

Hangzhou International School



2002-2027

Upper School Handbook

2026-27



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Greeting from the Upper School Principal



Dear HIS Students and Parents,

Welcome to Hangzhou International School! In the Upper School, we look forward to working with you as members of our community this year.

This handbook contains information and procedures to make the Upper School a safe, friendly, and enriching place for students to develop their skills, passions and abilities.

Please feel free to share any comments or suggestions with us throughout the coming year. We value your assistance in making this a rewarding year for you at HIS.

We look forward to becoming better acquainted with every member of our HIS community this year.

Sincerely,

Ms. Cynthia Wissman
Upper School Principal

Mr. Jason Benton
Upper School Vice-Principal
IB Diploma Programme Coordinator

Mr. Dave Gates
Upper School Vice-Principal
IB Middle Years Programme Coordinator

Important Contacts

School Phone Number: 86 571-8669-0045

ADMINISTRATION

Superintendent of Schools	Mr. Jeffry Stubbs Email: jeffstubbs@hisdragons.org.cn
Deputy Superintendent of Schools	Dr. Aaron Ayers Email: aaronayers@hisdragons.org.cn
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Lower School Vice Principals	Dr. Sinae VanHaastert (Curriculum) Email: sinaevanhaastert@hisdragons.org.cn Ms. Rene Smal (ECE) Email: renesmal@hisdragons.org.cn
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Director of Athletics and CCA Coordinator	Mr. Rob West Email: robwest@hisdragons.org.cn
Director of Technology	Mr. Danie de Beer Email: daniedebeer@hisdragons.org.cn
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Part I: Who We Are

I.1 MISSION STATEMENT

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

I.2 HISTORICAL BACKGROUND

Hangzhou International School is an independent, co-educational international school. HIS opened in 2002 under the aegis of Shanghai Community International School, which was founded in 1996 on the Changning campus. It currently operates a purpose-built campus in the Binjiang District. HIS is a member of the East Asia Regional Conference of Overseas Schools (EARCOS) and has been fully accredited by the Western Association of Schools and Colleges (WASC) since 2006.

HIS Governance

HIS is overseen by a Board of Governors, which is appointed in accordance with 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 Services in Princeton, New Jersey.

International Schools Foundation

HIS is affiliated with the International School Foundation. ISF is domiciled in Lansing, Michigan, and is directed by Larry Balli, Kristy Dewi, and Michael Dougherty. The directors receive compensation from the schools in accordance with respective Articles of Association at each school, and within limits set by the respective governments for not-for-profit schools in each country. Schools established under ISF direction include the American International School of Cape Town, Hangzhou International School, the International School of Perth (now managed by the Chevron corporation), North Jakarta International School, and Shanghai Community International School. The International Schools Foundation has been vetted and accorded 501 c3 status (not for profit) by the Internal Revenue Service of the United States. The ISF was established to solicit tax-deductible philanthropic contributions to benefit its affiliated international schools, but it does not own, nor does it have legal connection with or liability for any of these schools. Each school affiliated with ISF is registered in its respective country under the auspices of not-for-profit regulations of that country.

Philosophy

Our aim in every classroom is to create a dynamic learning environment with challenges and expectations appropriate to the complex world our students will inhabit. We focus on the development of each student's general academic and social discipline. Most importantly, we aim to foster a lasting love of learning that will extend outside the school curriculum, and beyond the student's years at HIS.

HIS provides a balanced educational programme that is based on the International Baccalaureate Programme and comprises four areas in which HIS students are expected to demonstrate success and growth.

ACADEMICS HIS sets high expectations and fosters self-discipline in the pursuit of excellence.

Our students enjoy a positive, supportive and vibrant environment in which they grow, learn, and flourish. It is our aim to assist each student to fulfill his or her own unique potential as a foundation for success in higher learning and in life.

ARTS HIS offers visual and performing arts, with additional opportunities in the Co-curricular programme.

ATHLETICS HIS offers a range of activities where students participate actively, both in school and after school. Students are encouraged to be the best they can be, with emphasis placed on effort and participation.

CITIZENSHIP HIS encourages students and staff to live up to their full potential as world citizens guided by the IB Learner Profile.

We seek to take advantage of the many learning opportunities unique to the international school setting and, more specifically, to our location in China. Students at HIS gain an understanding and appreciation of the diversity of nationalities and cultures which will prepare them to tackle the challenges of an increasingly interdependent world.

I.3 SCHOOL EXPECTATIONS & VALUES

What the school expects of students:

We expect students to:

- **Respect Themselves:**
 - Behave in ways that help create a productive and positive learning environment. This means that students will not only try to take full advantage of their own opportunities here, but also do nothing that might interfere with others striving to do the same.
 - Arrive on time ready to learn. This means that they have spent necessary time on the previous day's home learning assignments, have had sufficient sleep, and have had breakfast.
 - Be honest, kind and responsible.
- **Respect Others:**
 - Respect their teachers and adults in the school.
 - Show consideration for others, and to accept and appreciate people from other races, creeds, and backgrounds.
 - Learn and play together harmoniously, to help others, and to show good sportsmanship in games.
- **Respect the Environment**
 - Show care for the campus and exercise responsibility appropriate to their age.
 - Be courteous and ethical in any on-line learning environments.

What students can expect of the school

Students can expect:

- The teachers and administrators of their school have their safety and wellbeing in mind at all times.
- Their teachers and administrators will be devoted to helping them learn and grow.
- Teachers approach topics from a variety of angles to ensure that students with different learning styles will have every opportunity to understand and apply new ideas.
- Teachers who listen to them and try to understand them.

At HIS, we value:

- The individual nature of each student.
- A learning community in which individuals can learn together harmoniously.
- An atmosphere of open inquiry, along with a sense of order and consideration for others.

- Diversity, and the opportunity to learn from the multitude of cultural backgrounds represented in our international school.
- Opportunities to stimulate the love of learning, which we believe is in every child.
- Creative and inventive thinking, and the ability to approach problems from different angles.
- Opportunities to learn about China, our host country, and the importance of our Chinese teachers and staff, who serve as our most important link to this country.
- The human relationships that constitute our community and foster learning: relationships between teachers and students, between students, between teachers and parents, and between parents and their children.
- Parents' involvement, and positive contributions to the life of the school.
- The development of character and integrity in each of our students.

