



杭州国际学校

Hangzhou International School

Lower School Handbook 2026-2027



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Dear HIS Families,

Welcome to Hangzhou International School (HIS)! Whether you are a returning family, new to our community, or considering joining us in the future, we extend our warmest greetings to you.

Since its founding in 2001, HIS has been dedicated to providing an exceptional educational experience for students from over 50 countries. We emphasize active, constructive, intentional, and authentic learning within a caring and collaborative environment. Our goal is to empower students to think critically and take charge of their own learning, fostering deeper understanding through the exploration of meaningful concepts. We strive to develop individuals who not only solve problems but also recognize and address challenges in our world, becoming contributing members of society.

This handbook serves as a valuable resource, offering essential information about the policies and procedures that affect students and their families. We hope you find answers to your questions within these pages. Should you need further assistance, please don't hesitate to reach out to your child's teachers, our administrative staff, or the leadership team. We regularly communicate updates from teachers and the school to keep you informed about your child's learning journey and school events. For additional resources, please visit our website at www.his-china.org.

HIS is a unique school, not only for its beautiful surroundings and meaningful learning programs but, more importantly, for the incredible community that brings it to life. It is the people who create our caring, inclusive, and welcoming atmosphere. Our amazing teachers foster engaging learning environments, providing each student with opportunities to thrive and grow in their own unique ways. As a member of HIS, I am proud to be part of this wonderful community.

I hope you find HIS as welcoming and inspiring as I do.

Warm regards,

A handwritten signature in blue ink, appearing to read 'R. Hart', with a long horizontal stroke extending to the right.

**R. Jeffery Hart
Lower School Principal**

Section I: Key Contact Information

School Phone Number: 86 571-8669-0045

I.1 ADMINISTRATION

Superintendent of Schools

Mr. Jeffry Stubbs
jeffstubbs@hisdragons.org.cn

Deputy Superintendent of Schools

Dr. Aaron Ayers
aaronayers@hisdragons.org.cn

Lower School Principal

Mr. Jeff Hart
jeffhart@hisdragons.org.cn

Lower School Vice Principals

Dr. Sinae Vanhaastert (Curriculum)
sinaevanhaastert@hisdragons.org.cn
Ms. Rene Smal (ECE)
renesmal@hisdragons.org.cn

Upper School Principal

Ms. Cynthia Wissman
cynthiawissman@hisdragons.org.cn

Upper School Vice Principals

Mr. Dave Gates
davegates@hisdragons.org.cn
Mr. Jason Benton
jasonbenton@hisdragons.org.cn

**Director of Athletics and CCA
Coordinator**

Mr. Rob West
robwest@hisdragons.org.cn

Director of Technology

Mr. Danie de Beer
daniedebeer@hisdragons.org.cn

**Director of Admissions and HIS
Community Liaison**

Ms. Andrea Stubbs
andreastubbs@hisdragons.org.cn

Lower School Secretaries

Ms. Lily Fan (ECE)
lilyfan@hisdragons.org.cn
Ms. Flora Li (Grades 1-5)
floralifan@hisdragons.org.cn

**Manager of Marketing and
Communication**

Mr. Simon Ostheimer
simonostheimer@hisdragons.org.cn

Transportation Secretary

Ms. Tracy Zhu
tracyzhu@hisdragons.org.cn

Reception / Admissions

Ms. Kerri Liang
kerriliang@hisdragons.org.cn

I.2 MISSION STATEMENT

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

I.3 VISION STATEMENT

We will be defined as a school of excellence by each of the constituents of our international school community. We envision...

- a diverse student population from around the world
- a system in which every student has equal opportunities for success and for university admission, based on a variety of performance indicators

- a system meeting the needs of individual learners, rather than making the learner fit the system
- a system that allows teachers to teach the GLTs (General Learning Targets) in creative and motivating ways
- students who will be well-rounded, community contributors armed with the academic and personal skills to succeed in the adult world and who see the relevance and purpose in their learning
- faculty and staff who feel a high degree of purpose, job satisfaction, pride, and personal growth
- parents who feel informed, valued, and satisfied
- a strong connection to the Hangzhou community and the perception that HIS represents ‘excellence’

I.4 ACCREDITATION

HIS is an IBO World School offering the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) of the International Baccalaureate Organization (IBO). HIS is fully accredited by the Western Association of Schools and Colleges (WASC), and in 2025 earned its highest possible accreditation term of a continuance of six years. HIS is a member of the East Asia Regional Conference of Overseas Schools (EARCOS) and the Association of Chinese and Mongolian International Schools (ACAMIS).

I.5 GOVERNANCE

HIS is overseen by a Board of Governors, which is appointed consistent to the bylaws of the school’s Deed of Foundation. The self-perpetuating, “corporate governance” model used at HIS and the other ISF schools has been supported for many years by the European Council of International Schools in the United Kingdom and has been more recently endorsed by International Schools Service in Princeton, New Jersey.

I.6 FINANCIAL STATUS

1.6.1 International School Foundation

HIS is overseen by members of a Board of Directors appointed according to the bylaws of the school’s Articles of Association, of the International School Foundation (ISF) as a not-for-profit status. ISF is domiciled in Lansing, Michigan, and is directed by Larry Balli, Michael Dougherty and Kristy Risjad. Affiliated schools include the American International School of Cape Town and Hangzhou International School.

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

1.6.2 Not-for-Profit Status

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

Section 2: Campus Information

2.1 SCHOOL HOURS

- School gates open at 7:30am and students should be on campus before 7:55am
- The school day starts at 8:00am for EY to 5
- Dismissal is at 3:00pm
- Buses leave school at 3:15pm
- CCAs are from 3:15pm to 4:15pm
- CCA late buses leave at 4:15pm

During evening events, the campus will be open based on the activities occurring. School offices are open Monday to Friday: 7:45am to 4:30pm.

2.1.1 Punctuality

Students are expected to be in class on time for lessons to begin at 8:05am. Punctuality shows respect for others, classmates, and teachers. Being late not only affects the student who is late but also disrupts the entire classroom group. Parents are requested to emphasize the importance of being on time with their children. A late slip is required from the secretaries when students arrive after 8:00am; otherwise, students may be recorded as being absent. Repeated late arrivals can impact student learning and will be recorded on the student's permanent record and report card. In severe cases, where habitual lateness has had ongoing disruptions to the child and/or the classroom learning, families can be asked to look at different transportations options or different schools that would better allow the child to be at school on time.

Please see section 4.2 regarding absences and missed learning.

2.2 SECURITY ON CAMPUS

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

2.2.1 Entering Campus

On normal school days, the campus is open from 6:00am to 6:00pm. Members of the school community and visitors can enter and exit both the ECE gate and Main gate when school is open. Students in uniform enter freely; teachers, parents and administrators enter using their ID card (or sign in if they have forgotten their card), and parents and visitors sign in on entry. ID cards for HIS parents and alumni are available by application.

All visitors must sign in at the entrance gate and proceed to the main office to check in. For security purposes visitors need to wear the "visitor" name card during their visit.

2.2.2 Exiting Campus During the School Day

Students are not allowed to leave campus before the end of the school day without permission from the principal or vice principal. Lower school students must be accompanied by a guardian to depart campus.

2.3 PERSONAL AND PRIVATE TRANSPORTATION

2.3.1 Parking at school

There is no parking on campus except for school-owned and/or faculty and staff vehicles.

2.3.2 Morning Drop Off Procedures at Campus

To maintain safety and efficient entry into school:

- Parents may not drive into the school campus. Drop-offs must take place outside the front gate.
- Students should not be dropped off on the opposite side of the road. Children must never cross the main road alone.
- Parents must park safely and respectfully, without blocking entrances, buses, or traffic.
- Unattended or double-parked cars create serious safety hazards and should be avoided.

Always prioritize pedestrian and vehicle safety during busy drop-off times.

2.3.3 Pick Up Procedures

Parents or drivers collecting students by private car must do so outside the front gate.

- Drivers must not use horns near the school gates and must follow directions given by staff or security.
- Vehicles may park along the ECE street between 9:00am and 3:00pm as per local regulations.
- A limited number of parking spaces are available for parents attending early morning meetings before 9:00am.

2.3.4 Didi Usage

Hangzhou International School is responsible for the wellbeing of the children in their care until they have been handed over to a parent or guardian. Despite parents giving permission for their child to ride in a Didi home from school, the school cannot put a student into the care of an unknown adult. Additionally, it is not legal for children under the age of 16 to ride in a Didi unaccompanied. If a parent is unable to pick-up their child at 3:00pm (or 4:30pm if they are in a CCA), we will not allow a Lower School student to ride by themselves in a Didi or taxi with an unknown adult.

2.4 BUS TRANSPORTATION

Hangzhou International School provides bus routes to many areas throughout Hangzhou. Routes are designed for efficiency and safety, and the school reserves the right to refuse service to locations that are impractical or not feasible due to distance or routing limitations.

The safety and wellbeing of all students is our highest priority. To ensure smooth and safe transport, families are expected to review and follow all procedures outlined in this section.

2.4.1 Bus Registration

To register for the bus service, a Bus Service Registration Form must be submitted to the school office at least one week before the desired start date or before any change of address.

- No route or schedule changes will be made without this required notice.
- Routes are reviewed and updated based on location, availability, and efficiency.
- Registration requests are processed in the order of payment received and are subject to seat availability.

2.4.2 Rules for bus conduct

Students are expected to follow all bus rules to ensure a safe and respectful environment for all passengers and staff. Failure to follow these expectations may result in suspension or removal from the bus service.

All students, parents, and bus monitors share the responsibility to report incidents of misconduct to the divisional principal or the transportation team.

