



Changchun American
International School
长春美国外籍人员子女学校

CAIS Secondary Handbook

2025-2026

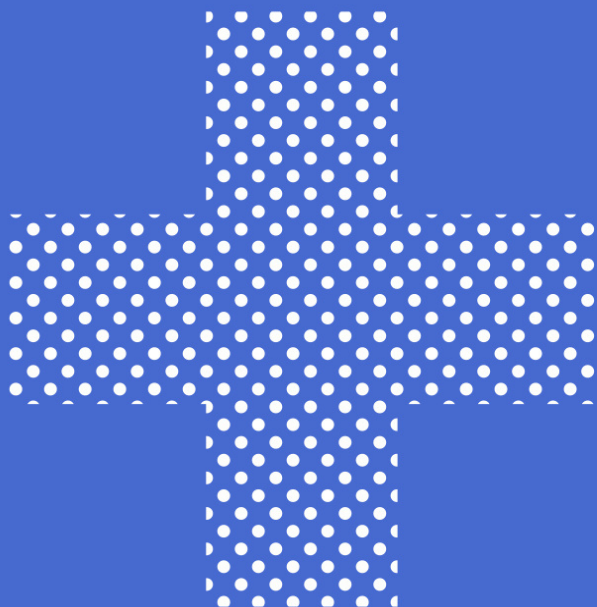
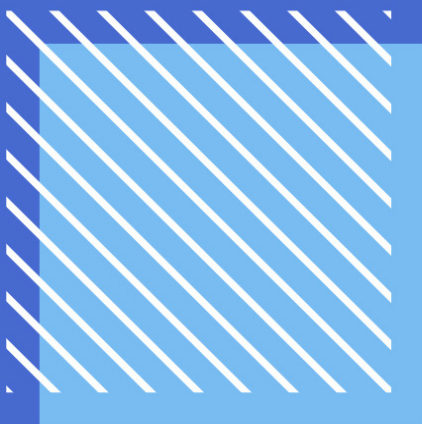


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I CONTACTS

SCHOOL OFFICE: Tel: 84581234-802/803
For all academic queries including messages regarding tardiness and absences, requests for report card reprinting and translation during meetings for teacher meetings, bus information.

FINANCE OFFICE: Tel: 84581234-240
For all financial related queries such as School fees/payments

RECEPTION DESK Tel: 84581234-240
General inquiry and lost and found.

School Counselor: Natalie Hewitt Tel: 84581234
natalie.hewitt@caisschool.com
Issues regarding the social and emotional development of students.

Head of Student Life/Guidance Counsellor:
Nancy Li Tel: 84581234
nli@caisschool.com
Issues regarding student behavior and Extra Curricular Activities (ECA).

University Counselor: Kristy Goodman Tel: 84581234
kristy.goodman@caisschool.com
All matters relating to university applications and future pathways beyond CAIS.
School Office University Counseling Contact:
Hyacinta Li Tel: 84581234
hyacinta.li@caisschool.com
All matters relating to documents for university applications

Middle Years Program (MYP) Coordinator: John Salgado Tel: 84581234
john.salgado@caisschool.com
Questions about the academic program
Advice on MYP subject selection and academic progress.
School Office MYP Contact: Demi Cui Tel: 84581234
demi.cui@caisschool.com

Diploma Program (DP) Coordinator: Kristy Goodman Tel: 84581234
kristy.goodman@caisschool.com
Questions about the academic program
Advice on DP subject selection and academic progress.
School Office DP Contact: Jennie Duan Tel: 84581234
jennie.duan@caisschool.com

Head of Student Services: Leah Hayes Tel: 84581234

leah.hayes@caisschool.com

Director of Technology Integration: Nishant Sharma 84581234
nishant.sharma@caisschool.com

Secondary Principal: Mark Andrews Tel: 84581234

mark.andrews@caisschool.com

Issues not resolved in discussions with either the subject teachers, home room teachers, Heads of Department or the IB Coordinators, or serious behavior issues.

II Mission and Vision



Changchun American
International School
长春美国外籍人员子女学校

MISSION

宗旨

With passion, we:
Challenge. Connect. Create.

我们满怀热情地
面对挑战、拓展联结、创造美好未来。

We CHALLENGE

We challenge ourselves, others, and
the broader community to continually grow and
improve academically, socially, and emotionally.

我们勇于挑战

我们勇于向自我、他人及社区挑战，
为在学术、社交和情感面
不断进步。

We CONNECT

We make personal, local, and global
connections that inspire us to be responsible
global citizens.

我们彼此联结

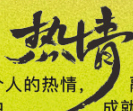
我们通过建构个人、地区及国家之间的
联接来激发自己成为富有
责任感的世界公民。

We are

Passionate

We bring passion to our learning, our work,
and our lives. We embrace diversity and strive
to excel in our individual and collective passions.

我们充满



我们激发每一个人的热情，融入学习、
工作及生活之中，成就自我，
鼓励他人、共同成长。

We CREATE

We utilize our learning and
knowledge to actively create a better today
and tomorrow through meaningful action.

我们共同创造

我们学以致用，通过有意义的行动，
积极创造美好的未来。

VISION

愿景

Changchun American International School
inspires its community to become passionate
and responsible global citizens who will meet
the challenges of the future by creating
opportunities through a holistic education.

长春美国外籍人员子女学校通过全人教育培育学生，
启发社区成员成为有担当并能应对
未来挑战的世界公民。

VALUES
价值观



Changchun American
International School
长春美国外籍人员子女学校

III Secondary Bell Schedule

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
7:50	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room
7:55	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell
8:00 to 8:55	A	G	E	C	H	B	D	F
9:00 to 9:55	B	H	F	D	G	A	C	E
9:55 to 10:10	Nutritional Break							
10:10 to 11:05	C	A	G	E	F	H	B	D
11:10 to 12:05	D	B	H	F	E	G	A	C
12:05 to 13:00	Lunch							
13:05 to 14:00	E	C	A	G	D	F	H	B
14:05 to 15:00	F	D	B	H	C	E	G	A
15:00	Dismissal - Bus Time #1							
15:00 to 15:10	Nutritional Break (for students who stay for ECAs and Extended Care)							
15:15 to 16:25	<i>Monday to Friday Rotation</i> Wednesdays - Staff Meeting and Compulsory Education Classes Extra-Curricular Activities (Monday, Tuesday, Thursday, Friday)							
16:30	Dismissal - Bus Time #2							

IV 2025/2026 - School Calendar

SCHOOL CALENDAR FOR 2025-2026



	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
Aug. 8月		4	5	6	7	1	2	3
		11	12	13	14	15	16	17
		18	19	20	21	22	23	24
		25	26	27	28	29	30	31

6.28-8.17 Summer Holiday暑假假期
11-15 New Teacher Orientation新教师入职培训
14-15 Teacher Prep Days教师新学期准备
14 Return to School Day (Teachers Only)返校日(仅限教师)
18 First Day of School开学第一天/Start of Term 1第一学期开始

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
Sept. 9月	1	2	3	4	5	6	7	W3
	8	9	10	11	12	13	14	W4
	15	16	17	18	19	20	21	W5
	22	23	24	25	26	27	28	W6

25 Primary Sports Day小学部运动会
26 Secondary Sports Day中学部运动会
27-28 Professional Development Days (No Lessons)专业发展培训日(不上课)
9.29-10.8 Mid-autumn Holiday and Golden Week Holiday国庆节、中秋节假期

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
Oct. 10月		6	7	8	9	10	11	W7
		13	14	15	16	17	18	W8
		20	21	22	23	24	25	W9
		27	28	29	30	31		W10

9.29-10.8 Mid-autumn Holiday and Golden Week Holiday国庆节、中秋节假期
11 Make-up Day串休日
PTC/MYP/DP Interim Reports/Early Release
家长会/MYP/DP阶段性成绩单/提前放学

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
Nov. 11月		3	4	5	6	7	8	W11
		10	11	12	13	14	15	W12
		17	18	19	20	21	22	W13
		24	25	26	27	28	29	W14

8 Parent Workshops 家长工作坊
20-21 MYP1 and MYP4 Assessment MYP1和MYP4质量监测考试
21 Thanksgiving Day-Half Day感恩节假期

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
Dec. 12月		1	2	3	4	5	6	W15
		8	9	10	11	12	13	W16
		15	16	17	18	19	20	W17
		22	23	24	25	26	27	

3 Early Release提前放学
6 Christmas Market圣诞集市
8-12 DP Midterm Exams DP期中考试周
19 End of Term 1第一学期结束
22-31 Christmas Day Holiday圣诞节假期

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
Jan. 1月		5	6	7	8	9	10	T2W1
		12	13	14	15	16	17	W2
		19	20	21	22	23	24	W3
		26	27	28	29	30	31	W4

1-5 New Year's Day Holiday元旦假期
6 Start of Term 2第二学期开始

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
Feb. 2月		2	3	4	5	6	7	1
		9	10	11	12	13	14	8
		16	17	18	19	20	21	15
		23	24	25	26	27	28	22

2-27 Winter Holiday寒假假期

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
March 3月							1	W5
		2	3	4	5	6	7	W6
		9	10	11	12	13	14	W7
		16	17	18	19	20	21	W8