I.4 FACULTY

HIS faculty are hired through a rigorous process of recruitment, accessing national and international agencies to secure qualified, certified, and experienced educators for our student learning needs. Our educators have had background checks and training in child welfare and safety. Faculty members are recruited from a variety of locations, and meet the high levels of quality and experience expected for the HIS community.

Part 2: How We Operate

2.1 ADMISSIONS

All questions regarding admission to the Upper School program should be forwarded to the Director of Admission for HIS. Upper School admission requirements may change from year to year and include the following:

Eligibility to Attend HIS

HIS is subject to the laws of the Government of the People's Republic of China, and the regulations set by the Ministry of Education. International schools in China are exclusively for the children of foreigners temporarily residing here. Students must hold foreign passports and appropriate documents in order to be enrolled.

Passport and Visa Requirements

By Chinese law, international schools may accept children of expatriates residing temporarily in China and traveling on a foreign passport. The school must see the original passport and visa of the student at the time of registration and will maintain photocopies in the student's file.

Transcript Review

Grade level placement and class scheduling is based on a transcript review that matches students to appropriately leveled classes. This may involve placement in classes typically at grade levels above and/or below the student's age-appropriate grade level. This process also involves the granting of Earned/Transfer Credit.

English Language Support

EAL support for students will be determined at the time of admission. A fee for support will be levied by the finance office at the time of enrollment for WIDA testing and support.

Student Support Service Fees

SST (Student Support Team) assistance for students will be determined at the time of admission or through consultation with the SST and admissions office.

Class Placement

Upon enrollment, students are placed in a grade or section based upon their previous academic history and their chronological age. Grade placement is the purview of the Director of Admissions. While parent input will be considered, the school's determination will be final.

Tuition and Fees

Tuition fees pay for all the operating and capital costs of the school including teacher salaries and benefits, books and materials, computers and software, utilities, building, and operating expenses. School fees also include many other ancillary goods and services as detailed each year on the annual fees document and according to current board policy. All fees must be paid prior to a student starting school. For specific information regarding payment and refund policies, please contact the admissions department, or refer to the HIS website -Tutions & Fees

2.2 FACILITIES

Hours of Operation

The school day starts at 8:00 am and ends at 3:00 pm. Upper School students are expected to arrive at school between 7:30-7:55 so that they are prepared to begin instruction promptly at 8:00 am. Buses leave school at 3:15 pm. Co-Curricular activities run on a schedule that varies according to grade level and activity. The school is generally open from 7:30 am – 6:00 pm, Monday-Friday. Students are expected to be in supervised settings from 3:15 pm onward on any given afternoon. Students should not be on campus after 6:00 pm or on weekends unless they are in a school-authorized activity with supervision. During evening events, the campus will be open based on the activities scheduled.

Library

The library is open from 7:30 am – 4:30 pm. Upper School students are able to check out resources for up to two weeks. Students are expected to follow the procedures outlined by the HIS librarians. The library serves as research and resource centre except Wednesdays if closes for staff meetings.

Students should become familiar with proper use and care of the library systems and resources. They are taught to select appropriate reference materials and to collect, organize, and present information effectively for research assignments.

Students will use their library time for research on class projects or browsing, checking out books, and reading. It is expected that Upper School teachers will ensure that students spend time in the library as part of their course requirements.

Cafeteria

Student lunch schedules are staggered to accommodate access to food and seating that meet health code guidelines. A weekly menu is published on the HIS website. The cafeteria seating areas are regularly sanitized between grade level and divisional lunch sessions. Students are supervised while at lunch and recess.

Middle School Lunch is: 12:15PM - 12:55PM

High School Lunch is: 1:00PM - 1:40PM

Uniform

HIS students follow a dress code which we believe promotes a sense of orderliness and school community, helps with campus and field trip security, and reduces “fashion competition” which can sometimes lead to social cliques or ostracizing based on superficial judgments.

Middle School

Grade 6 to Grade 8



Middle School Uniform Guidelines 6-8

MS students should wear tan shorts, trousers, or skirts and a navy blue polo shirt (short or long sleeved) with the HIS book logo. A navy fleece or cardigan sweater with the HIS logo or other approved outerwear such as the HIS hoodie sweatshirt can be worn in the cooler weather. All students must wear laced shoes.

High School

Grade 9 to Grade 12



High School Uniform Guidelines 9-12

HS students should wear tan shorts or trousers, or plaid skirts (girls only) and a light blue Oxford cloth button down short or long sleeved short with the HIS book logo. A navy fleece or cardigan sweater with the HIS logo or other approved outerwear such as the HIS hoodie sweatshirt can be worn in the cooler weather. All students must wear laced shoes.

Students will be asked to remove outerwear (coats, hoodies, sweatshirts, etc.) in lessons unless they carry the HIS logos. Students who are cold will be invited to go to the Dragon Shop to purchase acceptable HIS items. For more information, please contact the Dragon Shop: hannahgao@hisdragons.org.cn

Caps or hats in the classroom are inappropriate. It is preferred that winter outerwear be navy blue, grey or tan in color, and these garments should be removed when indoors. The use of light sweatshirts/hoodies or sweaters that are not distributed by the school are not acceptable during school hours. All students are expected to be well groomed and appropriately dressed at school or during school-related functions off campus. Facial jewelry for males or distracting or bizarre jewelry for females is not allowed. Immodest or distracting attire is inappropriate in our multi-cultural setting, and this can extend to haircuts, hair dyes, jewelry, makeup, body art or other aspects of personal appearance.

There are occasionally days on which students are not required to wear the school uniform, usually in connection with a special holiday or event. On those days, students are expected to wear shirts with sleeves (no tank top or halter top shirts) and must look neat and presentable.

Students who do not have the proper school attire will be sent from their class to the school office, where they can phone home to have proper clothing sent to school or will be able to purchase new clothing from the Dragon Shop.

PHE (Physical and Health Education) Dress Code

When students attend Physical and Health Education (PHE) classes at HIS, they are expected to be dressed appropriately for rigorous physical exercise. All students should wear close-toed athletic shoes for PHE lessons. Sandals and “dress” shoes are not considered appropriate for PHE class. Upper school students change into their PHE uniform once they arrive in are expected to change back into their usual school uniform before leaving class. “Proper attire” will be characterized as an HIS PHE shirt along with shorts or sweatpants.