2.4.3 Bus Expectations

To promote safety and respect on all HIS buses, the following rules must be followed:

- Students must remain seated at all times with seatbelts securely fastened.
- The driver and bus monitor (ayi) must be treated with respect. Students must follow all instructions given by bus staff.
- Younger students sit closer to the front or near the monitor as directed.
- No eating or drinking on the bus.
- No toys other than small comfort items are allowed unless approved by the teacher.
- Students must avoid distracting the driver. The following are prohibited:
 - Loud noises, yelling, or inappropriate language
 - Throwing objects inside or outside the bus
 - Fighting, teasing, or arguing with others
 - Standing, jumping, or turning around in seats
 - Playing music or audio aloud (headphones may be used with permission if it does not disturb others)
- Windows must remain closed unless directed otherwise for ventilation.
- Keep the bus clean. All rubbish must be taken with you when exiting.
- In the case of an emergency or breakdown, students must follow all instructions from the driver or monitor and wait together safely away from the road until help arrives.

Any parent concerns about the bus service should be directed to the Transportation Coordinator or Lower School administration.

2.4.4 Bus Consequences

Consistent with HIS's student behavior expectations, the following steps may be taken in response to inappropriate bus conduct:

First Violation

- Student is spoken to by the adult on duty
- Bus rules are reviewed
- Behavior is documented
- Parents may be notified for serious infractions

Second Violation

- Continued discussion and rule review
- Behavior is documented
- Parents are notified and warned of further consequences

Third Violation

- Behavior is documented
- Parents are contacted
- Student is suspended from the bus (typically one week, based on administrative decision)

Fourth Violation

- Behavior is documented
- Student may be expelled from the bus or face an extended suspension
- Parent meeting required before services can be reinstated

Severe behavior (such as actions that endanger others) may result in immediate suspension without progressing through earlier steps.

Essential Rule: *All students must remain seated, with seatbelts fastened, and avoid any behavior that may distract the driver.*

2.4.5 Bus Collection Times

Drivers will wait **two minutes** past the scheduled pickup time before leaving to maintain the overall schedule for the route.

- If your bus consistently arrives early or late, please inform the school office.
- Drivers are instructed to wait until the scheduled time if early but may adjust the schedule as new students are added to the route.
- If the bus does not arrive as expected, contact the school to check for delays. Traffic, roadworks, or weather conditions may cause delays.

If a student misses the bus without prior notice, alternative transport (private car or taxi) must be arranged by the family at their own expense.

2.4.5 Health and Safety Measures

In the event of health-related concerns (e.g., illness outbreaks or government advisories such as during COVID-19), HIS may implement enhanced hygiene, distancing, or contact tracing protocols for school transportation.

Examples may include:

- Mask requirements
- Temperature checks before boarding
- Assigned seating to support contact tracing
- Adjustments to routes or bus capacity to meet public health guidelines

Any such measures will be communicated clearly to families as needed.

2.5 CAFETERIA, LUNCHES, AND SNACKS

Hangzhou International School provides lunch daily for all students, with meals prepared fresh on-site by our school chef and cafeteria staff. Our approach to school meals reflects our commitment to student wellbeing, health, and responsibility.

Two Cafeteria Locations

HIS operates two cafeteria spaces:

- ECE Cafeteria (Early Childhood Education building):
Serves students in Early Years, Pre-Kindergarten, and Kindergarten in a setting suited to their developmental needs and routines.
- Main Cafeteria (Main building):
Serves students in Grades 1–5, with a broader range of options and increasing independence in food choices.

Each grade level eats lunch at different times, according to a staggered schedule that aligns with their daily routines.

What's on the Menu?

Our school cafeteria is more than just a place to eat, it's an extension of our learning environment, where students are encouraged to make healthy, balanced, and responsible food choices.

Each day, the cafeteria offers:

- A hot meal (vegetarian and non-vegetarian options)
- A daily sandwich bar with assorted breads and spreads (e.g., peanut butter, jam)
- A salad bar with fresh vegetables, fruits, yoghurt, hard-boiled eggs, and condiments

Menus change daily and are posted weekly on the school website. Some favorite items rotate weekly, while others are featured as occasional specials to keep mealtimes varied and exciting. All meals are carefully planned to be nutritious, appealing, and age-appropriate.

For any questions or concerns about school lunches, please contact the cafeteria manager at: cafeteria@hisdragons.org.cn

Snacks

Students are encouraged to bring a healthy snack from home each day. Grade levels provide a designated time during the morning for students to eat their snack, and students may also choose to have a snack after school before participating in Co-Curricular Activities (CCAs). Students are responsible for bringing, managing, and cleaning up their own snacks. To support healthy eating habits, snacks should be nutritious and school-appropriate. Please note the following expectations:

- Students should bring a healthy snack from home each day.
- Candy, chocolate, soda, energy drinks, and other high-sugar treats are not permitted.
- Students are responsible for storing and disposing of snack items and packaging appropriately.
- Due to food allergies and dietary restrictions within our school community, students may not share food or drinks with others.
- Families are encouraged to provide snacks that are easy for students to manage independently, that are not required to be heated at school, and that minimize waste.

2.6 LOST AND FOUND

Lost and Found are collected and typically in or near the cafeteria or the entrances to the playground. Unclaimed items will be donated to charitable organizations.

Section 3: Teaching and Learning in the Lower School

3.1 THE HIS LOWER SCHOOL STANDARDS AND CURRICULUM FRAMEWORK

3.1.1 The Primary Years Programme (PYP)

Hangzhou International School is an authorized IB World School offering the Primary Years Programme (PYP) of the International Baccalaureate (IB). The PYP is an international curriculum framework used at HIS from Early Years to Grade 5. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world beyond.

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

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



Knowledge

The six subject areas identified within the IB Primary Years Programme are:

- Language
- Social Studies
- Mathematics
- Arts
- Science
- Personal, Social, and Physical Education

Learner Profile

The IB Learner Profile attributes are a set of values that shape the culture and ethos of our school. These apply not only to our students, but to our whole school community. The attributes include:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers (Courageous)
- Balanced
- Reflective

Agency

Agency is central to student-centered learning in the PYP. It refers to students having voice, choice, and ownership over their learning. Through agency, students are empowered to:

- Drive their own learning
- Explore areas of interest
- Engage in deeper inquiry
- Take meaningful action—personal, local, and global—appropriate to their age

Approaches to Learning

The Approaches to Learning are a set of interrelated skills that students develop over time. These skills help students take ownership of their learning and are essential for success both in school and life.

The five ATL skill categories are:

1. Self-Management Skills

- Organization
- Managing Self, Time Management, Goal Setting
- States of Mind:
 - Mindfulness
 - Perseverance
 - Emotional Management
 - Self-Motivation
 - Resilience

2. Social Skills

- Intrapersonal:
 - Self-control
 - Emotional Intelligence
- Interpersonal:
 - Respecting Others
 - Supporting Others
 - Social Intelligence
 - Conflict Resolution

3. Communication Skills

- Exchanging Information:
 - Listening

- Interpreting
- Speaking
- Literacy:
 - Reading
 - Writing
- ICT:
 - Media Representation
- Making Informed Choices
- Applying Knowledge in Multiple Contexts
- Reflection:
 - Self-Reflection
 - Metacognition

4. Thinking Skills

- Critical Thinking:
 - Analysis
 - Evaluation
 - Decision-Making
- Creative Thinking:
 - Generating Ideas
 - Considering New Perspectives
- Transfer:

5. Research Skills

- Information Literacy:
 - Formulating and Planning
 - Gathering and Recording
 - Synthesizing and Interpreting
 - Evaluating and Communicating
- Media Literacy:
 - Consuming and Processing Media
 - Considering Online Perspectives
 - Creating Media
- Ethical Use:
 - Understanding Reliability of Sources
 - Using Information Responsibly

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

3.1.2 Curriculum Standards

The HIS curriculum standards have been carefully selected to support the needs of our diverse, multi-national learning community. Standards guide learning in English, Mandarin, Social Studies, Science, Mathematics, the Arts, and Physical Education. They draw on internationally recognized research and best practices from education systems in Australia, China, New Zealand, Singapore, the United Kingdom, Canada, and the United States.

These standards promote essential competencies and dispositions that prepare students for lifelong learning, success in higher education, and participation in a global society.

3.1.3 Learning in Context

Learning at HIS extends beyond the classroom walls. Students engage in a wide variety of interactive experiences both on and off campus that foster critical thinking, intellectual confidence, and curiosity. These experiences support the development of knowledge, logic, inquiry skills, and lifelong learning habits.

The school also takes advantage of the many rich opportunities unique to our international school context and location in China. Field trips, guest speakers, cultural exchanges, service learning, and other authentic experiences help students build meaningful connections with the world around them.

Most importantly, the HIS learning experience aims to nurture a lasting love of learning.

For more information about our Lower School curriculum, visit the “Learn” section of the HIS website.

3.1.4 About Our Library

Lower School students have access to two dedicated library spaces:

ECE Library – Located on the 2nd floor of the ECE building, serving Early Years through Kindergarten students.

Lower School Library – Located on the ground floor of the main school building, serving students in Grades 1–5.

Both libraries offer a rich and diverse collection of fiction and non-fiction books across genres and levels, including board books, picture books, chapter books, and age-appropriate resources supporting all developmental and skill levels of both new and growing readers.

In addition to printed books, students have access to a variety of online research databases, including Encyclopedia Britannica, JSTOR, and more, accessible through the library portal.

The library also features a selection of books in students' home languages to support mother tongue maintenance.

Students use the library to read, research, work independently or collaboratively, and explore ideas and stories in various forms. The school librarian collaborates with teachers to support the Program of Inquiry (POI), independent research projects, and the Grade 5 PYP Exhibition.

Dedicated library lessons help students develop research skills, including the ethical use of sources, digital citizenship, and media literacy.

3.1.5 Borrowing Library Materials

Students may borrow books each week during their scheduled library time or at other times when the library is open. Borrowing limits and duration may vary by grade level.

3.1.6 Library Hours

The HIS Lower School library is generally open on weekdays from 7:45am to 4:30pm. After the 3:00pm dismissal, students may only remain in the library if they are supervised by a parent or guardian.