7 Parent Workshops 家长工作坊
18 Early Release提前放学
PTC/Interim Reports MYP/DP/SLC-PYP
家长会/MYP/DP阶段性成绩单/PYP-学生主导的家长会

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
Apr. 4月				1	2	3	4	W9
		6	7	8	9	10	11	W10
		13	14	15	16	17	18	W11
		20	21	22	23	24	25	W12

3 Tomb-Sweeping Day Holiday清明节假期
10 MYP3 Geography/ Biology Mock Exam MYP3地理/生物模拟考
13-17 DP2 Final Exams DP2期末考试
15 Early Release提前放学
18 International Day国际日活动
23-24 MYP4 ZhongKao Art Exam/English Listening Exam
MYP4中考艺术考试/英语听力考试
25 MYP4 ZhongKao PHE Mock Exam MYP4体育模拟考
4.27-5.20 DP2 World Exams DP2全球统考
27-30 Spring Holiday春假

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
May 5月					1	2	3	W13
		4	5	6	7	8	9	W14
		11	12	13	14	15	16	W15
		18	19	20	21	22	23	W16

4.27-5.20 DP2 World Exams DP2全球统考
1-4 May Day Holiday劳动节假期
7 MYP4 ZhongKao PHE Exam MYP4中考体育考试
20 Early Release提前放学
21-22 MYP4 and MYP3 ZhongKao/HuiKao Mock Exam
MYP4/MYP3中考/会考模拟考
23 DP Graduation Ceremony DP毕业典礼

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
June 6月		1	2	3	4	5	6	W17
		8	9	10	11	12	13	W18
		15	16	17	18	19	20	W19
		22	23	24	25	26	27	W20

8-12 MYP4-DP1 Final Exams MYP4-DP1期末考试
16 K2 Moving-up Ceremony K2升学典礼
17 PYP5 Moving-up Ceremony PYP5升学典礼
18 MYP5 Moving-up Ceremony MYP5升学典礼
19 Dragon Boat Festival Holiday端午节假期
24 Annual General Meeting年度报告会
26 Last Day of School/Final Report Card学年最后一天/期末成绩单
27-29 MYP4 ZhongKao MYP4中考
30 MYP3 HuiKao MYP3会考

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
July 7月			1	2	3	4	5	W17
		6	7	8	9	10	11	W18
		13	14	15	16	17	18	W19
		20	21	22	23	24	25	W20

6.29-8.16 Summer Holiday暑假假期

Remark备注: Dates are subject to change according to national holiday and Education Bureau announcements.

日期以国家放假公告及教育局公告为准。

Workshop/Training 工作坊/培训

Weekends 周末

IB Exam IB考试

School Events 学校活动

Holidays 假期

Exam Days for Chinese Students 中国籍学生考试

Total总计: 181.5 School Days教学日 (1 Snow Day Included含1个雪休日)



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V SCHOOL ORGANIZATION

CAIS is divided into two sections, the Primary & Early Years and Secondary which have three academic programs authorized by the IBO: The Primary Years Program (PYP, 5-11yrs old), and two programs in Secondary, the Middle Years Program (MYP, 11-16 years old) and the Diploma Program (DP, 16-18 years old).

The Secondary teaching staff is composed of well-qualified and experienced teaching staff representing over a dozen countries. All teachers receive ongoing professional development from the IBO. Any teachers who join CAIS without prior IB experience are provided with IB training during their first year of teaching.

The secondary teaching staff meets regularly to share information and discuss the following:

Vertical and Horizontal Curriculum Alignment
Student academic and social progress
Student Health and Well-Being program
MYP teaching-related topics
DP teaching-related topics

The Whole School Academic Leadership Team (WSALT)

The Whole School Academic Leadership Team is composed of the Head of School, the Primary Principal, the Secondary Principal, the Head of Early Years, the PYP Coordinator, the MYP Coordinator, the DP Coordinator and the Directory of Technology Integration. They are responsible for the organization, operation, physical facilities, and educational programs across the school, and all matters relating to staffing. The WSALT meets weekly to discuss whole school matters.

The Secondary Academic Leadership Team
The Secondary Leadership Team meets on a regular basis to discuss matters pertaining to general matters for Secondary students and programs in the MYP and DP. The Secondary Leadership team is comprised of the Secondary Principal, MYP & DP Coordinators, the Head of Student Services, and the Head of Student Life.

The Middle Years Program (MYP)

The MYP Coordinator is responsible for coordinating all aspects of the program. The MYP coordination team meets when necessary to discuss matters pertaining to students and programs in the MYP. The MYP coordination team is comprised of the MYP Coordinator, the SA Coordinator, PP Coordinator, and the Secondary Principal

The Diploma Program (DP)

The Diploma Program Coordinator is responsible for coordinating all aspects of the program.. The DP coordination team meets to discuss matters pertaining to students and academic issues in the Diploma Program. The DP team is comprised of the DP Coordinator, the CAS Coordinator, the Extended Essay Coordinator, University Counselor and the Secondary Principal

The Parent Teacher Association (PTA)

The Parent Teacher Association (PTA) exists to support and encourage parents, students, teachers, and administration to work together to provide the best possible educational and social environment for the school community. Parents automatically become members when their child enrolls in the school. Officers are elected at the start of the school year. Regular meetings are held as per the PTA Charter. Click here to see the [PTA Charter](#).

The Student Council

The Student Council provides a forum for students to express their ideas and views on issues related to their school experience. It also allows students to contribute to school improvement. The Student Council is made up of officers who are elected by the students at the start of the year, as well as representatives from each class. The Student Council serves as the “voice of the students” and organizes activities such as spirit days, dances, and community service events throughout the year. All events and activities organized by the Student Council require the Principal’s and Head of School’s approval.

VI THE INTERNATIONAL BACCALAUREATE ORGANISATION AND MISSION STATEMENT

The International Baccalaureate Organization (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB offers students three programs: the Primary Years Program (PYP) for CAIS students in kindergarten to grade five; the Middle Years Program (MYP) for CAIS students in grades six to ten; and the Diploma Program (DP) for CAIS students in grades eleven and twelve.

Through the IB Learner Profile and the commitment to International Education, CAIS seeks to prepare its students to meet the complex needs of the 21st Century. The IB Learner profile seeks to develop students that are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

The concept of international education is defined according to the following criteria:

- Developing citizens of the world in relation to culture, language and learning to live together
- Building and reinforcing students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in teaching methods
- Providing appropriate forms of assessment and international benchmarking.

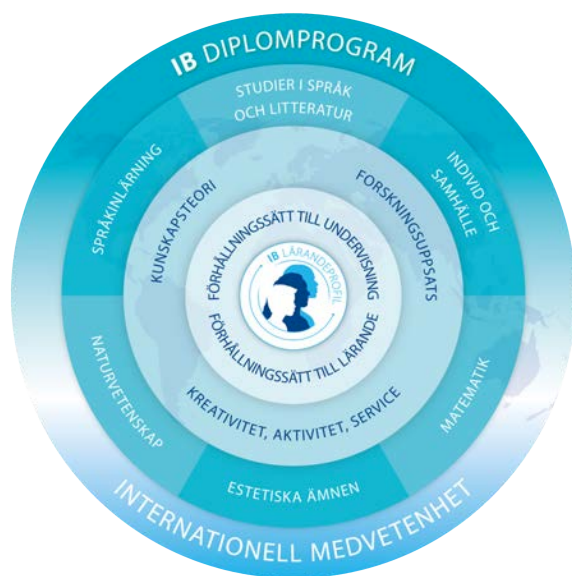
Together, CAIS and the IB are preparing students for success. For more information about the school or the programs please visit the school website and the International Baccalaureate Organization www.ibo.org

The Middle Years Program (MYP)



The Middle Years Program (MYP) is designed for students in grades six through ten. It provides a holistic learning framework of learning that develops both academic and social emotional growth. Assessment of student achievement is measured using a criterion-related approach.

The Diploma Program (DP)



The International Baccalaureate (IB) Diploma Program (DP) is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

Students learn more than a collection of facts. The Diploma Program prepares students for university and encourages them to:

- Ask challenging questions
- Learn how to learn
- Develop a strong sense of their own identity and culture
- Develop the ability to communicate with and understand people from other countries and cultures.

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VII ATTENDANCE

The responsibility for regular and punctual attendance, which is necessary for satisfactory school progress, rests with the student and parents. 90% attendance is required to attain credit for a course (maximum 18 absences). This is for both excused and unexcused absences combined. Both excused and unexcused absences count toward the expectation of 90% attendance rate. The difference between the two types of absences is explained below.

Excused absences are:

- Illness. Any illness-related absence requires a signed doctor's note after the third consecutive day of absence. Doctor's notes must be submitted within 7 days of the student's return to school. Lengthy medical absences (exceeding 10 school days) must be cleared with the school within a week of diagnosis.
- Death of a family member.
- Embassy appointments or unavoidable doctor's appointments.
- Being sent home from school after being seen and treated by the school nurse and deemed unfit to remain for the rest of the school day due to health concerns.
- External competitions or assessments not sponsored by the school.