Textbooks and School Materials

Textbooks, library books and other school materials loaned out to any student must be returned when required. Students who lose textbooks, library books, or other school materials must pay for their replacement. Students are expected and trusted to return books and other materials in good

condition (with allowances made for normal use). These resources are checked out in the student's name, and if they are not returned (or a fine paid), the student will not be issued a progress report or HIS transcript.

Students will have access to some stationary resources such as notebooks or writing utensils. All other classroom materials (pens, pencils, notebooks, binders, etc.) should be purchased by the student. Individual teachers will explain about the materials required in the beginning of this school year.

It is common practice that students purchase special items for some classes. These items include specialized calculators for math classes, specific resources for science experiments, or specialized art supplies for art projects. These items will be used for individualized student projects and will not necessarily be covered by HIS annual orders. If a student purchases an item, he or she can expect to keep the item.

Students should expect to obtain their own calculators for math and science classes. It is not the school's responsibility to provide such calculators, but the school may have some available for loan.

- Grade 6-8 – a scientific calculator is expected
- Grade 9-12 – a TI-84 Plus CE graphic calculator

Lockers and Storage

Students have access to storage open cubbits for storing personal belongings and are encouraged to do so. Items such as bags, books and clothing left unattended in the school may be removed to the office for later retrieval. Lockers are school property furnished for student convenience. The Upper School Administration reserves the right to inspect school lockers.

HIS is not responsible for missing items.

Lost and Found

Lost and found items are periodically put on display. Lost items marked with the student's name will be returned in advisory class. We strongly encourage parents to have their child's clothing and personal items labeled with name and grade when practical. Unclaimed items are cleared out each term and donated to charity.

Personal Belongings

Students are discouraged from bringing expensive personal items to school such as toys, electronic devices, and cash or valuable personal belongings. Students may ask the office to hold onto any valuable that must be brought to school for various reasons. Parents are encouraged to discuss these issues thoroughly with their children and encourage them to be responsible with their personal possessions.

Deliveries

Deliveries to students from parents are welcome. To minimize class disruption, items must be brought to the office for delivery. Students are not allowed to order food or drinks for delivery to the school special permission may be obtained from one of the Principals.

Personal Devices

Students may use the school phones in the offices for important calls to parents only.

Students are required to store personal devices in bags from 7:30AM to 3:00PM, with exceptions for teacher-directed use, café purchases, and other relevant financial

transactional needs. Laptops and tablets are permitted for academic purposes only. Devices used outside these parameters will be collected and securely stored. To ensure devices are safe, we have locked cabinet storage and secure portable pouches.

Students are encouraged to socialize with classmates and teachers during breaks and lunch times. Parents may leave messages for students or teachers with the receptionists. To focus on learning, school office staff will summon teachers or students from class only in case of emergencies.

Facilities Usage

HIS makes classrooms, theatre spaces, or athletic facilities available to groups conducting classes or activities outside of the regular school program, including outside groups, on a fee-paying basis. Contact the school office for requests and prices. Any interested party can fill out an Application for Use of Hangzhou Facilities. (Fee waivers for recreational activities may be made at the school's discretion.) School functions take priority for the use of school facilities.

2.3 DAILY SCHEDULE

Gate Entrance Procedures

Upper School students can enter at the front entrance (located on Xiangbin Road) between 7:30 - 7:55 am.

Arrival / Departure

Students in Upper School can enter and exit through the front entrance on Xiangbin Road. Drivers should drop students off near the entrance to the school, and avoid disrupting pedestrians and the flow of traffic. Please inform drivers that they should not blow their horns outside campus, and should move along if directed to do so by our school security.

Entrance guards are instructed to inquire of each visitor about the nature of their business on the campus. Parents are required to provide a photo to the school secretary to create a parent ID badge. We ask that parents and visitors approaching our entrance gates treat the guards courteously and respectfully and maintain sufficient distance between the gate and each other when waiting for school to finish.

HIS Typical Schedule

Upon arrival each morning, students should go directly to their first class.

The 8-Day Rolling Schedule

Each school day in the academic year is numbered from "1" to "8", with the first day of school in August as DAY 1. For the subsequent 7 school days, there will be a different schedule each day. Students will need to know the day number in order to know which classes they attend that day. These day numbers will be obvious throughout the school and on Toddle. On the School Calendar, when there are planned events and no classes are being held on a particular day, that day is not numbered. The numbering sequence skips over that day and therefore classes are not lost. The numbering of the school days for the calendar year is set in advance and will not be changed. If there are unplanned losses of school days, unfortunately the lost days cannot be rescheduled.

For Upper School students, each day consists of four 75 or 80 minute classes plus a 35 or 30 minute advisory for Middle and High School students respectively. The schedule allows students to practice time management opportunities and develop more positive interactions with their teachers. For more information about schedules, please visit the HIS website.

For the 2026-27 school year, the timetable is as follows:

Middle School Schedule (Grades 6-8)		High School Schedule (Grades 9-12)	
PERIOD 1	8:00AM - 9:15AM	PERIOD 1	8:00AM - 9:00AM
Morning Break	9:15AM - 9:35AM	Transition	9:10AM - 9:25AM
ADVISORY	9:35AM - 10:10AM	ADVISORY	9:25AM - 9:55AM
Transition	10:10AM - 10:15AM	Morning Break	9:55AM - 10:15AM
PERIOD 3	10:15AM - 11:30AM	PERIOD 3	10:15AM - 11:35AM
Transition	11:30AM - 11:35PM	Transition	11:35AM - 11:40AM
PERIOD 4A	11:35PM - 12:15PM	PERIOD 4	11:40PM - 1:00PM
Lunch	12:15PM - 12:55PM	Lunch	1:00PM - 1:40PM
PERIOD 4B	12:55PM - 1:35PM	PERIOD 5	1:40PM - 3:00PM
Transition	1:35PM - 1:40PM		
PERIOD 5	1:40PM - 2:00PM		

Record Keeping, Absences, and Tardies

Teachers keep a daily record of student attendance and record any absent or tardy students through Managebac. Students arriving late to school (after 8:00) should obtain a late slip from the front office before going to their first period class. They will be marked tardy unless they have an excused absence.

Students who are late due to the late arrival of an HIS bus will not be penalized and will receive a late slip.

Absences

1. Absences up to 20 school days – non-consecutive

It is expected that all students in the Upper School be in regular attendance each school year from the date of enrollment. In the event that a student misses either ten classes in a term or twenty classes in a semester (in a given class) for any reason (including late enrollment), the Principal will convene a committee including the class teacher to consider whether that student can be awarded credit for that course. At the discretion of the school, the student may not be permitted to advance to the next grade level at year's end or receive high school credit for meeting attendance requirements.