3.1.7 Library Fees

There are no late fees for overdue books; however, families will be charged the replacement cost for any books that are lost or damaged beyond repair. Please note that report cards or school documents may be withheld until outstanding library charges are cleared.

3.2 TIMETABLE AND SCHOOL DAY

Lower School students participate in Mandarin daily, and Performing Arts, Physical Education (PE) or Rhythm and Movement (students in Early Years – PreK), Art (students in Grades K-5), Design Technology and Library with specialist teachers. Students learn the remainder of the day with their homeroom teachers. Through the use of transdisciplinary learning, relevant concepts and issues are integrated into these diverse and different learning opportunities in order to allow students dive deeper into learned knowledge and make connections to real life.

The HIS Lower School daily schedule is designed to provide a balance of academic, creative, physical, and social learning experiences. Students spend most of their day with their homeroom teachers, and also attend lessons with subject specialists in the following areas:

- Mandarin (daily)
- Performing Arts, Music
- Physical Education (PE) or Rhythm & Movement (for Early Years – PreK)
- Art (Grades K–5)
- Design Technology
- Library

These specialist subjects are integrated into the Program of Inquiry, enabling students to explore transdisciplinary concepts and make authentic connections across subjects and to the real world.

3.3 SPECIALIST AND SINGLE-SUBJECT PROGRAMS

3.3.1 Personal, Social, and Physical Education (PSPE)

The HIS PSPE program uses an inquiry-based approach to promote lifelong health and well-being. Students participate in a variety of games and physical activities in the gym, on the field, and in the swimming pool.

The program focuses on:

- Movement competence
- Active living habits
- Healthy lifestyles
- Teamwork and cooperation
- Strategic thinking
- Spatial awareness
- Physical endurance
- Coordination (locomotion, hand-eye, foot-eye)

Students are encouraged to be inclusive, respectful, and supportive in all physical activities.

Swimming

Swimming is a key component of both the PE and program of learning. All students are expected to participate in swimming, as they would in every subject area. Sometimes there are problems and situations that arise that may impede participation in swimming (e.g., forgotten swim clothing, illness). Please see appendix I for the Swimming Participation Flowchart.

3.3.2 Performing Arts and Music

The Performing Arts and Music program engages students in singing, playing instruments, dancing, composing, improvising, and performing. Students experience music, drama, and dance from a wide range of cultures and traditions.

The program supports:

- Creativity and expression
- Skill development through practice and performance
- Reflection and personal growth

3.3.3 Visual Arts

The Visual Arts program provides opportunities for students to express themselves, explore materials, and solve problems through art. Students engage in concept-based learning and collaborative projects.

In the Early Childhood Education (ECE) years, artistic expression is a central part of demonstrating understanding. As students progress, they continue to explore personal, cultural, and global themes through art.

3.3.4 Design Technology

Design Technology supports the Units of Inquiry by helping students develop their problem-solving, critical thinking, and creativity. Students engage in a design cycle that includes:

- Inquiring and analyzing
- Developing ideas
- Creating solutions

- Evaluating outcomes

This subject fosters innovation and practical application of knowledge across disciplines.

3.4 LANGUAGE LEARNING IN THE LOWER SCHOOL

HIS promotes a rich multilingual environment. English is the primary language of instruction, but students are also supported in learning additional languages and maintaining their mother tongue. Language development is central to international-mindedness and intercultural understanding.

3.4.1 Mandarin Program

The Mandarin Program is aligned, where possible, with the PYP Language Scope and Sequence. Students in Grades 1–5 attend 40-minute Mandarin classes daily. In ECE, Mandarin is integrated into daily classroom routines with the support of bilingual teachers.

The program offers multiple pathways:

- Mandarin Literacy and Language (MLL)
- Mandarin for Speakers of Other Languages (MSOL)

Students are assessed for placement at beginner, intermediate, or advanced levels. All levels focus on listening, speaking, reading, and writing, and are taught through approaches such as:

- Project-based learning
- Storytelling
- Cultural exploration

3.4.2 English as an Additional Language (EAL)

HIS offers in-school support for students whose first language is not English. EAL support is provided through:

- Push-in support within regular classroom learning
- Pull-out small group sessions as needed

The EAL program follows best practices in academic language acquisition, is guided by WIDA's English Language Development Standards, and aligns with IB PYP philosophies.

A one-time EAL support fee is charged upon admission for students requiring English language support.

3.4.3 EAL Program Progression

At the early stages, EAL instruction focuses on helping students adjust to school life by building basic English vocabulary and communication skills. As students gain confidence, they progress to broader academic language development in speaking, listening, reading, and writing.

Students new to English or transferring from non-English-speaking schools are assessed at admission and monitored during their first weeks. Teachers and Student Support Services (SST) work together to evaluate student progress using a variety of tools and assessments.

Regular collaboration between EAL and homeroom teachers ensures that students' learning needs are continually reviewed and supported.

3.5 ASSESSMENT AND REPORTING

Assessment at HIS Lower School is an integral part of the learning process. Teachers use a variety of assessment tools and strategies to gain insight into each student's development, inform instructional planning, provide feedback, and guide students in understanding their learning goals.

We use both formative (ongoing, informal) and summative (formal, evaluative) assessments throughout the year. These assessments support a deeper understanding of student strengths, needs, and progress. They help teachers adjust instruction, personalize learning, and support the development of essential knowledge, skills, and conceptual understanding across subject areas.

In addition to classroom-based assessments, HIS Lower School uses several standardized and school-wide assessments throughout the year to provide data on student growth, guide instructional decisions, and ensure alignment with international benchmarks.

HIS provides families with multiple opportunities to understand and engage with their child's learning journey, including progress reports, semester reports, and parent conferences.

3.5.1 MAP Testing (Grades 2+)

Students in Grades 2–5 take the Measures of Academic Progress (MAP) test twice per year. MAP is a computer-adaptive, standards-based assessment developed by the Northwest Evaluation Association (NWEA) and used in thousands of international schools around the world.

MAP tests assess core academic areas such as Reading, Mathematics, and Language Usage. Because the test adapts to each student's responses, it provides a personalized measure of what a student knows and is ready to learn next.

MAP scores are used by teachers to:

- Identify student strengths and areas for growth
- Track academic growth over time
- Set instructional goals
- Differentiate instruction to meet individual learning needs

While MAP testing begins in Grade 2, results are formally shared with families beginning in Grade 3, once multiple data points are available to show trends and progress trajectories. Teachers may share insights from MAP data in earlier years as part of classroom planning discussions.

3.5.2 Comprehensive Reading Assessments (KG+ when ready)

Reading development is closely monitored through both daily observation and formal assessment.

HIS uses the Fountas & Pinnell Benchmark Assessment System (F&P) at key points in the year to determine a student's independent and instructional reading levels. The assessment includes both running records and comprehension checks to evaluate fluency, decoding, and understanding of text.

Teachers use F&P to:

- Identify each student's current reading level
- Set appropriate reading goals and strategies
- Plan differentiated guided reading groups
- Monitor progress over time

F&P is also used to support regular conversations between teachers, students, and parents about literacy growth and next steps.

3.5.3 QuickWrite Writing Snapshots (Grade 1+)

QuickWrites are short, on-demand, timed writing tasks used at different times throughout the year to monitor students' development as writers. These writing samples are collected under consistent conditions and used as formative checkpoints.

QuickWrites help teachers to:

- Assess students' written expression, structure, and fluency
- Track writing growth over time
- Identify strengths and areas in spelling, grammar, vocabulary, and writing conventions
- Inform writing instruction and intervention

Teachers may also use QuickWrites to reflect with students on how their writing has progressed and how they can continue to improve.

3.5.4 Words Their Way Spelling Inventories (Grade 1+)

To support spelling and phonics instruction, HIS uses Words Their Way inventories several times per year. These diagnostic assessments identify students' developmental spelling stages and patterns.

Words Their Way assessments help teachers:

- Group students according to spelling stages
- Target word study instruction and activities
- Build foundational literacy skills such as phonemic awareness, phonics, and word recognition
- Track progress in spelling and word knowledge over time

This developmental approach ensures students are learning the word patterns and structures most relevant to their current stage of literacy development.

3.5.5 Assessment in the Early Childhood Years (ECE)

Assessment in the Early Years, Pre-Kindergarten, and Kindergarten at HIS reflects our play-based, inquiry-driven learning model. At this developmental stage, young children learn through exploration, social interaction, and hands-on experiences. As such, assessment focuses on understanding each child's individual development rather than measuring achievement against fixed academic benchmarks.

Teachers in ECE use a variety of authentic and developmentally appropriate strategies to observe and document learning. These approaches help build a comprehensive picture of each child's progress across physical, social-emotional, cognitive, and language domains.

Key Assessment Methods in ECE:

- **Ongoing Observations:**
Teachers carefully observe students during play, routines, and structured experiences. These observations provide insights into how children approach learning, problem-solve, interact with peers, express themselves, and explore their environment.
- **Anecdotal Records and Learning Stories:**
Teachers document meaningful moments of learning in written or visual form. These stories often include student voice, photographs, or samples of student work, highlighting progress and connections to developmental milestones.
- **Developmental Skills Checklists:**
Teachers use developmental checklists aligned with learning goals to track student growth in areas such as fine and gross motor skills, social interaction, communication, self-help

skills, and early literacy and numeracy concepts. These tools help ensure that developmental needs are being met and guide planning for next steps.

- **One-on-One Interactions:**
Teachers regularly engage in intentional, individual interactions with students. These might include short assessments of specific skills (e.g., name writing, counting, identifying letters or shapes), informal interviews, or scaffolded learning conversations to assess understanding and language development.
- **Portfolios of Learning:**
Student portfolios include samples of work, photographs, teacher reflections, and student voice. Portfolios showcase learning over time and support reflection with children and families.
- **Collaborative Teacher Discussions:**
ECE teachers meet regularly to discuss observations, share insights, and reflect on student progress to ensure a consistent and holistic understanding of each child.