The number of days missed will count towards the 90% attendance rate (18 days of absences) specified in the promotion/retention policy which could result in the student's retention in the current grade.

Unexcused absences include, but are not limited to:

- Absences on the first or last day of school.
- Days immediately before or after a school vacation or holiday.
- Absences for which a doctor's note or parent excuse are not submitted to the Secondary School Office.
- Leaving school sick without being seen and treated by the school nurse and deemed unfit to remain at school.
- Traveling for anything other than immediate student health concerns or death in the immediate family.

Parents need to contact the Secondary Office by 8:00AM the latest on the day of the absence to alert the school to their child's absence. If an absence is planned, families should inform the school as soon as possible. For extended, planned absences, the school will work with families on supporting students while they are out of school.

Expectations of the Parents

- Parents will support their children with responsible attendance at school.
- When it is impossible to have the student attend school because of a pre-arranged appointment that cannot be made outside the school day, or if the child is too ill to attend, parents must – prior to, or on the day of the absence – account for their child by making a phone call or sending a note apprising the school that the student is under the supervision of the parent.

Expectations of the Student:

- Students will only be absent when it is impossible for them to be in attendance.
- Students are to remind their parents that contact with the school must occur prior to, or on the day of the student's absence from school.

Attendance Intervention Protocol

- Where deemed necessary by the MYP or DP Coordinator, a discussion will take place with the student regarding an attendance concern.
- If the attendance concern persists the MYP or DP Coordinator will organise a letter from School Office to go home indicating an attendance concern.

Hall Passes

- A student's first responsibility is to arrive to class on time. Should students need to be out of class, they will get permission from the teacher after arriving to the class on time. Hall passes are a privilege and not a right.
- Students may leave class with the permission of the teacher, but must carry an official hall pass to do so.
- Students are to go directly to and from the agreed destination in the shortest possible time. Students are not permitted to go to the cafeteria or the cafe while on leave from class.
- Students are not to socialize while on leave from class.
- A student must not enter any empty classroom or office at any time.
- When a student is requested to report to the office, an official note will come from administration. However, students will be excused from class at teacher discretion.
- Students missing large amounts of class time due to using the hall pass may be asked to make up for missed class time during their break time.

Arrival at School

Students should not arrive at school earlier than 7:30 am when the school buses arrive, as there is no scheduled supervision prior to this time. Students are not permitted to play e-games while waiting for class to start. Homeroom starts promptly at 7:50 am. Students are expected to deposit their belongings in their locker and be present in their homeroom before this time.

Students who arrive late

Students are expected to arrive on time at school and to all their classes. Learning the responsibility of getting to class on time is an integral part of the MYP and DP Approaches to Learning skills, which prepares students for success. Instructional time is viewed as a precious resource. Teachers check attendance and record late arrivals for every class. Those who are absent or late to school for any reason need to bring in a parent note or parents must contact the School Office.

Between 7:50-7:55am

Secondary students should go directly to their homeroom classroom. Students who arrive to homeroom between 7:50 and 7:55 will be recorded as late by the Homeroom teacher.

After 7:55am

Students who arrive after 7:55am need to go immediately to the School Office and inform the staff that they have arrived. They should not go directly to their first lesson. The School Office staff will then enter the student as late into the school online attendance system. The time of their arrival will be recorded. Students will then receive a note they should take to their teacher in their lesson to show that their attendance is updated.

Sign out policy

If a student needs to be signed out of school, a parent must contact the Secondary School Office and sign them out. Siblings, nannies, drivers, etc. may not sign out a student.

Permission to Leave School

- Any student needing to leave during school hours due to illness, or pre-arranged appointment, must receive permission from the school office and their parents. Parents must contact the Secondary School Office to sign out the student.
- Appointments including for the doctor, dentist, orthodontist, etc. should be made for outside of school hours. Missing classes disrupts and inhibits learning and adversely affects student achievement.

Departure from School

All students must leave the school building immediately after classes end at 3:00 if they do not have an ECA or at 4:25 if they are in an ECA. Students may arrange sessions with their teachers during this time; this applies more in MYP5, DP1 and DP2. Such students will need to make their own arrangements to go home at the end of the day if there are not seats available on the later bus. Arrangements with parental permission are required before lunch on the day; this will involve a coordinator (MYP or DP) and School Office. Students should not be in the corridors, at their lockers, or in the school building after 10 minutes of the dismissal unless accompanied by a staff member. They are not permitted to wander the school campus unsupervised. Students can only stay after dismissal if a member of the teaching staff provides direct supervision and with parent permission.

Teachers will inform parents and the Secondary Principal in advance if any activity is to be held after school, as well as provide a list of students involved in the activity. PARENTS MUST GIVE THEIR WRITTEN CONSENT.

Early departure of students from School

CAIS is concerned about student safety and well-being. If a parent wishes to request permission to take a student out of school for urgent reasons or if a student has a health condition that will necessitate an extended time away from school, please contact the School Office and make the appropriate arrangements.

In all instances of early dismissal requests, the following precautions will be taken to insure student's safety.

- Students who need to leave school for an urgent reason during the day must first go to the School Office and complete an Early Dismissal Request Form. A member of the School Office staff will contact the parents to verify the details before the form is submitted to the Secondary Principal/Coordinator for their approval. Please note that early dismissal for non-urgent reasons will not be approved.
- The student may be released only to a parent or guardian whose signature is on file in the school office or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.
- MYP and DP students may be released "on his/her own" with verified parental permission.

Attendance Related to Outside School Activities

- Students on field trips or other school activities such as a sports tournament or a school sponsored activity (such as MUN) will be recorded as present at school. These days will not count against the 90% attendance rate as it is a school event.
- Students attending such events are responsible for all work missed in their regular classes.
- Attendance on the days before and after a school sponsored activity is mandatory.

Work Missed During Absences

- Students are expected to complete their work on time.
- If an MYP student is absent due to unforeseen circumstances (excused absence), unsubmitted assignments must be completed and submitted within 2 calendar days to the school's learning management system. They will receive a grade and feedback from their teachers on all work submitted within this time period.
- If the absence is unexcused, the student will still receive feedback and the grade will be a zero.
- If the absence is planned, students are expected to submit the work on time. If it is an in-class task, they will need to complete and submit it the day they return to school.
- For DP students, see the policy under late work.
- If students are in school for any period of time on days when graded tasks are due, they are responsible for submitting the assignments unless the absence from class is excused.
- Final determination of whether an absence is excused or unexcused will be made by secondary leadership.

Field Trips and Class Trips Attendance

- Field trips are a requirement of many subjects in the MYP and DP. Field trips will be arranged to maximize learning and to minimize disruption to other school functions.
- At least one week prior to the event, the trip organizer informs teachers of all students participating in an event that necessitates students' absence from school. Any students of concern or on probation with regards to academic performance may not be eligible to participate in any out-of-town trips.
- Participation in class trips may be dependent on a student's behavior throughout the year.
- Parent's permission is required for all school-organized trips.
- As these are school events, student attendance is expected following the standards of a normal school day.

VIII STUDENT CODE OF CONDUCT

Student Code of Conduct Overview

- The Student Code of Conduct flows from the Mission and Philosophy of Changchun American International School (CAIS), the IB Learner Profile and the Charter of Student Rights and Responsibilities (Appendix A) and assures that there are consequences for all behavior.
- The Student Code of Conduct applies to all school activities including evening and weekend events as well as school sanctioned trips, local as well as international.
- Students are under the authority of all of the teachers at all times in the classroom and anywhere on campus or while attending or traveling to and from school activities.
- Infractions of the Student Code of Conduct are divided into two categories: misbehavior and grave (extremely serious) misconduct.
- CAIS uses a progressive discipline approach when dealing with instances of student misbehavior and student misconduct – wherever necessary a differentiated approach is applied.
- When incidents occur, students may be spoken with as part of the investigation process. This may need to be during class time. Interruptions to student learning will be kept to a minimum.

Examples of Misbehavior

- Disruptive or inappropriate behavior in class, or in the school generally.
- Disruptive or inappropriate behavior while traveling on school buses and/or failing to follow instructions from the bus driver.
- Littering, failing to throw away garbage, making or leaving a mess in the classroom, the cafeteria or the hallways.
- Roughhousing, bothering other students, boisterous behavior.
- Failing to obey established classroom rules.
- Use of telephones or portable audio devices or other electronic equipment without the permission of a teacher.
- Continuous use of a language other than the language used in instruction.
- Other behaviors, which in the judgment of the school, disrupt the learning environment.

Appealing the Ruling of a Teacher

- Any disagreement or concern with a teacher should first be addressed with the teacher through an appointment arranged with the teacher.
- The concern must be voiced privately and courteously, and it should never be addressed during class time.
- Expressing concern with a teacher's ruling or judgment on matters publicly and/or during class time is an infraction of the Student Code of Conduct.

Consequences & Support for Misbehavior

- Teacher-student discussion to reinforce/remind expectations for behavior.
- Behavior reflection form.
- ECA time mandatory behavior support/counseling.
- Based on nature and frequency of behavior, counselors have the discretion to contact parents.
- In the case of inappropriate use of devices, confiscation of item.