Please refer to our attendance support framework below.

Regular attendance is one of the strongest predictors of student success. At HIS, we partner with families early and supportively whenever patterns of absence begin to emerge. Our goal is always the same: to understand barriers, offer help, and keep students engaged in learning.

Below is a simplified overview of how we respond as absences accumulate. You will always be contacted and invited into the conversation as a valued partner.

How We Respond as Absences Accumulate

When Absences Reach...	Level	What Families Can Expect
Around 5 absences (or an emerging pattern)	Early Outreach	A supportive message from the teacher or counselor summarizing absences, sharing the attendance policy, and offering help.
Around 10 absences (or 5 consecutive days)	Check-In Support	A counselor reaches out to the student and family to understand any barriers and begin simple goal-setting. Consecutive absences prompt an immediate welfare check and return plan.
Around 15 absences (or 7 consecutive days)	Collaborative Meeting	A meeting with the counselor (and often the student) to discuss supports. Families are invited to share context so we can respond helpfully together.
Around 20 absences (or significant consecutive absences)	Formal Attendance Plan	A structured conference with school leadership and counselor. Together we create a clear Attendance Improvement Plan with goals, supports, and a review timeline. Families receive written communication.
25+ absences	Intensified Support	Senior leadership joins the conversation. The plan is reviewed and strengthened. Additional options (schedule adjustments, external referrals, documented health plans) are explored. Progress is monitored more closely with families.
30+ absences	High-Level Review	A full-team conference reviews all prior support. A final plan with clear expectations is established. Documentation is prepared should a formal credit review become necessary.
35+ absences or no improvement	Final Warning	Leadership meets with the family and student to state clearly that continued absences will likely result in credit ineligibility. A last-chance support plan is put in place.
40+ absences or Credit Review determination	Credit Determination	A formal Credit Review Meeting is held. The full history of attendance, interventions, and circumstances is considered. Families receive written notification of the decision and available next steps.

What This Means for Families

We reach out early not to punish, but to partner.

Most attendance concerns are resolved through simple conversation and practical support. The earlier we talk, the easier it is to find solutions that work for your child and family.

You will always be informed and invited in.

At every stage, families receive clear communication and are welcomed as essential partners in the process.

Credit is the last step, not the first.

Formal credit review occurs after extensive support has been offered and documented. Our priority remains helping every student remain on track for success.

Questions or concerns?

Please reach out to your child's counselor or advisor at any time. We are here to support you and your student.

2. Absences greater than 20 school days

Consecutive absences greater than 20 school days:

The parents of children who will be absent from HIS for a continuous period of time of greater than 20 school days must notify the school no later than 10 working days before the planned absence.

It is strongly recommended that any student who will be absent for greater than 20 continuous school days be enrolled in a formal schooling programme offering similar learning and skill development as at HIS.

It is the parent's responsibility to inform HIS on the first day and each successive day of a student's absence. Parents can send an email to the Upper School secretary vivianwang@hisdragons.org.cn indicating the nature of the absence and a return date/time. Parents may also indicate an absence through Toddle.

For pre-planned absences, students are encouraged to meet with teachers prior to their absence. Teachers can then assign learning tasks so that the student has fewer tasks to complete upon returning. Whenever possible, please schedule doctor's and dental appointments after school hours.

Students should arrange to make up for missed learning by communicating directly with teachers or meeting with them during office hours. Students should be aware that, as a rule, they will be responsible for all material that was missed due to any type of absence and should be prepared for assessments that take place upon returning to school.

Students Arriving / Leaving School Mid-day

Students are not allowed to leave campus before the end of the school day without written parental permission or contact with the Upper School Secretary. In an unplanned situation, parents should contact the secretary in writing or through email communication to gain assistance from the school staff for dismissal.

Activities and Absences

A student will not participate in Co-Curricular Activities after school on a specific day if:

- They are absent in the morning because of illness and do not return before the start of their

lunch period. (If this involves an important single event like a concert, the administration and event supervisor will decide on a case-by-case basis.)

- They leave during the day for illness

If a student leaves during the day and has the absence excused in advance by the Principal, they may be allowed to participate in after-school activities that day.

2.4 TRANSPORTATION

Hangzhou International School, through a contracted bus service, provides bus service to many parts of Hangzhou.

Registration

A bus service registration form should be given to the office at least one week before the desired commencement or address change for bus service. Every new address affects the routes of several vans, and service cannot be started prior to this one-week period. Registration and pick-up change requests are filled in in the order of payment made, and are subject to seat availability.

Rules for Bus Conduct

The school reserves the right to refuse service to any part of the city that is impractical because of its location relative to other pick-up points. The school also reserves the right to suspend or remove students from the bus service should they not adhere to the rules.

Safety First

There are two basic rules that supersede all others in importance and simplicity:

1. Remain in your seat with the seat belt fastened
2. Do not distract the driver.

Be on time

The driver will wait two minutes past the scheduled time; after that, they are instructed to leave. The driver will wait two minutes past the scheduled time; after that, they have been instructed to leave so that others on the route are not late for school. If your bus often is late or very early, please report this so that the driver can be reminded to move along to the next house after the two-minute waiting period. Check with the office if there is any doubt about your own pick-up time. If your bus comes too early, it will wait until your scheduled pick-up time, but check to make sure of that time. Schedules change every time a new student is added to the bus system! If your bus is always early, let the office know so that the preceding students can be assigned a later pick-up time.

If your bus does not arrive, telephone the school to see if it is simply late. Please understand that drivers cannot control unusual traffic conditions such as weather, roadwork, or accidents. If the bus has missed your house due to a substitute driver unfamiliar with the route or some such reason, the office can make other arrangements to come and collect your child. Students who wish to ride home on a different bus must bring a WRITTEN REQUEST from a parent (this also serves as a parental permission letter). Any such request should be submitted to the transportation secretary and is contingent on availability of space. Students will not be allowed to board a bus that is already fully loaded.

If there is an accident or the bus breaks down, students should listen for instructions from the driver or monitor. If students are told to leave the bus, they should stay together with the other students as far from the road as possible until a service vehicle and another van arrives. Please contact HIS transportation coordinator at transportation@hisdragons.org.cn or an administrator with any questions or concerns.