Assessment in ECE is ongoing, flexible, and child-centered, allowing teachers to respond to the unique pace and style of each learner. Rather than focusing on right or wrong answers, the goal is to capture how students are developing their sense of self, curiosity, confidence, and foundational skills for lifelong learning.

All of this information is used to inform daily planning, differentiate learning experiences, and guide conversations with families during parent-teacher and student-led conferences. Through this approach, HIS ensures that our youngest learners are supported in their growth while preserving the joy and purpose of early childhood.

3.5.6 Parent-Teacher Conferences

Parent–teacher conferences are held in the first semester and serve as an important opportunity for parents to engage in their child’s learning.

During these conferences, teachers share insights into student progress, classroom participation, and areas for growth. Conferences also provide a chance for parents and teachers to ask questions, share concerns, and work together to support the child’s academic and social development.

An additional informal opportunity to meet your child’s teacher is available at the beginning of the school year.

3.5.7 Student-Led Conferences

Student-led conferences are held in the second semester and provide students the opportunity to take ownership of their learning by sharing it directly with their parents.

During these conferences, students:

- Reflect on their learning progress
- Showcase selected work and portfolios
- Demonstrate knowledge, skills, and conceptual understanding
- Set future learning goals

This experience helps students build confidence, develop metacognitive skills, and celebrate personal growth.

3.5.8 Progress and Summative Reports

At Hangzhou International School, we believe that assessment and reporting are essential tools in understanding, supporting, and communicating student growth. Our reporting process is designed to provide clear, consistent, and meaningful insights into student learning across the academic year, reflecting the values of the IB Primary Years Programme (PYP).

The HIS school year is divided into two semesters, and student progress is formally documented at four key reporting points:

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

These reports serve as both snapshots of learning and communication tools, offering parents and guardians a window into their child's academic, social, and personal development over time.

3.5.9 Purpose of Reports

Reports provide families with:

- An overview of student learning and development
- Feedback on progress toward current learning goals
- Observations of behavior, work habits, and attitudes toward learning
- Insights into student participation and engagement across subject areas

The mid-semester progress reports are designed to give a general overview of the child's development at that point in the school year, including emerging strengths and areas to focus on. The semester reports are more comprehensive and evaluative, offering a fuller summary of progress and achievement.

These reporting points complement other forms of communication such as parent-teacher conferences and student-led conferences, providing a fuller picture of each child's learning journey.

3.5.10 Developmental Assessment Scale

For students in Kindergarten through Grade 5, HIS uses a developmental descriptor scale to measure progress in key learning areas. This scale reflects where a student is in their learning journey at the time of reporting—not a fixed grade or comparison to peers.

The scale is as follows:

- 1 – Not Yet Evident
- 2 – Beginning
- 3 – Developing
- 4 – Meeting (grade-level expectations)
- 5 – Mastering (working beyond expectations)

These descriptors help teachers and families understand a student's current phase of development and areas that may require additional focus or support. For students in Early Years and Pre-Kindergarten, descriptions of progress and attainment are provided through narrative feedback.

3.5.11 Participation in Specialist Classes

For single-subject classes (e.g. Mandarin, Music, PE, Visual Arts, Design), teachers report on the general skills, concepts, and understandings being explored, as well as student participation.

Participation is reported using the following scale:

- C – Consistently participated in activities

S – Sometimes participated in activities

R – Rarely participated in activities

N/E – No Evidence of participation

This allows teachers to communicate how actively students are engaging in specialist subjects, which often occur once or twice a week.

Additional Notes

Students must attend school for a sufficient portion of the reporting period in order to be evaluated. If a student is absent for an extended time, their report may be marked as partial or deferred.

Should parents have questions or seek clarification after receiving a report, they are encouraged to reach out to their child’s teachers or divisional leadership to discuss the feedback in more detail.

3.6 LEARNING RESOURCES: TECHNOLOGY, TEXTS AND MATERIALS

Students at HIS use a variety of learning resources throughout the year, including books, digital tools, classroom materials, and technology. These resources are essential for supporting inquiry, research, creativity, and communication.

All materials provided by the school—whether physical or digital—are considered a shared responsibility. Students are expected to treat them with care and respect. Resources are checked out in the student’s name, and any lost or damaged items must be replaced or paid for. School records (e.g., progress reports or transcripts) may be withheld until outstanding charges are resolved.

3.6.1 Responsible Use of Technology and Digital Citizenship

Technology plays an important role in student learning at HIS. With access to devices, online tools, and the school’s network comes the responsibility to use them appropriately and ethically.

Students must:

- Respect the privacy and property of others, including personal work, files, passwords, and software.
- Keep their passwords private and update them regularly to ensure security.
- Use the internet and school network responsibly, avoiding activities that misrepresent themselves or others, or the HIS community.
- Avoid downloading or streaming media that slows down network performance and negatively impacts learning for others.

Students are expected to follow the principles of digital citizenship, including honesty, respect, and responsibility in all online interactions.

3.6.2 Screen Time

At HIS, we work to be thoughtful and intentional about how screens are used in the Lower School. Typically, screen time often falls into these areas:

- educational technology used for learning
- smartphones and social media
- screen-based entertainment

These are meaningfully different. In our classrooms, screens are used as a supplement to high-quality teaching. But never as a replacement for it. When a student uses a device at school, it is in service of a specific learning purpose (e.g., practicing a reading skill, collaborating on a project, accessing content tailored to their level, adding to their portfolio). Screen use at school should be purposeful, balanced, and paired with strong in-person teaching and genuine human interaction.

At home, the situation and circumstances are somewhat different. Screens are not inherently harmful, and there are benefits. As examples, children can explore creative tools, connect with family across distances, access educational content, and develop familiarity with technology they will use throughout their lives. The concern comes when screen use becomes excessive, passive, or displaces other important activities. Too much recreational screen time has been linked to disrupted sleep, reduced physical activity, shorter attention spans, and difficulties with self-regulation. These are many of the same challenges we observe in the classroom. The type of content matters. A child video-calling a grandparent or working through a logic puzzle is having a very different experience from one passively scrolling through algorithmically-generated videos.

When working to find a healthier balance at home, consider:

- Setting clear and consistent daily limits (and applying them the same way every day) tends to work better than responding case by case.
- Keeping screens out of bedrooms, especially at night, protects sleep.
- Watching or playing alongside your child occasionally gives you a clearer picture of what they are engaging with and opens the door for conversation.
- Replacing screen time with alternatives rather than simply removing it (e.g., outdoor play, reading, cooking together, building things) makes the transition easier for children and reduces conflict.
- Modelling balanced use yourself sends a powerful message; children are highly attuned to how the adults around them relate to their own devices.

3.6.3 Cyberbullying and Misuse of Technology

Tampering with technology or participating in cyberbullying is strictly prohibited and considered a serious offence. This includes actions such as:

- Accessing or modifying someone else's device or files
- Sending inappropriate or harmful messages
- Posting offensive or damaging material online
- Impersonating others digitally
- Sharing private information or images without permission

Such behavior undermines our school values and can cause harm to others. Students who engage in these actions will face disciplinary consequences, which may include (but are not limited to):

- A formal parent meeting
- Activation of parental controls on school or personal devices
- Temporary or permanent loss of access to the HIS network
- Complete loss of access to school technology

All students and families should be aware that use of the HIS network and digital communication systems is monitored. The school reserves the right to access and review any use of its systems at any time to maintain a safe, secure, and respectful learning environment.

Cyberbullying is defined by the Center for Safe and Responsible Use of the Internet as:

“...being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the Internet or other digital technologies. It includes direct harassment and indirect activities that damage the reputation or relationships of the

person targeted—such as posting harmful content, impersonation, revealing private information, or social exclusion.”

HIS promotes a safe and supportive digital environment and educates students on responsible technology use through classroom instruction and digital citizenship lessons.

3.6.4 Textbooks, Library Books, and School Supplies

Students are provided with textbooks, library books, and other learning materials on a loan basis. These items must be:

- Returned on time
- Kept in good condition (normal wear is expected)
- Replaced or paid for if lost or damaged

Each item is checked out in the student’s name and recorded in the Oliver library system, which both students and parents can access to monitor borrowed materials.

If materials are not returned or fines remain unpaid, the school may temporarily withhold the student’s progress reports, report cards, or transcripts until the issue is resolved.

Students are encouraged to:

- Keep track of their books and supplies
- Avoid mixing up items with classmates
- Label personal items clearly

In addition to school-issued resources, students may be asked to bring or replace basic classroom supplies (e.g., pencils, erasers, notebooks, folders). Homeroom teachers will communicate any required materials at the beginning of the school year or as needed.

3.7 HOME LEARNING

At Hangzhou International School, we believe that home learning should be purposeful, manageable, and developmentally appropriate. In alignment with research and international best practice, HIS does not promote homework for its own sake, especially in the early years of primary school.

Evidence shows that the impact of traditional homework on academic achievement in primary-aged children is limited. However, when designed intentionally, home learning can support key habits of mind, strengthen the home–school connection, and foster a love of reading and inquiry beyond the classroom.

We aim for home learning to:

- Reinforce key learning concepts through practice or reflection
- Provide meaningful extensions of classroom experiences
- Encourage independent exploration of interests and passions
- Support the development of responsibility, organization, and self-management skills

We also recognize the importance of family time, rest, play, and extracurricular involvement, which are essential for a child’s wellbeing and personal development. Therefore, HIS takes a balanced approach to homework, ensuring that time at home supports—not competes with—a child’s growth.