Examples of Grave Misconduct

- Persistent misbehavior.
- Noncompliance or defiant, argumentative, or oppositional behavior toward teachers or administrators.
- Possession or use of tobacco products or e-cigarettes.
- Possession or use of illicit drugs or alcohol.
- Possession or distribution of pornographic material.
- Stealing or being in possession of stolen goods.
- Fighting, inciting violence, bullying, harassing, intimidating, or issuing threats.
- Making verbal or written statements that are bigoted, racist, sexist, or defamatory toward a person or group.
- Using foul or profane language.
- Violating the privacy of others or subjecting them to ridicule in any way including the use of electronic means such as email, photography, or audio recording.
- All forms of vandalism including graffiti (in any form, including liquid paper).
- Possession of a weapon or any behavior that could jeopardize the health and safety of others.
- Any form of plagiarism or cheating on an internal or external assignment or exam.
- Multiple suspensions.
- Other behaviors which in the opinion of the school constitute grave misconduct.

Consequence & Support for Grave Misconduct

Consequences may include:

- Referral to the Secondary Principal and contact with parents made where any of the following actions will be taken based on nature of incident:
- Parental meeting, cautionary letter to file, mandatory counseling.
- Compensation for damages or restitution of property
- Student placed on behavior probation.
- Loss of privileges (such as participation in school events, graduation)
- In-school suspension
- Recommendation for out-of-school suspension made to the Head of School
- Recommendation for expulsion
- Other consequences as determined by the Administration.

Out-of-School Suspension and Recommendation for Expulsion

- Out-of-school suspension will be utilized after other disciplinary methods have been used, except when, in the opinion of the school, an immediate suspension is warranted.
- Suspended students are responsible for all schoolwork missed during the suspension. Students must make prior arrangements with the School Administration to come to the school.
- When, in the judgment of Head of School and the School's Administration, it is in the best interest of the school and the other students, a suspended student may be recommended for expulsion.
- Expulsion is a very serious disciplinary procedure. The student is removed from school for the duration of a term, a school year or permanently. The expelled student may not be allowed on campus after he/she is expelled.
- When a recommendation for expulsion is pending, a student will be suspended while a written recommendation for expulsion is prepared and presented to the School's Administration.

Acceptable Use of Information and Communication Technology

Students are to use IT equipment and access the internet in a responsible manner that is in keeping with the Students Charter of Rights and Responsibilities (Appendix A).

- Electronic communication from any location, including the student's home, regardless of time, including weekends and holidays, is within the purview of the school if, in the opinion of the school, it impacts its smooth operation or the well-being of any of its students or teachers.
- Students who do not use technology responsibly will be subject to consequences ranging from temporary loss of use, to suspension, or recommendation for expulsion.
- Students bring electronic devices to school entirely at their own risk. The school assumes no responsibility for student owned devices that are damaged, lost or stolen while they are at school or at school events.
- Taking photographs, audio recordings or videos is prohibited on campus without the approval of a teacher or administrator.
- Taking photographs of other persons, even after teacher permission has been given, is not allowed without the express consent of the person or persons being photographed.
- Violating the privacy or dignity of any individual using electronic means (photographing, recording, eavesdropping, or broadcasting electronically) shall be considered grave misconduct and subject to suspension and confiscation of the equipment involved. Depending on the gravity of the situation the violation could result in the loss of privileges (such as participation in graduation) or a recommendation of expulsion from school.

Drugs and Alcohol Policy

Changchun American International School will provide a drug and alcohol-free campus for all students. All students are required in school to avoid the use of alcohol, tobacco, non-prescribed medication, and other illegal drugs. This includes any product or substance that can be misused for mood enhancing purposes, such as huffing aerosol products.

- Drugs, alcohol, tobacco (including vapes/electronic cigarettes, and other products not used for intended purpose) are not permitted on the school grounds.
- Tobacco, including vapes and electronic cigarettes, is not permitted on campus.
- Prescription drugs (prescribed) must be kept with the school nurse and taken as per guidelines. Any prescription drugs found on a student that are not prescribed or kept with the nurse, will be deemed as a violation of this policy.
- This policy extends to any school-sponsored trip or after school activity. This includes transit to and from our school on school- provided transportation and in the immediate surrounding area of the school.
- Possession or use at our school or school-related functions will include being under the influence of alcohol or drugs, even if the actual consumption took place elsewhere.

In order to ensure our campus remains drug and alcohol free, CAIS will:

- Randomly search students' bags upon entry to school. Students will be responsible for the contents of their bags.
- Search a student's bag/person if there is a credible suspicion that drugs/alcohol or other substances may be present.
- All students' bags will be thoroughly checked by CAIS staff prior to any field trip.
- Students should not carry items for other students and will be held to the same consequence level if any items are found in their possession.
- If a suspicion is present that a student is under the influence of a substance, the parent will be called and asked to do a voluntary drug test with the student at a medical facility.

Violation of the Drugs and Alcohol Policy shall be handled as follows:

- A student who uses alcohol, non-prescribed medication, or other illegal drugs, including any product that can be misused for mood enhancing purposes, will be suspended, out-of-school, for 5 days on the first offense, 10 days on the second offense and will be considered for expulsion on the third offense.
- A student who is giving or selling any substance to another student will immediately be expelled from CAIS.
- Please note that students who are using drugs, alcohol and other illegal substances outside of school, and who seek help from the school counselor, will not be disciplined for admitting their drug use. They will receive counseling and confidential planning that respects the student's needs.
- Use of any tobacco related products or storing them will result in a 3-day out-of-school suspension. Continued violations may lead to dismissal from CAIS.
- These rules apply on school campus along with events associated with the school such as sporting events and training at other schools or venues.

A student's record related to drug/alcohol use and consequences will be separate and non-cumulative between MYP 1, 2, 3 and MYP 4, 5, DP 1, 2 (Middle School and High School).

IX UNIFORM POLICY

The uniform promotes an atmosphere of respect and equality in a multicultural setting. The uniform assures that students dress with modesty and in good taste reflecting sensitivity to local culture. The uniform encourages students to appear tidy, comfortable, and well-groomed. Students must be in school uniform when coming to or leaving the campus. Students must wear the uniform when representing the school on field trips. Students must adhere to school dress policy on all regular school days unless specific non-uniform days are announced school wide.

By joining CAIS students and parents are agreeing to abide by the dress code and cooperate with school staff in its implementation. The CAIS dress code plays an important role in contributing to the ethos of the classroom and the wider school. An independent and mature approach to learning is one of the key aims at CAIS. As communicators, students must learn that appropriate dress is one of the first messages we send when greeted by and working with others. A CAIS education is only a short step to university and the world of work - a responsible dress code will prepare students for both worlds. We rely on common sense and the support of students, parents' and/or guardians' in helping maintain this dress code.

Uniform Days

Formal Mondays: MYP 1 - DP 2

- Students are expected to wear the “formal uniform” consisting of the short/long sleeve white shirt (tucked in), trousers/skirt and blazer (formal jacket). A matching necktie or bow tie may be worn. Depending upon temperature the knitted vest may be worn.
- All black leather shoes or all black sports shoes must be worn. Socks are either black or white, without any prints. Tights should be solid black without prints or patterns.

Tuesdays - Thursdays: All students

- Students must wear a CAIS top and pants/skirts/shorts/trousers issued by the school. This may include any shirt, sweater or jacket issued by the school. This includes official CAIS club T-Shirts and sweatshirts. To be in full uniform, a student must have on only CAIS issued tops and bottoms. Students may not wear non-CAIS shirts under jackets or hoodies.

Fridays and Make-up Days – DRESS DOWN DAYS: All students

- Students may wear any outfit which follows the general Dress Code.

Physical Education Classes: PYP2 - DP2

The school PE uniform consists of the following items:

- CAIS physical education t-shirt
- CAIS gym shorts or sweatpants
- sports shoes

Swimming Days: All students

- On allocated swim days, each student needs to bring a towel, swim goggles, a swim cap, slippers, and sunscreen. Girls are expected to wear one-piece bathing suits for active swimming.

General Dress Code

Trousers

- All trousers should be worn around the waist - i.e. no underwear visible at any time.
- Leggings worn as trousers are only allowed if the top meets the skirt length requirement (see requirement below).
- Jeans or trousers should not have rips or tears.

Skirts and Shorts

- Minimum length must be below the fingertips with arms straight by side and hand stretched out with relaxed shoulders.
- Fishnet tights are not to be worn.

Tops

- Midriff and cleavage may not be exposed.
- No cut-outs in shirts/blouses allowed.
- Tank-top straps must be at least two fingers wide on all occasions.
- Singlets and sleeveless vests are not to be worn.
- No blouses to be worn off the shoulder.
- An under layer must be worn if a top is transparent.
- Shirts or tops must touch the waist of pants or skirts at all times.
- No inappropriate t-shirt prints (profanities, drugs, nudity, etc.)

Footwear

- Students are expected to wear closed shoes.
- All shoes should have backs or secure straps on back of shoe for safety and always remain tied.
- Flip-flops are not to be worn in school.
- The heel on shoes and boots should not be higher than 5 centimeters.

Hats

- Hats may be worn indoors only on special themed days such as Halloween or International Day.
- Hats are to be worn in ways which do not obscure the face of the student.
- Hoods as part of a hoodie sweatshirt are not to be worn indoors.