2.5 VISITORS

All visitors must sign in at the entrance gate and proceed to the main office to check in. Visitors wear the “visitor” name card during their visit so that our staff and students will know to help guide them.

Visitations by non-enrolled students

Former students are allowed to visit the school with advance notice or prior arrangement. Students can meet in the cafeteria during lunchtime and are asked to limit their movement around the school in accordance with arrangements made with the Principal.

HIS is not prepared to accept supervision and liability from visitations by non-enrolled students. As such these visits are not allowed due to the unnecessary workload placed on the classroom teacher to provide an effective program for any child who may be visiting. Further, visits such as these can be distracting to the other students and take unnecessary time away from the teacher. In some cases, the Director of Admissions may set up a visit by a student who is not enrolled to see if the HIS school environment is suitable for them. In these cases, generally a parent will be present and supervise the student during such a visitation. If a parent of a non-enrolled student wants to take them to lunch to see the school and stay for a brief visit over lunch, this can be arranged, but as a general principle, time in class will not be allowed.

2.6 CURRICULAR PROGRAMMING

Curriculum Overview

Hangzhou International School is an International Baccalaureate World School (IBO). HIS is recognized as a three-programme IB (International Baccalaureate) Continuum school, offering the Primary Years Programme (PYP), the Middle Years Programme (MYP), and Diploma Programme (DP). Within the Upper School, the curriculum is organized according to subject groups. Each subject is aligned to HIS content standards chosen to serve the multi-national nature of our learning community. These standards are based on research, and are developed across international continuums and target dispositions toward life-long learning, college/university preparation, as well as life and work in a global society. Students engage in a wide range of interactive learning experiences, both on and off campus. These activities assist each student to develop a sound core of knowledge, a sense of logic, intellectual confidence, life-long learning skills and the opportunity to engage in learning activities beyond the classroom.

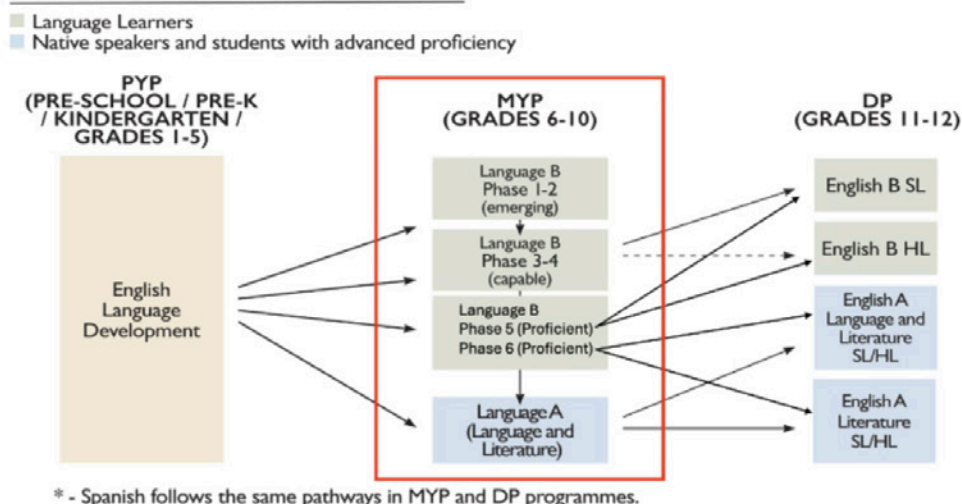
Language Guidelines

HIS empowers students by providing opportunities to develop as communicators and build confidence in the use of more than one language. HIS recognizes the linguistic diversity of its student community and strives to meet their educational needs, including those associated with language acquisition and development. The primary language of communication and instruction at HIS is English.

HIS encourages students’ understanding and appreciation of the host country’s language and culture. Mandarin language and Chinese culture are offered in our curriculum from Nursery-Grade 12. HIS recognizes the importance of Home Language instruction as a means of helping students maintain their first or best language, as well as English language proficiency development. For further information refer to the HIS Language Policy guidelines and the Student Support Services Handbook on the [HIS website](#).

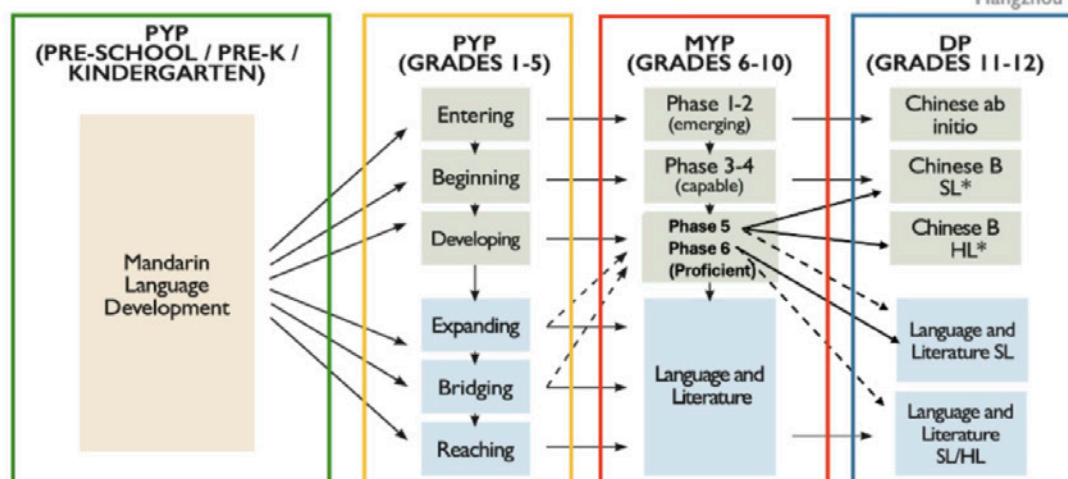
The Pathways- MYP

English Pathways at HIS



Chinese Pathways at HIS

- Legend:
Language Learners
Native speakers and students with advanced proficiency



* - Chinese B SL classes are created according to phase levels of students, no more than two different phase levels in one class, if possible.