3.7.1 Home Learning Guidelines (by Grade Level)

Grade Level	Daily Time Guideline	Key Focus
Early Years & Pre-K	No formal homework	Parents read aloud daily in any language; encourage play, exploration, and oral language development
Kindergarten	Home reading (10–15 mins)	Parents read aloud daily in any language; occasional small inquiry activities or games
Grade 1	Up to 15 minutes	Independent reading; optional reflection tasks or creative work; parents encouraged to read aloud in any language
Grade 2	Up to 20 minutes	Reading, light skills practice; inquiry follow-up; reading aloud by parents in any language
Grade 3	Up to 30 minutes	Reading, inquiry-based follow-up, occasional writing or math practice
Grade 4	Up to 40 minutes	Increased independence; reading, projects, skill-building activities, personal research
Grade 5	Up to 50 minutes	Reading, reflection, project work, preparation for PYP Exhibition; balanced time management encouraged

Reading is the most consistent and encouraged element of home learning across all grade levels. Students are expected to read every evening, and parents are encouraged to support reading for pleasure in the language of their choice.

3.7.2 Homework Philosophy and Practice

All home learning at HIS should:

- Be directly connected to classroom learning or student interests
- Be engaging and developmentally appropriate
- Be designed to be completed independently by the student, with options for differentiation if needed
- Offer occasional opportunities for family involvement (e.g. interviews, shared reading, games), but not require parents to complete the task
- Be stopped by the parent if it exceeds a reasonable amount of effort, stress, or time for the child

We strongly **discourage**:

- Rote, repetitive tasks with no meaningful connection to learning
- Assignments that prioritize quantity over quality
- Weekend homework (except optional long-term projects or reading)

Mandarin homework, when assigned, is limited to a maximum of 30 minutes per day and should follow completion of English home learning. Parents who wish their child to spend more time on Mandarin may do so at their discretion, but it is not expected by the school.

3.7.3 If Home Learning Becomes a Concern

Home learning should not be a source of significant stress for students or families. If a child consistently:

- Spends far more or far less time than the suggested amount,
- Reports having “no homework” across multiple subjects,
- Or struggles to complete tasks independently,

...we encourage parents to communicate directly with the homeroom teacher to clarify expectations and ensure appropriate support or adjustments can be made.

3.7.4 Homework and Absences

If a student will be absent for family reasons or school-related activities, they are encouraged to speak with their teacher in advance to stay aligned with classroom learning. Teachers are not expected to create full make-up programs for short absences.

In the case of extended absences due to illness or other approved reasons, teachers will provide appropriate support to help students reintegrate into the learning program. This may include adapted learning tasks, digital support, or individual check-ins after their return.

3.8 STUDENT SUPPORT SERVICES

3.8.1 Counseling Services

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

3.8.2 Learning Support and Positive Behavior Support

Students experiencing academic difficulties may receive intervention support as a way of learning support. Support through an intervention means that the student will receive short-term supplemental instruction to build a skill to help make progress. Any student who is experiencing extended academic or behavioral difficulties may be placed on probation, which mandates extra study sessions and other strategies to assist students and may need additional supports that could also include extra fees.

Counseling is available at school to assist students in need of behavioral, emotional, or social support. Common issues students and their parents seek help for include conflict resolution, peer problems, transitional struggles, study and organizational skill, conflicts at home, and crisis or grief response. HIS counseling services are meant to provide short-term support focused on immediate improvement. If extended support is needed, or services cannot adequately be provided at school, the counselor will assist the family in locating appropriate help within China.

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

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

3.8.3 Student Support Services (SSS)

At Hangzhou International School, we are committed to nurturing an inclusive, supportive learning environment where every student has the opportunity to grow and succeed. Our Student Support Services (SST) team provides a comprehensive range of academic, behavioral, social-emotional, and therapeutic supports tailored to the unique needs of individual learners.

The SST framework is designed to be flexible and responsive. Whether a student is facing challenges related to learning, emotional regulation, or transitions, our team works collaboratively with families, teachers, and external providers to ensure that support is proactive, targeted, and aligned with the whole child.

3.8.4 Learning Support and Academic Intervention

Students experiencing academic challenges may receive short-term intervention support or more sustained, individualized support based on need.

- Intervention support typically addresses specific skills or learning gaps and is provided in small group or one-on-one settings. These short-term interventions aim to help students close gaps and make progress toward classroom learning goals.
- For students requiring ongoing support due to diagnosed or persistent learning difficulties, developmental delays, or cognitive challenges, a more structured support plan is developed and maintained by the SST team.

Students may receive:

- Push-in or pull-out learning support sessions with a Student Support Teacher
- Individualized learning plans (e.g. ILPs or SSPs) based on needs and goals
- Differentiated instruction and modified tasks coordinated with homeroom teachers
- Regular assessment and progress tracking

These services require additional staffing, materials, and coordination. Therefore, an annual student support fee is applied to students receiving ongoing, individualized support. Fees vary depending on the level of service and are communicated in advance to families.

3.8.5 Behavioral and Emotional Support

Students who demonstrate ongoing behavioral or emotional needs are supported through a collaborative and positive behavior support approach. Support may include:

- Individual counselling sessions
- Behavior plans or contracts
- Self-regulation strategies and coaching
- Increased home-school communication
- Involvement of the divisional leadership team and SST case managers

In cases where a student's behavior impacts their learning or the safety of others, the SST team works with families and staff to develop and implement a Behavior Intervention Plan (BIP). These plans are monitored regularly and adjusted as needed to promote student success.

3.8.6 School Counselling Services

HIS provides social and emotional counselling services through a comprehensive counselling model. Services include:

- Whole-class lessons on emotional regulation, friendships, and social skills
- Small group sessions focused on shared needs (e.g. social skills, transitions, emotion management)
- Short-term individual counselling for specific concerns

Students may be referred for counselling support by parents, teachers, or themselves. Common topics include:

- Peer and friendship issues
- Adjustment to transitions
- Conflict resolution

- Grief or family changes
- Emotional self-awareness and stress management

When more extended or intensive support is required, our school counsellors will work with families to connect them with qualified external providers in the Hangzhou area.

3.8.7 External Specialists and Therapeutic Support

HIS maintains working relationships with external therapists and professionals to support students requiring services beyond what the school can provide directly.

This may include:

- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology and Assessments
- Behavior Therapy

In cases where students are receiving support from an external specialist, the SST team can assist with coordination of care, information sharing, and classroom accommodations.

3.8.8 Case Management and Fees

Students receiving regular learning or behavioral support services are assigned a case manager from the SST team who:

- Leads the development and monitoring of individualized plans
- Coordinates support meetings and progress reviews
- Communicates with families and relevant staff
- Documents interventions and growth over time

Providing this level of personalized and multi-disciplinary support requires significant resources, time, and coordination. For this reason, HIS charges:

- A one-time English as an Additional Language (EAL) support fee at the time of admission (see Section 3.4)
- An annual learning support fee for students requiring sustained or high-frequency support based on the level of need

Fees help cover the cost of:

- Specialist staffing and smaller teacher-to-student ratios
- Time spent on case management, planning, and documentation
- Customized materials and assessments
- Collaboration with internal and external specialists

3.8.9 Identification and Admission

Students who may require academic, social-emotional, or behavioral support are identified through:

- Teacher observations and classroom performance
- Formal assessments
- Parent input
- SST screening tools or admissions processes

Following identification, the SST team collaborates with families and school leadership to determine the appropriate support pathway. Enrollment may be conditional based on the student's level of need relative to the school's capacity to support them effectively.

3.8.10 Our Commitment

HIS is proud to be an inclusive IB World School that values diversity and supports each student's individual path to success. We view learning support and counselling not as interventions for a few, but as essential pillars of a caring, responsive, and thriving school community.

We believe that all students can succeed with the right support—and we are committed to walking alongside families and students every step of the way.

For questions about Student Support Services, please contact the Lower School Principal or the SST Coordinator.

3.9 ASSEMBLIES

In the Lower School at Hangzhou International School, assemblies are an important part of our learning community, providing students with meaningful opportunities to develop confidence, communication skills, and a sense of belonging.

Each class in Kindergarten to Grade 5 participates in a student-led assembly once per semester. Assemblies are designed to:

- Celebrate student learning from their units of inquiry or specialist subjects
- Provide students with the opportunity to reflect, consolidate, and re-engage with their learning in new ways
- Encourage students to demonstrate key IB Learner Profile attributes such as being a communicator, reflective, courageous, and principled

For EY and PreK students, they will usually prepare an end-of-year assembly performance; however, smaller performance events might take place throughout the year.

Assemblies are not intended to be elaborate performances or theatrical productions. While elements of drama, music, or movement may be included, the core purpose is to share the learning process in authentic, age-appropriate ways that reflect what students have explored in the classroom.

Every student is given the opportunity to be seen and heard, and we value assemblies as a platform for all students to participate, regardless of personality or performance ability.

Parents Are Welcome (though not always invited)

Although the primary audience for assemblies is the student body, parents and caregivers are welcomed to attend. Due to the nature of some assemblies, parents might be specifically invited or encouraged to attend. Assemblies are a wonderful opportunity to:

- See your child in a leadership or speaking role
- Gain insight into what your child has been learning
- Celebrate the progress and creativity of all students in the class

Assemblies typically run between 15 to 30 minutes, depending on the age and readiness of the students. Some assemblies may be followed by additional time in the classroom for a more informal showcase of learning.

Through their participation in assemblies, students build important life skills and develop confidence in speaking and presenting in front of others—an experience that contributes to their overall growth as empowered, capable learners.

3.10 CO-CURRICULAR ACTIVITIES AND ATHLETICS

In addition to the academic program, HIS also runs a comprehensive activities program for all students in Kindergarten-Grade 5. These activities allow students to explore their strengths outside of the main curriculum and provide opportunities for team building and leadership. In the Lower School, students can choose from activities with an academic, artistic, or health/wellness focus. An HIS Activities Handbook will be sent out at the beginning of each Co-Curricular Activities session.

3.11 CLASSROOM BIRTHDAY CELEBRATIONS AND CLASS PARTIES

Birthday parties are generally not held in class or during school hours. Invitations to private birthday parties may be distributed at school only if all children in the class are to be invited. The giving of gifts is prohibited, including goodie-bags or party favors. Birthday cakes should not be brought to school. Teachers however can celebrate your child's special day around class events to make your child feel special on their special day.