Piercings

- Large earrings are not allowed due to potential safety concerns.

General Student Appearance

CAIS students are expected to be well-groomed. Teachers who have concerns about appearance and hygiene can bring this to the attention of the homeroom advisor who will inform the student and/or parents.

- Facial hair should be neat, clean, and closely trimmed.
- Hair should be neat and tidy.

Tattoos

Any student tattoos should not be visible during school. They can find whatever way is most comfortable to cover the tattoo. Students will not be permitted to have visible tattoos on the face or neck or hands.

At all times

- No clothing is permitted with inappropriate language or symbols on campus (swear words, drugs, nudity, racist, etc.)
- Jeans or trousers should not have rips or tears above the fingers when arm straight by side and hand stretched out.
- Shirts or tops must touch the waist of pants or skirts at all times.

Field Trips

Students will be advised of appropriate clothing for field trips, days out and other out-of- school events.

Uniform Shop

The school uniform shop tries to stock uniform pieces in a range of sizes. Should students find that they are unable to comfortably wear the standard uniform pieces, they are permitted to purchase their own pieces or have copies made at local tailor shops. Any uniform item not purchased from the school uniform shop should be indistinguishable from those sold by the school uniform shop. If a student needs help in finding appropriate uniform pieces, they can contact the Head of Student Life.

X ACADEMIC AND ASSESSMENT POLICIES

Academic Support Procedures

- Teachers may call students back to their classroom in order to complete academic tasks during break times or ECA time (only if the student has a scheduled ECA that day).
- Teachers will contact parents when students require additional academic support or there is concern about a student's progress in a class.
- Teachers will schedule parent meetings if the concern continues. This meeting will involve the relevant coordinator as needed.

Academic Concern

Academic concern will be determined when interim and progress reports are sent out. Students will be considered of concern when

- For MYP students
 - one class with a grade below 3 OR
 - three or more classes with a grade of 3
- For DP students
 - one class with a grade below 3 OR
 - two or more classes with a grade at or below 65%

Parents will be informed of academic concern via a formal letter outlining support strategies. If the grades are still at a level for concern at the next reporting period, then there will be a parent meeting with the teacher(s), programme coordinator and secondary principal. This may lead to the student being on probation.

Academic Probation

Students will be placed on probation when there is a serious concern related to academic achievement. Students will be on probation when

- For MYP students
 - two classes below a 3
- For DP students
 - two classes with a grade below a 3

Students on probation will not be allowed to participate in any extracurricular activities (school-related) however any student on probation may be allowed to use a contract for team/activity play/participation. A student may be asked to step down from leadership roles such as student council or house captain. The school will arrange a meeting with the student and their parent(s) along with the principal and section coordinator to develop a plan of action. Probation will continue until the next official grade reports are issued.

Passing requirements for the Diploma Program
From the May 2015 session the following failing conditions to get Diploma Award are as follow:

- CAS requirements have been met.
- Candidate's total points are more than 24.
- Students must pass CAS, the extended essay and Theory of Knowledge. They will be given an "N" or no grade one or more of the following reasons:
 - Withdrawal from the examination session
 - Failure to complete one or more component of assessment
 - A breach of regulations
- A grade higher than an E has been awarded for both theory of knowledge and the extended essay.
- Scores must be higher than a 1 in all courses.
- Students do not have more than three subjects with a score of 2 (HL or SL).
- Students do not have more than four subjects with a score of 3 (HL or SL).
- Candidate has gained 12 or more points on HL subjects
- Candidate has gained 9 or more points on SL subjects

Student Evaluation: Assessment and Reporting

The purpose of assessment is to promote student learning, provide feedback and provide a criterion-referenced level of achievement.

Assessment in the IB

The aim of IB assessment is to support and encourage student learning. The IB places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. IB assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The IB approach to assessment recognizes the importance of assessing not only the products, but also the process of learning.

Summative Assessment (Assessment of Learning)

Summative assessment tasks are defined as the culminating assessment for a unit, term, or course of study. A summative assessment task is designed to provide information on the student's achievement level against required subject-specific objectives. Summative tasks should allow individual evaluation of the students' performance and happen for the most part in class.

Examples include:

Projects, presentations, performances, reports, persuasive writing, responses to problems or scenarios, tests, examinations

Formative Assessment (Assessment as and for Learning)

Formative assessment tasks can take place before, during and after the content of a unit is taught. Teachers will develop ways of ascertaining students' prior learning so that they can plan appropriate learning experiences and teaching strategies.

Formative assessment tasks (assessment for learning) provide teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes of the students.

Formative assessment tasks can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks.

Examples include:

Feedback for students as a result of conversations, observations, anecdotal records, checklists, continuums, rubrics, written feedback, oral feedback, peer and self-assessments, or practice versions of the summative

Report Cards and Parent Conferences

- Students are evaluated on a daily and ongoing basis. Students are encouraged to regularly discuss assignments, graded work and homework with their parents.
- Students should encourage parents to address concerns directly with the teacher as they arise. There is no need for them to wait for the scheduled school wide parent conference. They should contact the teacher to arrange a meeting or a telephone interview.
- Teachers may send progress report emails throughout the school year.
- For all secondary students the assessment finalize in June. MYP4 to DP2 students will sit an end-of-year exam.
- Students receive a progress report card at the end of January and the final report card in June.
- There are two sets of Parent-Student-Teacher conferences scheduled – one in the fall and one in the spring. Students are encouraged to accompany parents to the conferences.

Incompletes and No Grade at Reporting

- A student who, for a valid reason, has not completed any of the required work for a course at the end of the progress report or term, will be given an "INC" for inconclusive.
- In the event that a student has missed assessment tasks in some criteria due to absence, it is the student's responsibility to ensure that work is submitted. Teachers will offer an academic support opportunity to catch up on missed work. If this opportunity is missed and no data is available to teachers, report card grades will be impacted.
- Under special circumstances, students may receive and NA (Not Assessed) in a subject report. This will be determined on a case-by-case basis in situations such as new student entrance or urgent medical care.

Homework

Purpose

Homework is an opportunity for students to consolidate their learning, receive feedback from a teacher, extend learning experiences beyond the classroom, and become an independent learner.

General Guidelines

- Homework is an integral part of the learning process.
- The amount of homework time required will vary, but it is essential that students spend quality time in independent study daily. Effective time management (ATL skill) and the ability to focus on the work at hand are more important than the length of time spent.
- Students can reduce the amount of time required for homework by using class time productively.
- Students should work in a quiet area free from interruption or distraction. The school library is available for student use before and after regular school hours.
- In addition to assignments, successful students read for recreation and relaxation and stay informed by reading newspapers daily.

Student Responsibilities

- Students are required to regularly check and use their CAIS email account and ManageBac.
- Record homework information accurately.
- Monitor all current electronic communication platform posts for all classes daily
- Complete all work to the best of their ability.
- Hand in the homework on time.
- Inform the teacher of any factor that has prevented the homework from being done.
- Take advantage of help outside of class time being offered by the teachers in order to be able to complete all assignments.

Teacher Responsibilities

The homework set by the teacher should be:

- For the completion of class work or preparation for new concepts.
- For the reinforcement of previously taught concepts, skills and content.
- For the Practice of skills that have already been taught.
- As an extension of skills and concepts taught in class.

Assessment of Homework

- To promote good work habits and learning skills, teachers will check that students have completed homework assignments on a regular basis. However, students will not receive grades for homework.
- Teachers assess homework by providing feedback.
- Teachers will inform parents of inconsistent homework completion.

ManageBac Expectations

- All students are enrolled on ManageBac for all of their classes.
- ManageBac is to be checked by students at least once per day.
- All work is submitted as a PDF via ManageBac, not AirDrop or e-mail.

Parent Responsibilities

Parents are asked to:

- Allow the student time to do his or her homework.
- Set up a quiet space at home that is conducive to doing homework.
- Encourage the child to complete homework.
- Support the child in providing resources, advice, and assistance with interpretation of information and instructions.
- Parents are strongly encouraged to check ManageBac regularly.

Late Assignments

Failing to complete assignments on time can negatively affect a student's learning. Our Secondary School policy is as follows:

MYP 1-5/ Grade 6-10

- All assigned tasks must be completed and are due on the date and time given by the teacher. Teachers can grant extensions based on each student situation.
- The subject teacher will communicate to parents via email on the same day that the student has not turned in an assignment.
- It is the subject teacher's responsibility to ensure that all necessary conditions are provided for students to submit assignments so that grades can be reported on time.
- If students are handing tasks late more than twice in a subject, the parents or guardians will be contacted to make a plan to assist the student in completing the required tasks.
- Communication with parents may involve the subject teacher, head of department, the MYP Coordinator, or the Secondary Principal.

DP Grades 11-12

All assignments are due on the date given by the teacher unless prior approval has been given. Students are expected to complete assessments as scheduled. Repeated missed assessments and late tasks may be considered a violation of the academic integrity policy.