Divisional Organization

The Upper School (Grades 6-12) incorporates a Middle School division (Grades 6-8) and a High School division (Grades 9-12) as part of its organizational structure. In addition to rigorous academic learning, our Middle School places great emphasis on social development, participation, and exploration of individual skills and interests. The High School focuses on greater depth and understanding of subject matter and transition to a college-preparatory program. All High School students earn subject credits for successful completion of each semester at HIS, which are entered into transcripts that are used by many university admissions departments. Students entering Grade 9 are supported with Academic Guidance and College Counseling, so they are ready to commit to IB subject choices and levels, and ready to engage with the university admissions process. The goal of High School learning is to complete the graduation requirements for the HIS High School Diploma and be role models of the HIS mission.

Middle Years Programme (Grades 6-10)

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

MYP teachers organize the curriculum with appropriate attention to:

- Teaching and Learning in context. Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.
- Conceptual understanding. Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts to inquire into issues and ideas of personal, local, and global significance, and also to examine knowledge holistically.
- Assessment. Students are assessed against common criteria that are identified for each subject. Students demonstrate their knowledge and understanding through formative and summative tasks.
- Approaches to Learning (ATL). A unifying thread throughout all MYP subject groups, approaches to learning skills provide foundations for independent learning. Developing and applying these skills helps students learn how to learn, and apply their knowledge and problem-solving abilities to unfamiliar contexts.
- Service as Action (Community Service). Learning by doing and experiencing, and service have always been shared values of the HIS community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service – making a positive difference to the lives of others and to the environment
- Language and Identity – MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to identity affirmation.

Middle School (Grades 6-8)

Students in Middle School are introduced to a variety of courses, experiences, and learning opportunities. Students are tasked with learning new topics, demonstrating mastery of content and skills, and applying their learning to a wide range of new situations. In Middle School classes, students move between different classrooms for each subject. Each student is expected to demonstrate attainment in subject specific criteria. Teachers assess student progress through a variety of assessments. For more information see the [Assessment Policy Guidelines](#).

Students focus on developing and maintaining self-management skills through responsible use of technology. For more information see the [Social Media](#) policy and [Technology Responsible Use Agreement](#). The Community Project is undertaken by all students in grade 8. The Community Project encourages students to explore their rights and responsibility to implement service as action in the community. Students may complete the Community Project individually or in small groups.

Advisory Program

Students are assigned to a small-group advisory where they receive information and guidance from a teacher. The program encourages social and emotional development, character trait improvement, and positive student interactions for growth and development throughout the year.

Homework

Homework is an important part of the educational program in Middle School. It provides students with opportunities for independent practice, skills reinforcement, and research, while also promoting good time management and responsibility. To prevent students from being over-loaded with homework the following guidelines have been developed:

Total homework time for any given night will vary. Some children will find some assignments more time-consuming than other children, and sometimes this divergence will vary according to

the subject. (One child might complete math homework in less than the average time, but social studies in more than the average time). Roughly, however, students in grades 6-8 should expect to spend on average, up to two hours per night.

In many subjects, students will work on on-going projects over extended periods of time. Students often benefit from developing effective habits of time management and breaking larger projects into more manageable chunks that can be completed in parts.

If homework is consistently taking more or less than the recommended times above, or if the student insists that 'we never have any homework in that subject', then there could be a communication problem. Parents are encouraged to directly contact subject teachers to work together and help their children complete assignments to the best of their abilities. Teachers are expected to regularly post upcoming assignments and assessments in Toodle.

High School (Grades 9-12)

Students in High School are expected to actively participate in learning experiences and demonstrate stronger resilience and improved academic attainment. Students are supported to develop more autonomy, and are also expected to demonstrate more responsibility. Student learning experiences are varied and contextualized, and focus on content, concepts and specific skills necessary for success.

Advisory Program

Students in High School are assigned to an advisory group, which provides social-emotional support, core interactions, university counseling, and life skills. Students meet with their advisor, the college and career counselor, and other instructors to improve their abilities to confidently function and succeed in the future. With increased expectations of high school students come increased responsibility and performance.

Personal Project

HIS students in grade 10 complete the Middle Years Programme (MYP) with the final submission of the Personal Project. Each student develops a project independently, producing a truly personal piece of work that stands as a summative review of their ability to conduct independent work. The projects are moderated by HIS teachers and submitted to IB for a final score.

Homework

In High School, total homework time for any given night will vary. Roughly, students in G9-12 should expect to spend, on average, up to three hours per night.

High School Credits Earned: Semester and Final Grade

Course credits are awarded on a semester basis. There are two semesters within one school year. Students must attain a passing mark of 3 or higher each semester to be considered passing, and must pass both semesters to receive the full credit for the year.

International Baccalaureate Diploma Programme

The IB Diploma Programme is an academically rigorous and balanced programme of education, with final examinations, that prepares students aged 16 to 19 for success at university and in life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme is widely accepted around the world, and has gained recognition and respect from the world's leading universities.

DP students must choose one course from each of six subject groups delivering a breadth of knowledge and understanding in language and literature, individuals and societies, the sciences and mathematics. Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups. DP courses can be taken at higher level (HL) or standard level (SL). At least three are taken at HL (240 teaching hours), while the remaining

courses are taken at SL (150 teaching hours). SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum. In this sense, all DP courses, regardless of whether they are SL or HL, are integral to the programme.

DP features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

- The Extended Essay (EE) requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies EE option allows students to focus on a topic of global significance, which they examine through the lens of at least two DP subjects.
- Theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- Creativity, activity, service (CAS) emphasizes helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

High School Graduation Requirements

Students in high school must complete at least 28 credits as outlined below to earn an HIS diploma. Please refer to the HIS Upper School Course information for further details. Each credit requires an entire year (two semesters) of passing marks. The HIS High School Diploma is separate from an IB Diploma.

Students enrolled in IB courses will receive a regular course grade from the HIS teacher (included on transcript with an IB designation). IBDP students also receive a grade based on the final IB examinations administered to all IB students worldwide. Scores on this test determine the possibility of earning an IB diploma and earning college credit. This final external exam score is not included on the HIS transcript, but can be transmitted directly from IBO to the intended universities.

HIS Graduation Options

High School students at Hangzhou International School can opt for one of three possible graduation options:

- HIS Diploma and IB Diploma*
- HIS Diploma and DP Courses
- HIS Diploma only

All students will work towards a WASC-accredited HIS High School Diploma. HIS Diploma students must complete a minimum of 28 course credits during Grades 9-12 and meet core requirements.