3.12 TUTORING

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

3.13 FIELD TRIPS

Field trips are a valued part of the learning experience at Hangzhou International School. These excursions provide students with opportunities to deepen their understanding of curricular content, engage with the world beyond the classroom, and connect with the cultural and geographical richness of China.

Any off-campus, school-sponsored activity involving students is considered a field trip, and student safety is a top priority at every stage of planning and implementation.

Purpose and Curriculum Connections

All field trips are directly linked to grade-level or subject learning goals. They are carefully chosen to provide real-world experiences that enhance classroom inquiry and promote engagement, reflection, and critical thinking.

Expenses and Transportation

- The school provides transportation for approved local field trips within the greater Hangzhou area.
- Meals are generally provided by the school cafeteria; however, there may be occasions when students are asked to bring their own lunch or snack.
- Parents may be asked to support costs related to entry fees, activity charges, or special materials required for a trip.
- Costs are kept to a minimum and communicated in advance by the teacher or grade-level team.

Participation

Participation in field trips is considered a regular part of the school program. All students in the class or grade level are expected to attend.

- In most cases, alternate activities will not be provided for students who do not participate.
- If a student is unable to attend due to illness or exceptional circumstances, parents should notify the school in advance.

Parent Permission

Before each trip, parents will receive a field trip notice from the teacher or grade-level coordinator. This communication will include:

- The purpose and connection to the curriculum
- Trip details (location, date, time, transportation, special instructions)
- A permission form, which must be signed and returned to school in order for the student to attend

Students must wear the school uniform on all field trips unless otherwise indicated on the permission form.

All HIS behavior expectations and school policies apply during field trips. Students are expected to conduct themselves responsibly and respectfully throughout the outing.

Parent Volunteers

Field trips may require parent volunteers to help supervise and support the experience. If adult-to-student ratios require additional supervision, teachers may invite parents to participate. Mandarin-speaking parents are especially encouraged to volunteer when needed.

To participate as a volunteer, parents will be asked to sign a Field Trip Code of Conduct outlining expectations for supervision, safety, and respectful conduct.

In certain cases, based on individual student needs or safety considerations, a parent may be asked to accompany their child on a field trip following consultation with school administration.

Parent Pick-Up from Field Trip Sites

If a parent is attending a field trip and wishes to take their child home directly from the venue, the following procedure must be followed:

- The parent must speak directly to the homeroom teacher before leaving the field trip site with the child.
- This ensures student safety and accurate attendance tracking.

Field trips are a powerful way to extend learning beyond the classroom. With thoughtful preparation, family partnership, and clear expectations, they provide memorable and meaningful experiences for all HIS students.

3.14 HIS ACADEMIC HONESTY/HONOR CODE

At Hangzhou International School, we believe that academic honesty is a fundamental part of developing principled, responsible learners. From the early years onward, students are supported to understand what it means to be honest in their learning, to value their own ideas, and to respect the work of others.

The goal in the Lower School is to teach students what academic honesty looks like and why it matters, rather than to simply punish mistakes. Our focus is on helping students learn how

to do the right thing and to develop the skills they need to complete work independently and with integrity.

What Is Academic Honesty?

Academic honesty means:

- Doing your own work
- Giving credit to others for their ideas
- Asking for help when needed—but not having someone else do the work for you
- Using tools and resources responsibly

Plagiarism—presenting someone else’s words, ideas, or work as your own—is one form of academic dishonesty. In Lower School, students learn what plagiarism is, how to avoid it, and how to acknowledge sources in developmentally appropriate ways.

When Is Help Okay?

Students may receive support from parents, peers, or tutors to understand instructions, clarify thinking, or learn strategies. However, students should always be able to:

- Complete the final work on their own
- Explain how they arrived at their answer or thinking
- Demonstrate the skill or understanding independently

We encourage students to seek help from teachers when they are unsure or confused, and we promote a learning culture where questions are welcomed and mistakes are part of growth.

Independent Work

Most assessments—including tests, quizzes, and written assignments—are intended to be completed independently unless stated otherwise by the teacher. Students are expected to do their own thinking and to only include ideas from others if they are properly cited or acknowledged, according to age-appropriate expectations taught in class.

Examples of academic dishonesty include:

- Copying another student’s work
- Allowing someone to copy your work
- Using internet content or books without citing the source
- Submitting work written by someone else (including a parent, sibling, or AI tool)

Giving your work to another student and later claiming you didn’t expect them to copy it is also considered academic dishonesty.

The HIS Honor Code

I understand that copying someone else’s work and presenting it as my own is dishonest. I will do my best to complete my work independently, ask for help when I need it, and be honest about where my ideas come from. If I see academic dishonesty, I will speak to a teacher. Whether I copy work, allow my work to be copied, or ignore dishonesty in others, I am responsible for my choices.

This Honor Code is introduced to students in an age-appropriate way and is reinforced by teachers across subjects.

Consequences

At HIS, we treat academic dishonesty seriously. If a student is found to have been dishonest, the following may occur depending on the age of the student and the severity or frequency of the situation:

- A conversation with the student to clarify expectations and support learning
- The assignment may be rejected or required to be redone
- Parents will be notified
- A record may be kept by the teacher or school administration
- In more serious or repeated cases:
 - Loss of eligibility for honors or awards
 - In-school consequences, such as suspension
 - Ongoing academic monitoring or probation
 - In extreme or repeated cases, withdrawal from HIS may be considered

Students are reminded that using tools such as AI (Artificial Intelligence) to generate written content or complete assignments is also considered academic dishonesty unless it is explicitly permitted by the teacher for a specific task.

Our Commitment

We are committed to helping all students:

- Develop a strong sense of integrity
- Understand the value of their own thinking
- Respect the work of others
- Grow into principled and reflective learners

Academic honesty is not just about schoolwork—it's about character. We appreciate the partnership of families in supporting this important part of student development.

Section 4: Admissions, Placement and Attendance Policies

4.1 ADMISSIONS

Admission and continued enrollment at Hangzhou International School (HIS) are determined by the school's admissions policy and are overseen by the Director of Admissions and the relevant school principals. Admission criteria may evolve from year to year in line with HIS policy and operational capacity.

For inquiries regarding admissions, please contact the Admissions Office at admissions@hisdragons.org.cn.

4.1.1 Admissions Criteria

Students are eligible for admission based on the following conditions:

- The school has the capacity and resources to meet the student's learning and support needs.
- The student demonstrates potential to benefit from the educational services provided.
- The student and family can meet the attendance, behavior, medical, and financial requirements of the school.

4.1.2 Legal Eligibility to Attend

HIS operates in accordance with the laws of the People's Republic of China and the regulations of the Ministry of Education. International schools in China are permitted to enroll children of foreign nationals temporarily residing in the country. All students must present a valid foreign passport and visa at the time of registration. Photocopies of these documents are kept on file in compliance with local regulations.

4.1.3 Class Placement

Students are placed in a grade level based on their chronological age and previous academic experience. While parent input is taken under advisement, final placement is at the discretion of the school administration. Decisions are made in the best interest of the child and the class cohort.

Support needs, such as English language development, are identified during the admissions process. A one-time English as an Additional Language (EAL) support fee will be charged for students requiring EAL services.

4.1.4 No Parent Requests Allowed for Specific Class Placements or Teacher Selections

At HIS, we take the process of class placements and teacher assignments very seriously. Our primary goal is to ensure that each student is placed in an environment that supports their social, emotional, and academic growth. We strive to create balanced and inclusive classes, where every child has the opportunity to thrive.

To maintain the integrity and fairness of the placement process, we kindly ask that parents refrain from submitting specific requests for particular teachers or classmates. While we understand the desire to ensure the best fit for your child, accommodating individual requests can disrupt the overall balance of the classes. Changes made for one student often require adjustments for many others, and we are committed to ensuring that all class groupings remain fair and balanced.

However, we recognize that parents have valuable insights into their children’s learning needs and preferences. If you believe there are important factors about your child’s learning environment that we should consider—such as specific needs for support or certain teacher qualities—you are welcome to share this information. We ask that these comments be kept brief and focused on the learning environment rather than on specific teachers or classmates. Please note that while we welcome this input, we cannot guarantee that every request can be accommodated. As a reminder, we cannot accept requests for children to be placed with specific peers.

Class placements are determined through a collaborative process involving teachers and staff, considering a variety of factors such as academic needs, social-emotional development, peer interactions, language support, and class balance. As students join or leave throughout the year, we continue to refine the class groupings to ensure they remain balanced. Teacher assignments are made after the class groups are finalized, not the other way around.

We trust in the expertise of our educators, who bring years of experience and a deep commitment to supporting the best outcomes for all students. We ask for your confidence in this process and your understanding that the decisions made are for the benefit of both your child and the school community as a whole.

4.1.5 Retention, Promotion, and Dismissal

HIS strives to keep students with their age-appropriate cohort whenever possible. Promotion, retention, or dismissal of students are rare and only occur due to extraordinary circumstances. Decisions regarding these options are made by administration, in consultation with teachers, the Admissions Office, parents, and the Student Support Team.

- Retention is considered when academic, social, or emotional maturity suggests that repeating a year would be in the best interest of the child.
- Dismissal from HIS may occur if the student is unable to meet behavioral, academic, or attendance expectations, and the school can no longer provide adequate support.
- In some cases, recommendations from the school are made to parents, who may ultimately decide whether to accept or decline them. Conditional reenrollment may apply.

4.1.6 Withdrawal from HIS

When a student plans to leave HIS, families are asked to inform the office as early as possible. This allows the school to prepare necessary withdrawal documents.

Before documents can be released:

- A Withdrawal Form must be completed
- All school materials (e.g., books, devices) must be returned
- Outstanding fees must be settled
- A forwarding address or school contact must be provided

Students who withdraw within three weeks of a scheduled report card release will not receive an early report. The regular report will be forwarded after issuance. Students who leave more than three weeks before a report card is issued may receive an interim progress report.