When a task is late (Grade 11 and 12):

- If a task is not submitted on time as assigned, the teacher will contact the DP Coordinator and Supervised Study teacher.
- The DP Coordinator will contact the parents that the student did not complete their assigned work on time and, as such, will be receiving additional academic support during the next supervised study block. The DP coordinator will also meet with the student to get a better understanding of why the task was not completed on time.
- Additionally, the athletics director and ECA supervisor will be contacted as the student is not allowed to participate in any extracurricular activities until the work is completed.

- The student is expected to have the work completed by the next school day.
- Incomplete work will be given a zero after 24 hours unless an extension has been approved by the coordinator. However, a student may submit the work later for feedback.
- If a student has more than two late assignments in a month, parents will be asked to come to school for a meeting. The school counselor will provide additional support for the student as needed.

DP Grade 11-12: Missed Graded Tasks

- Students are expected to make every effort to be at school when they have a scheduled assessment.
- Students who miss an in-class assessment should be prepared to write the assessment immediately upon their return to school. Students may be required to write a missed assessment during lunch, after school, or during supervised study. This could be on the day of return (example: missed assessment in the morning is written at lunch or after school).
- If a student leaves during the school day prior to an assessment, s/he may risk receiving a zero on the assessment.
- If a student goes to the nurses' office during an assessment and later returns to class, s/he may risk receiving a zero on the assessment.

DP Grade 11-12: Retake Procedure

- Individual students are not permitted to retake assessments except under exceptional circumstances and with approval from the DP coordinator.
- A teacher may choose to have an entire class retake an assessment or change how it is weighted in the grade book (i.e. weighted as a formative instead of a summative).

Coordination of Major Tasks

- Major tests are coordinated using the calendar on ManageBac to assist students in preparing properly for their assessments. An effort will be made to have no more than two summative assessments on a given day.
- Formative tasks, daily assignments or long-standing major projects (such as lab reports) are not included.

Midterm and Final Exams

- Midterm and final exams will follow IB World Exam protocols.
- Examinations are to be written at the scheduled time or a mark of zero will be assigned. Students will not be exempted from examinations for personal or family reasons or, in particular, to travel. The only exceptions will be for hospitalization or bereavement due to death in the immediate family.
- Students will adhere to school dress code requirements. Students may not wear hats, hoodies with the hood up or sunglasses. Students wearing a permitted head covering may be subject to a check.
- When instructed to enter the examination room, students must do so in a quiet and orderly manner.
- The coordinator makes the ultimate decision as to where a student may sit to take an examination.
- No food or refreshment other than bottled drinking water is permitted in the examination room.
- Students may take to their desk the following items:
 - Pens, pencils, eraser, geometry set, and ruler.
 - Plastic, see-through pencil cases are permitted.
 - Other materials may be permitted only if specifically stated in the proctor instructions for a specific examination.
- If a student realizes that they have accidentally taken unauthorized materials into an examination room, that student must notify a proctor immediately. Failure to do so may lead to an allegation of academic misconduct and receiving a zero on the exam.
- Personal items such as mobile phones, watches, tablets, laptops and any other electronic devices are not permitted in the examination room.
- Notwithstanding the above, students must disclose any electronic item inadvertently brought into the examination room. The item will be taken by the proctor and returned after the exam. Failure to disclose possession of such an item prior to the examination will be deemed to be academic misconduct.
- Calculators:
 - Students may use only approved calculators during the examination. Calculators can be brought to examinations only when specified by the instructor in the directions to the examination. Calculators must be set to exam mode.
 - Students may not use or store data, programs or other applications in their calculator that may assist them to recall facts or formulae.
 - If required by the proctor, students must provide a list of information and programs stored on the calculator.
- The instructions given by a proctor must be obeyed. The coordinator has the right to immediately expel from the examination room any student whose behavior is interfering with the proper conduct of the examinations.
- Exams at the end of term are done in such a way that ensures each student works independently. It is used to:
 - determine eligibility for promotion
 - determine academic standing and awards
 - diagnose areas for remediation
- It is, therefore, imperative that each student's work be his or her own. To use the work of another or to allow someone else to benefit from your work is academic misconduct.
- The onus is on the student to be above suspicion in the examination setting. Proctors will consider any suspicious behavior as evidence of academic misconduct. Students will not be given the benefit of the doubt in such situations.
- During the examination session, a student must not communicate in any way with another student. Failure to observe this constitutes academic misconduct.

- In the case of an emergency, a student may be allowed to leave the examination room. Such leave is granted at the discretion of the teacher in coordination with the head proctor.
- Students will be supervised during a temporary absence. No communication will be permitted with any person other than the supervising teacher.
- No material may be taken from or returned to the examination room during an absence.
- Students who arrive late to the midterm or final examination, will only be permitted to enter the exam room when it is least disruptive to the students already present.
- All work completed during an examination and submitted for assessment must be the student's own work.
- Students must hand in all examination papers, answer sheets, data booklets and scrap paper at the end of the examination.

Supervised Study

Grade 11 and 12 are registered in Supervised Study. As with any class, students are expected to arrive on time and with appropriate materials to be engaged for the duration of the instructional block.

This period is for:

- Doing homework.
- Working in groups.
- Checking in with DP teachers for extra help.
- Updating CAS portfolio.
- Working on/completing the Extended Essay.
- Meeting with Extended Essay supervisors.
- Meeting with the DP Coordinator regarding academics and classes.
- Meeting with the university counselor regarding university applications, SAT, etc.
- Meeting with the school counselor regarding personal and/or academic issues.
- Approved CAS experiences or projects
- Prep for SAT or IELTS
- Researching university or career options
- Other approved activities

Students should make appointments with teachers, supervisors and counselors prior to their supervised study period to ensure that their time is well spent.

Supervised study is NOT for socializing, sleeping, watching videos, playing games and other non-school related activities. Students may have a small snack during the first 5 minutes as long as the rooms are kept tidy. Students should prioritize their work for CAIS and IB during this time before completing work for outside classes. The supervising teacher will assign students to specific desks as needed to support their appropriate use of the study time and to minimize disruptions to others.

Academic Misconduct

Academic misconduct includes but is not limited to:

- copying homework (including allowing someone to copy from you);
- cheating on assignments, quizzes or tests by giving or receiving questions or answers;
- using unauthorized materials (e.g. calculators, cell phones/watches or crib notes) to complete an assignment or exam;
- plagiarism;
 - Borrowing the work or ideas of another person without giving them proper credit whether or not the source copied has been published. One gives proper credit by citing the original source in a way that is recognized as a legitimate citation. At CAIS, the secondary school has adopted the standards set forth by the Modern Language Association (MLA).
 - Using outside sources such as (but not limited to) tutors, paid organizations, AI text generators, translation applications or the Internet to complete assignments in part or in whole, writing papers or producing projects for you and submitting it as your own without acknowledging and/or citing their work.

Students should take advantage of the expertise of teachers and the resources of school librarians when questions arise about plagiarism, copyright and other ethical issues, and good academic practice for referencing sources.

Consequences of Academic Integrity Violations

If a student violates this academic integrity policy, it will be treated as a learning opportunity, behavioral issue and/or a counseling need depending on the severity of the violation and frequency.

It is the responsibility of the student to use good practice to avoid any suspicion of a lack of academic integrity. The school does not need to provide direct proof of an issue. Rather, administrators (including principals and coordinators) working with teachers may simply provide evidence demonstrating why a student's work is not representative of the integrity expected at CAIS.

All issues need to be referred to the program coordinator and section principal. The Head of Student Life may also be involved as needed. It is the teacher's role to report the incident, not to decide how an incident is to be managed. This allows the school to track any problems across subjects and years. The academic leadership team will work with the teacher about next steps and how to report grades for work that is redone. For this policy to be an effective means of setting up academic integrity, documentation is essential.

Just as students grow in their learning about the principles of academic integrity and are expected to use more outside sources as part of their learning as they move into higher grade levels, we also use tiered responses taking into account the students' age, time at CAIS, number of incidents and frequency of incidents. While grades and overall results are used primarily internally up through grade 8, in grades 9 to 12, overall results are frequently shared with other institutions such as universities. As such, it is important that the results we have genuinely reflect a student's learning so they are monitored more strictly.

Please note that these are written as general guidelines for the majority of class assignments, formative and summatives. There may be instances that require action different to what is listed below. For midterm and final exams, IB World Exams, PSAT, SAT, PET, FCE and MAP, there are a different set of rules.

First incident

The first incident at any grade level should be viewed as a learning opportunity.

- It needs to be reported to the program coordinator and Head of Student Life via email.
- The teacher should take the time to explain what the problem is, why it is a problem and how it can be fixed.
- The teacher is encouraged to work with the student about what created the situation: poor time management, lack of understanding of the assignment, lack of understanding of citation rules, etc.
- The student will be expected to re-do the assignment in a way that will show their authentic learning. This may mean using a different version of an assessment or rewriting a task with a new prompt.
- The teacher should follow-up with a short e-mail summarizing the incident, the conversation, the resulting work and any other needed information. This will be added to the student's file.

Second incident

The second incident will have different consequences at different grade levels.

For PYP it will continue to be a learning opportunity but with the principal and/or coordinator involved. The same process will be followed as outlined above with the coordinator and/or principal being involved in the conversation with the student.