SUBJECT	TOTAL CREDITS REQUIRED FOR EACH SUBJECT
Language and Literature**	4.0
Language B or Language and Literature	3.0
Social Studies	3.0
Science	3.0
Mathematics	3.0
Arts	3.0

Health and Physical Education	2.0
Design & Technology	2.0
Theory of Knowledge (TOK)	2.0
Additional Credits	3.0
Total Credits Required for Graduation	28.0

Additional Requirements for Graduation

- Extended Essay or Senior Project: An individually researched, 3,000- word scholarly essay; or a preapproved substantial special project within one or more subject groups.
- Creativity, Activity, Service (CAS): Engagement in a range of experiences leading to progress toward the CAS Learning outcomes
- Senior Presentation
- Graduation Portfolio
- Leaving in Style Program: a minimum of 80% attendance required.

Note

*There may be instances where a student is predicted to earn an IB Diploma at the end of the academic year but when the exam session has been completed is determined by the IB to have failed. The student's HIS Diploma will have been awarded on the basis that they have met HIS graduation requirements.

**Students must have 4 credits in English (Language and Literature)

IB Exam fees

Fees for IB Exams are payable by the student and families. At the beginning of the second year of the IB Diploma Programme, students and parents will be notified regarding the exact amount of fees required to cover the exam costs. These fees can be payable at time of re-registration

Part 3: What We Do

3.1 ACADEMIC GUIDELINES AND POLICIES

All matters concerning registration, course selection, grading, credits/records, graduation, and testing (outside HIS system) are processed through the Principal's office.

Class Size

The Board has established guidelines for class sizes which vary according to grade level, classroom size and other factors. In Upper School the maximum class size is 24. In extenuating circumstances, and when it is of benefit to the school, additional students might be enrolled.

Composite Classes

As numbers or academic composition of a group of students warrants, a composite class may be formed. In such cases, students will be clearly categorized as following one or the other grade level program represented in the composite class. For example, the school may offer an otherwise unviable language class to students by combining levels in one class.

Drop/Add Dates

Students wishing to change classes must see the Principal and receive a Drop/Add Form. This form is to be filled out by all relevant teachers, an administrator, and the student's parents. This form must be completed within the month from the start of a semester. Class changes

at times other than those noted above are not normally permitted, but may occur at the discretion of the Principal.

Grading and Assessment

It is the philosophy of HIS that students respond more favorably to the opportunity for success than the threat of failure. The school shall seek to make achievement recognizable and possible for students and conduct student evaluations as objectively as possible. Information is shared with students and parents through Toodle. Reports are shared on a quarterly basis. For more information on Assessment Policy Guidelines, please visit the HIS Website: [Assessment](#)

Progress Reports and Feedback

Parents and students will have access to ongoing assessment results for every course through Toodle. Simple progress reports will also be communicated at midterm to accompany face to face conferences between students, parents, and teachers. Formal report cards are issued at the end of each semester.

The quarterly report is primarily a form of communication between teacher to student and parent. It also serves as communication between HIS and another school to which the student might transfer. HIS considers the first more important, but must be aware of the differing systems to which its students will transfer, and thus the report must ensure a high degree of clarity. A student must be present for a minimum of 9 weeks during a reporting period to receive a report card.

Additional means of home-school communication includes parent-student-teacher conferences and student-led conferences held once a year.

HIS provides transcripts for students in grades 9-12 to be shared upon exiting the program. HIS does not weight grades or rank students within a cohort.

Awards and Certificates

Each year the HIS faculty decides upon an array of awards and certifications for students that are presented at the end of the year.

- Academic Awards - Principal's Honor Roll (see below)
- Activity & Athletics Awards - students will be recognized for their participation and involvement in clubs and organizations as well as sports teams. Those participating in multiple sports will be able to apply for a Three-Sport Athlete Award (HS) or a Six-Sport-Athlete Award (MS),
- Community Awards - students are recognized for their involvement, community service, and interactions.

Principal's Honor Roll

The HIS Principal's Honor Roll and Honor Roll both recognize students who attain impressive success each year.

- Students in Grades 6: Out of a total of 56 points, Honor Roll is given to students who achieve 50-52 points.
- Students in Grade 6: Out of a total of 56 points, Principal's Honor Roll is given to students who achieve 53-56 points.
- Students in Grades 7-10: Out of a total of 63 points, Honor Roll is given to students who achieve 57-59 points.
- Students in Grades 7-10: Out of a total of 63 points, Principal's Honor Roll is given to students who achieve 60-63 points.
- Students in grades 11-12: Out of a total of 49 points, Honor Roll is given to students who achieve 44-46 points.
- Students in grades 11-12: Out of a total of 49 points, Principal's Honor Roll is given to students who achieve 47-49 points.

Transcripts

High school students (grades 9-12) will be issued transcripts that can be shared with colleges and universities.

Transfer Students: Earned/Transferred Credits

Due to student transience and the multiple systems of international schools, transferring credit includes a vast array of possibilities. Below are general guidelines regarding these decisions. In all cases, final authority lies in the decision of the HIS administration.

- Students transferring into HIS will be awarded HIS credits for passing grades in equivalent-hour courses from their previous schools. Upon arrival at HIS, the administration will determine the courses that receive credit, and communicate any future courses needed to meet the HIS graduation requirements.
- For cases involving students who have attended school systems with different school years or courses that do not have a similar number of weekly contact minutes as HIS courses, the transfer of credits shall be determined by the administrator and communicated to the incoming student in a timely manner.
- Only full term, passing grades (63% - level 3 -- or higher or as determined by the other school's grading policy) will be eligible for credit.
- Transferring students may be required to demonstrate reasonable knowledge in a placement exam in order to be admitted mid-year into some classes.

Rehabilitation of Course Work

It is an aim of HIS that all students will be successful in their course work. Students in high school who receive a failing grade (2 or below) for a semester may be required to enroll in online credit recovery course at an additional parental expense.

Make-Up Learning Work

Students who miss school for any reason should review information posted on Toddle and contact the teacher as required for additional advice. Students are responsible for checking Toddle and completing the work independently.

If a student misses a day during an assessment in class, the student should be prepared to take or submit the assessment upon his/her return. It is beneficial to contact the teacher prior to the student's return in order to finalize the details.

Missing Work

Students who fail to submit tasks on time will be expected to attend office hours to complete the missing work. If a pattern of missing assignments or deadlines emerges, parents will be contacted, and a referral made to Student Support Services.