4.1.7 Tuition and Fees

Tuition and associated fees fund all operational, instructional, and capital expenditures at HIS, including staff salaries, learning resources, technology, building maintenance, and more.

- All fees must be paid in full before a student may begin classes.
- Additional fees (e.g. for EAL, student support services, field trips, etc.) may apply.
- Annual tuition schedules and refund policies are shared through the Admissions Office and governed by current Board policy.

For full details, contact the Admissions Office.

4.2 STUDENT ATTENDANCE

HIS views regular attendance and punctuality as essential to student progress, well-being, and academic success. Attendance also helps establish lifelong habits of responsibility and commitment.

Students are expected to:

- Attend school on time and every day
- Arrive prepared and ready to learn
- Participate fully in all scheduled learning and school activities

Missing more than 20 academic days in a year (10 per semester) puts a student into academic risk where the school can make the decision to de-enroll students or consider grounds for retention when there has been significant academic impact that threatens a student’s ability to be successful in the following grade level.

4.2.1 Attendance Records, Absences, and Tardies

Teachers maintain daily attendance records. Students arriving after 8:00am must report to the front office to receive a late slip before going to class.

- Excused tardiness (e.g., HIS bus delays) will not be penalized.
- Unexcused tardiness may result in follow-up from the school if it becomes a pattern.

Reporting Absences:

- Parents must email the Lower School secretaries on the first day and each subsequent day of an absence.
 - Grades 1–5: Flora Li, florali@hisdragons.org.cn
 - Early Years–Kindergarten: Lily Fan, lilyfan@hisdragons.org.cn
- Alternatively, parents can log into the Toddle Family app (or <https://web.toddleapp.cn>), and provide updates and information about past, current, or upcoming absences.

If no contact is made or information is given (to secretaries or on Toddle), the absence will be recorded as unexcused.

Excused Absences Include:

- Illness
- Medical emergencies
- Serious illness or bereavement in the family
- Pre-approved family obligations (at the school’s discretion)

Excused absences are counted on a student’s records as part of total absences away from school. Being “Excused” only indicates that a verifiable and appropriate/unavoidable reason has been provided. When no appropriate reason exists, then that absence is deemed “Unexcused”.

Students returning after an absence are expected to:

- Follow up with teachers to catch up on missed work
- Be prepared for assessments or class tasks that may have been missed

Teachers are not expected to prepare extensive make-up assignments for short absences. For extended absences (e.g., serious illness, quarantine), the school will provide supportive learning options and coordinate with families.

4.2.2 Mid-Day Arrivals and Early Departures

- Students arriving after 8:15am must report to the front office.

- Students may not leave school early without written permission from a parent or a direct message to the Lower School office.

If an unplanned early departure is needed, the parent must report to the front office. The school will coordinate the safe release of the student.

4.2.3 Activities and Attendance

To ensure student well-being, participation in after-school Co-Curricular Activities (CCAs) may be restricted when a student:

- Is absent due to illness on the same day
- Leaves school early due to illness
- Has an unexcused absence during the school day

Participation in major events or special activities may be reviewed by administration and supervisors on a case-by-case basis.

Section 5: Behavior, Culture, Expectations, and Child Protection

At Hangzhou International School (HIS), we strive to foster an environment where students feel safe, valued, and empowered to grow intellectually, socially, and emotionally. Our commitment to nurturing a respectful and inclusive school culture is rooted in the HIS mission and aligned with the principles of the IB Primary Years Programme (PYP). In the Lower School, we intentionally promote positive behaviors, set clear expectations, and respond supportively when challenges arise.

5.1 POSITIVE CULTURE DEVELOPMENT IN THE LOWER SCHOOL

A positive school culture is essential to student success. At HIS, we create this culture through:

- The consistent promotion of the IB Learner Profile Attributes
- The intentional development of school-wide routines, shared expectations, and respectful behaviors
- Student voice and leadership in shaping the learning environment
- A focus on wellbeing, collaboration, and social-emotional learning

We believe that all students can demonstrate the following, in age-appropriate and developmentally responsive ways:

Effective Communication

Students develop verbal, non-verbal, written, and creative communication skills:

- I listen actively and watch carefully to understand others.
- I speak clearly and confidently to share my ideas.
- I express myself through art, music, and movement.

High-Level Thinking

Students are encouraged to think critically and creatively:

- I evaluate ideas, make decisions, and solve problems.
- I explore topics with curiosity and generate new ideas.

Strong Knowledge Foundations

Students build skills in academic, artistic, physical, and technological areas:

- I grow my abilities in reading, writing, maths, the arts, PE, and digital learning.

Positive Behaviors and Learning Approaches

Students develop responsibility and productive habits:

- I set goals and reflect on my progress.
- I collaborate with others and stay organized.
- I take pride in my work and learning journey.

International Mindedness and Community Appreciation

Students learn to care for others and contribute meaningfully:

- I am a good friend and a helpful community member.
- I understand I can make a difference in the world.

5.1.1 The PYP Learner Profile in Action

The Learner Profile attributes are integrated throughout the school day and guide student behavior and choices. These attributes — including being caring, open-minded, principled, and reflective — provide a framework for how we interact, solve problems, and grow as learners and people.

5.1.2 Structures, Routines and Expectations

Faculty and students co-create expectations and daily routines that promote consistency, responsibility, and belonging. These shared agreements provide clarity on how we learn and live together at school. Students are given opportunities to lead, contribute to their class agreements, and reflect on their behaviors and impact.

5.1.3 Bullying

HIS defines bullying as student behavior that includes elements of being targeted, one-sided, malicious and intentionally repeated towards another student or students. Forms of bullying include, but are not limited to, physically hurting another person, social exclusion, name-calling, gossip and rumors, stealing or breaking other's property and harassment based on gender, ethnicity, race, etc. These are forms of bullying whether they occur in person or on digital platforms.

Any confirmed offence will result in disciplinary consequences, which may include suspension and/or eventual expulsion from the school. There is no excuse for intimidating or harassing another person.

How do we counter bullying?

It is only realistic to recognize that bullying behavior can find its way into any community at any time. It is therefore all the more important that we should affirm that we believe that:

- Everyone's individuality should be valued and respected.
- Everyone has a right to live free from fear and intimidation.
- Bullying should not be tolerated.
- In order to ensure that no one should suffer in this way, communication between students and staff (both academic and non-academic) is critically important. Everyone has a responsibility to ensure that no one engages in bullying behavior.
- If you, or someone you know, is suffering in this way, please report this to any teacher, counsellor, or administrator.
- An account will be kept of incidents and the staff will undertake to handle this information discreetly and endeavor to help all those involved.

- In investigating incidents, any student may be asked to write about what happened. This does not imply that a student is guilty of misconduct.
- If there is no improvement in the behavior, despite warnings, of an individual involved in such an incident, or if the behavior is particularly severe, that student's parents will be involved.
- If, after this, the student's bullying behavior persists, that student may be asked to leave the school.
- Bullying may be verbal, psychological, physical or cyber and is taken very seriously and will not be tolerated in any form.

If a student is a victim of bullying or if they observe incidents involving others, it is everyone's responsibility to tell any member of staff immediately, who will then take the appropriate action.

When staff, students and parents work together, bullying is less likely to happen.

5.2 DISCIPLINE GUIDELINES

The overall ways that students are expected to act and behave are derived from the IB Learner Profile. Our approach to behavior is guided by respect, dignity, and the development of self-regulation and responsibility. We aim to prevent problems through proactive teaching of expectations and positive reinforcement.

Key expectations include:

- Respect for others: Every member of the school community is expected to treat others kindly and fairly.
- Respect for self: Students are supported to develop personal responsibility and self-control.
- Respect for property: School materials, personal belongings, and our physical spaces must be cared for.
- Respectful communication: Disrespectful language, put-downs, and sarcasm have no place at HIS.
- Physical safety: Hitting, kicking, biting, or other aggressive behaviors are not tolerated and will be addressed seriously.
- Appropriate behavior: Students are expected to follow classroom and school rules, with support and reminders when needed.

When supporting behavior, teachers and staff:

- Use positive reinforcement and clear communication
- Respond calmly and respectfully
- Maintain student dignity and confidentiality
- Seek support when persistent or serious behaviors occur

5.2.1 Behavior Support and Behavior Interventions

If a student exhibits ongoing or serious behavioral challenges, they may be referred to the Student Support Team (SST). This collaborative group, which includes the principal, counselor, and specialists, works with the teacher and family to design strategies and interventions tailored to the student's needs.

Support may include:

- Individual counseling
- Behavior intervention plans or contracts

- Increased communication between home and school
- Support from leadership or other specialists
- Referral to external professionals when needed

HIS reviews student progress regularly and adjusts support as appropriate. In some cases, conditional enrollment may be considered if a student's needs exceed what the school can safely and reasonably support.

5.3 EXPECTATIONS FOR STUDENTS AND FAMILIES

5.3.1 School Uniform and Dress Code

HIS students wear the school uniform to promote school pride and safety:

- Tops: HIS light blue polo (short or long sleeves)
- Bottoms: Navy trousers, shorts, or skirts
- Footwear: Closed-toe shoes or sturdy sandals (no flip-flops or beach shoes)
- Outerwear: Sweaters and jackets in school-appropriate colors
- Accessories: Hats/caps not to be worn indoors; jewelry and hair styles should not be distracting

Occasional free dress days may occur. Uniforms are generally required for field trips unless otherwise indicated.

5.3.2 PE Uniform

Students are required to wear the HIS PE uniform and proper footwear during Physical Education classes.

5.3.3 Personal Belongings and Valuables

Students should not bring toys, electronics, or valuable items to school. Smartwatches are not to be used during the school day; if they are, the teacher will hold the item until the end of the day and return it to the parent.

HIS is not responsible for lost or stolen items.

5.3.4 School Property

Students are expected to treat school property with care. Damaged items may need to be repaired or replaced at the student's expense.