For MYP and DP, if a second academic malpractice incident occurs, the school will continue to view it as a learning opportunity; however, there may be referrals to the student support services department for counseling or learning support observations as appropriate. Similarly, if it is considered to be also a disciplinary issue, the incident may be referred to the Head of Student Life.

A similar process will be followed as previously listed with the additional involvement of the coordinator and a parent meeting.

The academic leader team may also have a meeting with the teacher to get a better understanding of the context in which the academic malpractice occurred, this may also involve extra support for the teacher to help avoid similar situations in future

Third and continuing incidents

The third incident will also have consequences that vary by grade level.

For PYP it will still continue to be a learning opportunity. However, at this stage, the academic leaders and teacher will arrange a meeting with the family to discuss the problem and how they can support the student to correct it. The overall goal is for students to learn what academic integrity is, how important it is and what good academic integrity practices look like.

For MYP and DP, the third incident will be considered a severe violation of the academic integrity policy. Continuing incidents will need to have escalated consequences.

As the goal of assessment is to measure learning and academic malpractice interferes with that, a student will be expected to retake the assessment using a version that shows their authentic learning. The student will receive feedback on their learning; however the grade for that work will be reported as a zero.

The academic leaders will investigate the incident and report to the principal and potentially the head of school. A meeting will be arranged with the family, the principal and coordinator and the head of school as needed.

Continued incidents could potentially lead to failing a class and needing to repeat it.

Midterm and Final Exams

Midterm and final exams serve the purpose of being a summative assessment task and a simulation of the IB World Exams. Students should be taking them seriously and using them as a learning opportunity both in the feedback they receive and the experience they get in taking an exam in a formal setting. Given that overall results are reported differently between MYP4 and 5 and DP1 and 2, the follow-up for academic malpractice will be different.

If a proctor notices a student engaging in what appears to be academic malpractice, s/he should immediately report it to the coordinator and be prepared to document his/her concerns. The student should be allowed to finish the assessment, unless s/he is creating an environment that could potentially disrupt others.

When the assessment finishes, the coordinator will ask the student to remain in the room and bring up the concerns. The potential academic malpractice will be investigated as any other behavior concern would be.

If the student is found to have committed academic malpractice, the following will apply.

- For MYP4 and 5, the student will need to retake the assessment but a different version. The coordinator will meet with the student and his/her parents to discuss the issue.
- For DP1 and DP2, the student will need to retake the assessment but a different version. The student will receive feedback on their work but the grade will be a zero. The coordinator will meet with the student and his/her parents to discuss the issue.

Internally proctored standardized exams

If a student is found to have committed academic malpractice during an internally proctored standardized exams that are used for internal tracking of student progress, such as MAP or Cambridge English Assessments, the student's results will be voided for that testing session. S/he will need to redo the assessment. Parents will be responsible for any expenses incurred for additional testing sessions. Parents will also be informed about the incident.

If a student is found to have committed academic malpractice during an internally proctored standardized exams with externally reported data such a SAT and IB World Exams, the school will follow the practices set forth by the organizing body.

Academic Misconduct

- Students must do their own work in order to be assessed properly by teachers. Student behavior that obscures or invalidates fair evaluation of individual progress or achievement is academic misconduct.
- The onus is on the student to be above reproach. Suspicious behavior will be considered as evidence of academic misconduct.
- Students will be asked to turn in assignments via the plagiarism-checking website [turnitin.com](https://www.turnitin.com). Any tasks with higher than expected matches will be referred to the coordinator for a final decision. Note that a low percentage of matching text does not automatically mean work is not plagiarized.
- Misconduct is defined as behavior that results in, or may result in, a student or any other student gaining an unfair advantage on an assessed tasks.
- Misconduct includes:
 - Plagiarism which is defined as the representation of the ideas or work of another person as the candidate's own. This includes misuse of generative AI and translation programs.
 - Collusion is defined as supporting misconduct by another student, as in allowing one's work to be copied or sharing the contents of an assessment with another student.
- Duplication of work is defined as the presentation of the same work for assessments in different subjects or classes.
- Any other behavior that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, or misconduct during any assessment).

Consequences for Academic Misconduct

All incidents of suspected academic misconduct will be reported to the coordinator. Teachers will email the IB coordinator (Grade 6-10: MYP, Grade 11 and 12: DP) the student's name, with title and date of assignment. The coordinator will make the final decision if the suspected incident is academic misconduct.

Consequences for Academic Misconduct will include:

Grades 6-8:

- Parent email sent.
- Subject teacher conducts Academic Support session to redo the assignment. For collusion, both students attend Academic Support.
- Students redo the work and new marks will be awarded.

Grades 9-12:

- The student will receive a zero for the material in question.
- Parents will be contacted.
- Students redo the assignment to an acceptable level to ensure the material has been learned but no marks will be awarded.
- Academic misconduct on a final exam or IB World Exam may result in loss of course credit, graduation privileges, in addition to other consequences stipulated by the IB.

Academic Distinction

Changchun American International School is proud to recognize individual student achievement as academic distinction.

There are two levels of academic distinction: The Honor Roll and High Honors.

Honor Roll

Minimum GPA 3.5 – Grades 11 and 12
Minimum MYP Grade – Grades 6-10
8 subjects: 42 total points (out of 56) and no score less than 4*

High Honors

Minimum GPA 3.8 – Grades 11 and 12
Minimum MYP Grade – Grades 6-10
8 subjects: 50 total points (out of 56) and no score less than 4*

*Note: In Grades 6-8 only ONE Arts subject counts. The highest achievement grade will be factored in.

*Note: Grade 10 students need a minimum score of 5 on their Personal Project to be eligible for Honor Roll and a minimum score of 6 on their Personal Project for High Honors.

Graduating with Honors

Graduating seniors will be presented with an Honor Sash to wear with their cap and gown. This sash signifies that the graduating senior obtained a minimum grade point average of 3.6 in grades 11 and 12 and completed 4 years of English, Mathematics, Individuals & Societies, and Science. Such a student must have been in attendance at CAIS for at least grades 11 and 12.

Valedictorian/Salutatorian

The Valedictorian and Salutatorian respectively occupy the first and second position for highest academic achievement based on the two-year cumulative grade point average for grades 11 and 12. Each year the valedictorian speaks at graduation on behalf of the graduating class. For students who are enrolled in the full Diploma Program, weighted GPA will be considered for a maximum of six courses.

XI TECHNOLOGY

ICT Support

- Students can receive Information and Communication Technology (ICT) Support for computer problems by contacting ICT. The ICT Support office is located near the 3F Cafeteria.

Basic Minimum Requirements for the Bring Your Own Device (BYOD) Program:

Due to the requirements of the academic programs in the MYP, and DP, students are required to bring a charged electronic device to school each day. Although, our BYOD program is platform-independent, however, CAIS is an Apple School and our IT Team can best provide support for Mac OS. A CAIS student should be able to do the following with their electronic device.

- Connect to the school's WiFi network to access web pages, email and other Cloud platforms (One device per student only)
- Download/install required software
- Connect to classroom projectors using tablet/laptop adaptors provided by the school
- Connect to speakers or headphones using a 3.5-mm stereo jack or via Bluetooth
- Backup all files to Cloud service
- Protect against malware, spyware, and other viruses by keeping the anti-virus software up to date on the computer
- Create documents (Pages), spreadsheets (Numbers), and presentations (Keynote)
- Create, read, and edit PDF files
- View, edit, and submit course related images (JPEG, PNG, and GIF)
- View course related videos via internet services (YouTube or Vimeo), or in common formats (AVI and MP4)
- Play or produce course-related audio (podcasts and MP3)
- Utilize webcam and microphone with proper software for recording video and audio

- Laptops/tablets purchased within the last two years should meet the criteria above. If not, families should purchase laptops that meet the following specifications:
- Mac OS 14 or above or Windows 11
- RAM: 8GB
- CPU: 64-bit processor
- Storage: 256 GB SSD or higher
- Processor: M1 or higher (MacOS) Intel Core i5 (Dual core minimum or higher for Windows)

Accessories

- Charger with plug adapter for Chinese power outlet
- Headphones with microphone
- Adapter for VGA/HDMI/USB Type C
- Flash drive for back-up
- Tablet keyboard if applicable
- In the Diploma Program, devices must run required course-specific software to master programming skills, such as JDK 15 or higher (latest release, March 2020); Eclipse IDE or NetBeans IDE for Java development. Support for students to install software on their personal MacBooks is available, which gives them the possibility to practice programming skills at home as well.

Note: If students wish to bring an iPad, it must be an iPad 10 or newer, or an iPad Air/Pro with an M1 chip or newer. Many of our academic applications are not compatible with older iPad models.

Media Sharing

To protect student privacy and promote a positive school environment.

Guidelines:

- Students and parents are not allowed to take photos of other students.
- Students and parents are not permitted to post photos/videos of other students on personal social media.
- All media should be shared through official school channels.
- If posting a photo of yourself or your child, make sure the faces of other students are covered unless consent is given by the other parent or it is an official CAIS photo.

