduled to take place outside will move to an indoor facility with an air filtration system,
- All physical education classes will remain inside until the AQI moves below 200. If the AQI moves below 200, the teacher may decide to stay indoors or move the class outside, but only engage in physical activity that is not physically demanding once outside.



Section 5: Parents

5.1 Parents And Friends Association (PAFA)

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

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

5.2 School-Home Communications

A child's school life is greatly enriched by a family that is well informed and active in school life. SCIS welcomes parent involvement and encourages close ties between parents and school.

Parents will receive a reminder to check the weekly bulletin/blog every Friday.

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

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

5.3 Tutoring

SCIS teachers are not available for tutoring because of the labor laws in China. Our teachers are granted Work Permits and Visas for the sole purpose of working for the school while the teachers reside in China. Any work outside of the school's authority is not legally condoned and could put the teacher at risk of deportation and the school at risk of a fine or censure.

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

5.4 Parent Code of Conduct

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

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

Recognizing confidentiality of our community, parents should only post appropriate recordings, photos, or videos of their own children.

Violations of the Parent Code of Conduct will be reported to the appropriate administration and may result in a parent and/or guardian being restricted from entering the school grounds to safeguard our school community.







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