5.3.5 Prohibited Items (Weapons and Dangerous Items)

Weapons of any kind — including toy weapons, slingshots, knives, or items that resemble weapons — are not allowed on campus, even on dress-up days like Halloween or Book Character Day.

5.3.6 Drugs, Alcohol, and Smoking

HIS is a smoke-free environment. All community members are expected to abide by local laws and school expectations regarding drugs and alcohol.

5.4 CHILD PROTECTION POLICY

HIS is committed to the safety and wellbeing of all children in our care. As educators, we have a professional and ethical responsibility to protect students from harm.

We believe:

- All students have the right to learn in a safe, supportive environment.
- Every adult at HIS plays a role in safeguarding children.
- Safeguarding includes social, emotional, behavioral, and cognitive development.

The HIS Child Protection Policy includes:

- Mandatory reporting of any suspected abuse or neglect by any faculty or staff member
- Collaboration with school leaders, counselors, external agencies, and, when necessary, embassies or local authorities
- Annual review of child protection policies and practices
- Safe and thorough hiring procedures for all employees

If you have any concerns about the safety or wellbeing of a child, please contact:

- Lower School Principal
- Lower School Counselor, Ruth Viader (ruthviader@hisdragons.org.cn)

Together, we aim to provide a learning environment where every child feels seen, safe, and supported.

Section 6: School Community Relations

At Hangzhou International School, we believe that strong home-school partnerships are essential to a successful learning environment. We welcome and value parent involvement and aim to foster open, respectful, and effective communication between school and home. The following information outlines how HIS partners with parents to support student success and maintain a positive and safe school community.

6.1 COMMUNICATION

At Hangzhou International School, we value clear and consistent communication between home and school. To ensure that parents are well-informed and engaged in their child's learning, we use Toddle, our primary communication platform for both student portfolios and school updates.

6.1.1 Key Features of Toddle

Student Portfolios

Toddle provides a digital portfolio for each student, where teachers upload learning samples, photos, and reflections that track the child's academic and personal growth over time. Parents can access these portfolios to stay informed about their child's progress.

Weekly Classroom Updates

Homeroom teachers use Toddle to send weekly updates about classroom activities, student achievements, upcoming events, and learning goals. This helps keep parents informed about their child's day-to-day school experiences.

Parent-Teacher Communication

Toddle allows direct communication between parents and teachers. Whether it's sharing feedback, discussing progress, or addressing any concerns, Toddle provides a secure and easy way for parents and teachers to stay in touch.

Reports

End-of-term reports are made available to parents through the Toddle platform. These reports provide detailed feedback on student performance, helping families understand how their child is progressing academically and socially.

6.1.2 Additional Communication

In addition to Toddle, the Lower School Principal sends regular newsletters that highlight key school events, achievements, and initiatives. These newsletters keep families informed about school-wide developments.

Parent-Teacher Conferences are held at key points throughout the year to discuss student progress and goals. These conferences are an important opportunity for parents and teachers to work together in supporting the child's learning journey.

We encourage all families to regularly check Toddle for updates and communicate with teachers through the platform. Ensuring that everyone is informed and involved plays a critical role in the success of our students and the wider school community.

6.1.3 Addressing Concerns

If parents have questions or concerns:

1. First, speak directly with the homeroom or subject teacher.
2. If relevant, contact one of the Vice Principals, either the ECE Coordinator or the PYP Coordinator for queries related to either of those areas.
3. Then, if needed, contact the Lower School Principal to follow up.
4. If further support is required, the matter may be referred to the HIS Deputy-Superintendent or Superintendent.

Concerns about school personnel must be addressed respectfully and never discussed in the presence of students. All communication should aim to resolve matters constructively and in line with the school's values.

6.2 PARENT CODE OF CONDUCT

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

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

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

- disruptive behavior, which interferes with the operation of a classroom, an office area or any other part of the school grounds. This includes threats, words or actions that bring the institution into disrepute or significantly affect the conduct of school business
- using loud and/or offensive language or displaying temper
- threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises. (Some actions may constitute an assault with legal consequences)
- damaging or destroying school property
- abusive or threatening emails, phone, social network messages or other communications, especially those implying contact of media, police, education bureau to further a complaint
- chain email communications that elicit unsolicited support for a concern or complaint and do not follow appropriate lines of communication.

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

safeguard our school community. In extreme cases involving a major violation and/or repeated violations of the parent code of conduct, disenrollment of the parents' children from HIS may be necessary.

6.2.1 Parent Contact Information

Parents are required to keep their contact information up to date. This includes phone numbers, addresses, and emergency contacts. Any changes must be reported immediately to the Lower School or ECE secretary.

6.2.2 Parent Absences

If a parent or legal guardian will be away from Hangzhou and their child will be in the care of someone else, they must inform the school in advance. Please provide:

- Dates of absence
- Name and contact details of the temporary guardian
- Emergency contact information for the parent(s) during the absence

This ensures continuity of care and allows the school to act appropriately in emergencies.

6.3 PARENTS AND FRIENDS ASSOCIATION (PAFA)

The Parents and Friends Association (PAFA) plays an important role in building community spirit and supporting the school's activities and events.

Membership is automatically extended to all HIS parents and guardians. Extended family members and friends are also welcome to join.

PAFA's goals include:

- Encouraging family and community involvement in school life
- Coordinating volunteer support for school events and programs
- Promoting inclusion and participation from all HIS families
- Collaborating closely with the school's leadership and staff
- Communicating clearly and openly with all PAFA members

PAFA may raise funds to support initiatives that enhance the student experience. All funds raised:

- Are used to benefit the school or student programs outside of the school's core operating budget
- May be used for charitable donations with the approval of the PAFA membership
- Must be transparently communicated when fundraising events support outside charities, so participants know the intended purpose of their contributions
- HIS is a not-for-profit school, and all community fundraising efforts are expected to align with the school's values of transparency, equity, and community service.

Section 7: Health Protocols and Services

At HIS, the health, safety, and well-being of students is a top priority. The school maintains dedicated health staff and follows procedures to ensure students receive prompt care and that families are informed of all health-related matters. Our policies are designed to promote a safe and healthy learning environment for all.

7.1 ILLNESS, ACCIDENTS, AND INCIDENTS

The school nurse is the first point of contact for students who become unwell or are injured during the school day. To prevent the spread of illness, students who are sick should not attend school.

- If a student arrives at school with symptoms of illness, the nurse will contact the parent/guardian and request the child be picked up promptly.
- Students who have been absent due to illness may be required to submit a doctor's note upon their return.
- If the illness involves an infectious disease (e.g. COVID-19, flu, chickenpox), parents are required to inform the school nurse immediately.

7.2 MEDICATION AT SCHOOL

Any medication that needs to be administered during school hours must:

- Be delivered directly to the school nurse
- Be clearly labeled with the student's name and dosing instructions
- Include a written note with dosage and timing instructions

Teachers are not permitted to administer medication to students. Students must take all medication in the nurse's office under supervision.

7.3 MEDICAL EMERGENCIES

7.3.1 Injury or Serious Medical Needs

In the event of a serious injury or emergency:

- The nearest staff member will stay with the student and notify the school office.
- The school nurse and designated leadership will assess the situation and, if necessary, arrange transport to a hospital.
- A school representative will accompany the student and remain with them until a parent or guardian arrives.
- Parents will be contacted immediately and advised of the hospital location.

If the injury involves potential spinal or neck trauma, emergency services will be called and the student will not be moved until professional help arrives.

7.3.2 Epidemics and Health Emergencies

In the event of a health epidemic, HIS will follow guidance from the Hangzhou Education Bureau and other local authorities. Updated procedures will be shared through the school website and direct communication with families.

7.3.3 Allergies

Parents must notify the school nurse, homeroom teacher, and administration before the start of the school year if their child has a physician-diagnosed allergy (e.g. food, environmental, or medical).

- Parents will be asked to complete an Allergy Waiver Form and return it within 48 hours.
- Any related emergency medications (such as antihistamines or EpiPens) must be provided to the school nurse and remain on campus.

7.3.4 Head Lice

Head lice are a common occurrence in school settings and are not considered a serious medical issue; however, they do require prompt treatment.

- Students found with lice or nits will not be allowed to attend class until fully treated.
- Treatment includes the use of a lice-specific shampoo and thorough removal of all nits.

- Upon return, the student must be examined and cleared by the school nurse before rejoining class.

Parents are expected to notify the school nurse if their child has lice, so that precautionary checks can be carried out if necessary.

7.4 EMERGENCY DRILLS AND EVACUATIONS

Fire drills, lockdowns, and evacuation exercises are conducted regularly to ensure that students and staff are familiar with emergency procedures. Procedures are clearly posted around the school, and all visitors and parents on campus are expected to follow the guidance of school staff during any emergency drill.

7.5 INSURANCE

All students enrolled at HIS are required to have current medical insurance that covers care within Hangzhou. In the event of an emergency:

- Parents or guardians are expected to arrive at the designated hospital promptly.
- The school carries liability insurance for major accidents but does not reimburse or cover routine medical costs incurred by families.

7.6 STUDENT HEALTH RECORDS

All students must have a Health Card on file in the school office. This is part of the admissions packet and must be submitted prior to the start of the school year.

Additionally, a current tuberculosis (TB) test is required annually for all students. HIS will notify families when it is time to update these records.

7.7 AIR QUALITY MONITORING

HIS is committed to protecting students during periods of poor air quality. The school nurse and administration monitor daily pollution levels using:

- US Consulate and Chinese government AQI readings
- Guidance from the Hangzhou Education Commission and local health authorities

A color-coded system based on the US EPA Air Quality Index is used to determine the level of risk and guide decisions about outdoor activities. Special attention is given to:

- Students with respiratory or other health concerns
- Physical education and outdoor play during high pollution days

HIS facilities are equipped with air filtration systems, so the policies apply specifically to outdoor activities.

Appendix I: Swimming Participation Flowchart