AI Integrity

Acceptable Use Examples

- Brainstorming ideas using a tool like Flint or SchoolAI or any other GPT's accepted by school.
- Checking grammar or spelling using Grammarly (only to check the mistakes or as per acceptable use by the coordinators/teachers).
- Creating draft outlines with AI tools (with disclosure)
- Using image-generation tools for creative expression, with explanation

Misuse Examples (Considered Academic Misconduct)

- Copying and submitting AI-generated essays without attribution
- Using AI to answer exam/test questions unless explicitly allowed
- Submitting AI-generated lab reports, code, or creative work as original
- Using AI to bypass understanding or effort (e.g., math solvers for problem sets, writing in one language and translate the entire text which is a big NO by IB)

Violations and Consequences

Misuse of AI tools is treated as academic misconduct. Consequences may include:

- Rewriting the assignment with support
- Receiving a reduced or zero grade
- Formal record of academic misconduct
- Escalation to administration in repeated or severe cases

XII STUDENT SERVICES

Health

- The School Clinic is run by a qualified nurse.
- Each student must have a health history form completed by a parent on file in the School Clinic. This form includes health and immunization information as well as parental permission to administer first aid and non-prescriptive medication.
- Students are not to carry medication on their person. All medicines are to be dropped off at the School Clinic. The student must have a note from the parents stating when and why they are taking the medication. Prescription medications brought to school by the students must be left in the School Clinic with instructions on dosages and times to be administered.
- Students who feel unwell during the school day must alert their classroom teacher and the nurse will be called to minister to the student. Teachers will not send students to the clinic; however, the nurse will remove a student from the class if necessary. After arriving at school, a student may not leave campus for health reasons unless the school nurse or Secondary Principal has granted permission.

University Counseling

- The university counseling program begins with MYP4/Grade 9. Please see the Four Year Plan for more information about what students should expect to do each year to prepare for university.
- Students will be provided with tools to research various university and career opportunities along with being taught the skills of how to use the tools to research.
- The process is designed for students to take ownership of their university journey while the counselor provides support and guidance.

Library

- Library hours are 8:00am to 4.30pm.
- Students may access the school library web page for news, databases, the Destiny catalogue, and other resources via. This site is accessible from home and school. CAIS Library.
- Students in Grades 6 to 10 may borrow up to 10 books. Students in Grades 11 and 12 may borrow up to 15 books. When a student's library books become overdue their borrowing privileges are suspended until the overdue book(s) is renewed or returned.
- Students will be reminded of overdue books on a weekly basis via emails sent to them and their parents. On a monthly basis Homeroom/English teachers will be sent overdue reminders for students in their classes. Report cards will be withheld until all library books, textbooks, and other resources have been returned or payment is received to replace lost items.
- Lost or damaged books and school materials will be charged at the rate of the cost of the replacement plus 50% for shipping and processing.

XIII STUDENT LIFE

Deliveries for Students

- Items delivered to school during the day from home such as clothing, homework and class projects must be properly labeled with the student's name and grade.
- No outside food deliveries are permitted. Students may bring lunch from home or participate in the school meal plan.
- Delivered items can be given to the guard who will forward them to the office. Students are not to go to security to retrieve delivered items.
- Students must pick up the item between classes. Items will not be delivered directly to the classroom.

Cafeteria Services

Students have a choice of bringing their own lunch or having a hot lunch supplied by the school (if ordered in advance for the whole semester or year). Information about the cafeteria lunch will be shared on a regular basis.

We encourage our students to eat healthy and balanced lunches that should include fruit and vegetables. Please provide your child with healthy snacks for mid-morning. Students also have the option of ordering a snack from the school for Morning Break. Contact the school office to set this up for your student.

Please note that CAIS students are not allowed to order food or drinks from outside the campus and have them delivered during lunch.

Students should not be sent to school with chocolates, sweets or candies.

Students should carry a refillable water bottle at all times. Water is available from the water dispensers around the school.

During the lunch period, students are expected to display good manners and courtesy. Lunch should be consumed in the cafeteria only. They are expected to clear their place and dispose of all trash appropriately.

Students who do not maintain a certain level of respect for others and for their environment will be held accountable for their actions.

Cafeteria Student Code of Conduct

- Dispose of plates and utensils in garbage bins.
- Keep tables, seats, and floors clean.
- Talk in a normal voice (classroom voice). Do not shout.
- Keep cafeteria lines orderly: no pushing, running, horse playing or cutting in lines.
- No loitering in the cafeteria and hallways during lunch. Be seated unless otherwise instructed.
- Keep hands, feet, personal belongings and food to yourself.
- Appropriate language is to be used at all times.
- Ordering food from outside without an approval from the Principal is not allowed.

XIV CHILD PROTECTION POLICY

Information for Parents and Students

Every student has the right to feel safe and free from harm while at Changchun American International School. We expect students to treat others with respect and that they will receive the same respect in return. Students should never allow themselves to feel unsafe without reporting it to someone they trust. Our students' well-being and safety is at the forefront of our mission. We believe that child abuse prevention and education is the key to keeping our students safe. Please look at the information contained in this leaflet to learn about the definitions of child abuse and neglect, and what to do if a student does not feel safe.

Neglect

Physical Abuse

Psychological Abuse

Sexual Abuse

Failure to provide for a child's basic needs. Causing non-accidental physical injury to a child.

Non-physical abuse that may diminish a child's sense of identity, dignity, and self-worth.

Any act where an adult includes a child in a sexual activity.

We are committed, as a school, in the following areas to prevent child abuse and help children thrive in our environment:

- Background checks and screening for all CAIS staff
- School-wide curriculum on abuse prevention and healthy relationships
- Workshops for parents on topics of nurturing parenting, child development, and child abuse prevention
- Mandatory training for all CAIS staff in child protection and child abuse prevention
- A mandated Child Protection Coordinator for the school, as well as Designated Person for Child Protection (DPCP) for the school.
- A complete Child Protection Policy in which all stakeholders at CAIS agree to and follow
- An Internet usage policy agreed upon by our staff and students
- Full-time social-emotional counselor in the school

By enrolling your child at CAIS, parents agree to partner with the school in keeping children safe. This includes the following expectations for parents:

- Read and agree to the entire CAIS Child Protection Policy and follow behavior guidelines as set out in the respective divisional student handbooks and planners
- Bring any child safeguarding concerns directly to the attention of the DPCP at the school division of your child.
- Adhere to the Guardianship policy as outlined in the CAIS Child Protection Policy
- Agree to support CAIS by creating a safe and nurturing environment for your child at home

Students at CAIS should also be aware of the Child Protection Policy and go over it with their parents. If a student wants to report any safety concerns, they should be aware of the following:

Who should I tell if I am not feeling safe at school or at home?

Anyone on staff, including the Counselor. If you do not feel comfortable talking to a member of staff you may like to write him or her an email.

What will happen if I report what is happening to a member of staff?

If the concern is worrying you but not causing you immediate harm, then the member of staff will discuss with you the ways to solve your problem. If the concern is serious and the member of staff believes that you are being harmed or in danger of being harmed, he or she will report it to the Head of School, Counselor, or Child Protection Officer (CPO).

What if I don't want the member of staff to tell the Head of School, Counselor or CPO?

The member of staff will try to keep your concerns confidential as much as possible. However, if the member of staff is aware or reasonably suspects that harm has been caused by anyone to a student of the school then school policy states that the matter must be reported to the Head of School. If the staff member has no choice about reporting what you have told to someone else, he or she will explain to you exactly what will happen next. Remember, the most important thing is that you feel safe and free from harm. You must tell someone if you are being harmed or afraid that you will be harmed.

APPENDIX A – THE CHARTER OF STUDENT RIGHTS AND RESPONSIBILITIES

I have the right to learn. It is my responsibility to appreciate learning for its own sake, to be responsible for my own learning, and to do nothing that would impede the learning of others.

I have the right to a school environment that is conducive to learning. It is my responsibility to treat school property with care, to dress and act appropriately, and to assist in making the school a clean, healthy and orderly place.

I have the right to be treated fairly and to be evaluated fairly by my teachers. It is my responsibility to do my own work, to avoid all forms of plagiarism, and to do nothing that would give me unfair advantage on a quiz, test, examination, or assignment.

I have the right to personal dignity and privacy. It is my responsibility to respect the privacy of others and to treat them in a dignified manner.

I have the right to feel that I belong to the school community. It is my responsibility to be accepting of others, to share knowledge by learning collaboratively when it is appropriate, and to do my fair share in group work situations.

I have the right to my personal possessions. It is my responsibility to treat the personal belongings of others with respect.

I have the right to be respected as an individual and to be treated courteously by everyone. It is my responsibility to be courteous and to treat everyone else respectfully regardless of age, gender, rank, or the job that they do.

I have the right to feel secure at school and to feel good about myself. It is my responsibility to behave in ways that enhance the self-esteem of others.

I have the right to be heard and to express my point of view. It is my responsibility to listen to others, to hear their opinions courteously, to express my opinions in a civil manner, and to inform my own point of view through learning.

I have the right to be proud of my cultural heritage regardless of my ethnicity, language, religion, or nationality. It is my responsibility to be respectful of, and to learn about, the cultural heritage of others.



Changchun American
International School
长春美国外籍人员子女学校

With Passion, We
Challenge, Connect,
Create