Standardized Testing

The HIS Upper School utilizes the Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) standardized tests for students in grades 6-9. These standardized tests are given twice per year. These tests are normed against North American standards and provide feedback to the individual student and the school. In addition, HIS offers the PSAT tests on site to all 10th grade students for diagnostic information. Under special circumstances, HIS will invite certain grade 9 and grade 11 students to take the PSAT.

HIS is an SAT exam center and offers the SAT throughout the school year. The college counselor will assist students in registering for the SAT, though parents are expected to pay the costs involved. Parents should contact the counselor with regard to how often and when the child should take the SAT.

Grade 12 students will take the International Baccalaureate Diploma exams in their final year of instruction. The fees for these exams will be borne by the students and their families. The examination and results will be moderated by external assessors.

3.2 TECHNOLOGY

Learning and Communication Platforms

General communication between the school and families involves one or more of the following:

- The school website (<https://www.his-china.org>) is the first point of contact for school information. The school calendar and announcement postings as well as a large number of links to helpful pages is found here.
- Toddle is our school curriculum management system. All scheduled assignments are posted to Toddle, and it is the main point of communication between students and teachers on academic matters. Parents have access to their students' assignments, grades, assessment comments, and attendance records on this site as well as teachers' email contact information. Parent emails listed on Toddle will be the points of contact for parents. It is important that parent emails be kept up to date and that parents check emails regularly or set alerts for school communication. <https://his-china.managebac.cn/>
- The Office 365 suite is used for email communication, word-processing, presentations, online collaboration, and cloud storage. Students are assigned a license upon registration: <https://login.microsoftonline.com>
- Additional software and required updates for students are available from the online HIS Self-Service application.
- Weekly updates from the Principals are emailed to all parents, as well as posted to the HIS website.
- For specific team or group activities, Microsoft Teams groups may be organized for students and teachers to communicate transportation information, expectations, and celebrate the student activities. We recommend that students download the Teams App on their mobile device.

WeChat Group Norms

It is not recommended to have WeChat groups between teachers, students, and parents for safeguarding reasons. All official communication between teachers and students must go through email or Teams for traveling groups, with an administrator in the group.

WeChat is not suitable for children under the age of 13, and therefore HIS does not endorse the use of WeChat Groups with students.

Any concerns about a student's progress at school should first be communicated to the teacher involved by email. If more information is required, parents may contact a Vice-Principal to discuss the matter further. The Principal or Superintendent may be contacted when a parent feels a concern is still unresolved.

Teacher email addresses can be found on Toddle, through the school web site, or by contacting the school secretary. Parents are encouraged to contact the school any time they have questions, concerns, or require information.

Laptops

Parents of students entering grade 6 through grade 12 are responsible for providing a recent model Apple MacBook laptop for dedicated use by their students at school daily. All models of Apple laptop (MacBook, MacBook Air, MacBook Pro) are currently acceptable for use at HIS if the hard drive/flash drive is 256GB or greater. Students should purchase an external 1TB hard drive for backing up data throughout the year and before the summer.

Technology Responsible Use

Students and parents must sign the Technology Responsible Use Agreement at the start of each school year. This shows they have read, understand, and agree with the expectations outlined in the agreement.

Students are responsible for providing oversight and care for their laptops. HIS school provides a basic level of care and maintenance for MacBooks. If a student requests HIS's assistance with a repair to fix or replace parts, this voids the current Apple warranty and ability to purchase Apple Care for the laptop in the future. Parents must sign a permission form before the repair can take place and HIS bears no responsibility for loss of warranty. Laptops should always be in good working order – security, cleanliness and usability. Any known damage is to be reported to the Technical Support Staff immediately for repairs.

Laptops should only be used in class when instructed to do so. Upon issuance, it is expected that students will bring their computers with them to class for every period. However, students should not have computers out during class time unless specifically instructed by their teacher to do so. As a basic rule, during class time, the only programs or windows open should be those directly relating to the classroom content at hand. Laptops can sometimes become a major distraction in the classroom if used inappropriately. As such, it is imperative for students to understand that use of their computers is not a right but a privilege, and is contingent upon their compliance with the guidelines below.

Accordingly, as a rule, the following uses are never permitted unless given explicit prior approval by a teacher:

- social networking sites
- gaming
- streaming videos
- music and/or other audio
- instant messaging
- photo booth and/or other screen capture

Students must respect others' property including work, files, passwords and software. Users are responsible for keeping their own passwords secure and for changing them as often as necessary. It is mandatory that students change their passwords for Active Directory (Office 365 and laptop) and Toddle at least once per semester. Users must not misrepresent themselves, or others of the HIS community via online communication. Lastly, students are not to use the school network for streamed media or downloading as it degrades the network performance.

Please understand that the communication systems and use of the school's network is public. HIS reserves the right to monitor any student at any time without warning to ensure reliability, integrity, security, and appropriate equipment use.

All students should be aware that any tampering of any kind with someone's computer, files, etc. or participating in cyberbullying* is considered an extremely serious offence, and will be disciplined accordingly to the positive behavior guidelines.

*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 has various forms, including direct harassment and indirect activities that are intended to damage the reputation, or interfere with the relationships of the student targeted, such as posting harmful material, impersonating the person, disseminating personal information or images, or activities that result in exclusion." Inappropriate use of HIS resources (including but not limited to items discussed above) will have violated HIS' Technology Responsible Use Agreement. Student consequences are outlined in the Upper School Student Handbook "Levels of Behavior and Consequences" found in the Behavior section.

In case of misuse, a student's laptop may be temporarily confiscated. Any and all learning missed by students during this time will be their personal responsibility to make up in whatever fashion is

deemed necessary. This includes if a student loses access to the laptop during a time in which it is required for class.

Digital Literacy

HIS embraces new ways of communicating. Learners need to be taught the importance of using new technology in ways that are safe, helpful, and kind. Developing responsible digital citizens should be the focus of every school, and at HIS we take this very seriously. Students are taught skills that enable them to participate safely and securely in the digital world, enriching their lives and their learning.

Students will learn about privacy, web best practices, and digital citizenship. Students research regularly, communicate locally and globally, and learn computational thinking. HIS follows the International Society for Technology in Education (ISTE) standards for creating innovative learning environments, and developing 21st Century Skills: Critical thinking, Collaboration, Creativity, and Communication.

Printing and Photocopying

Students are provided access to printers and copy machines for school purposes via access codes. At the beginning of each year students are allocated **50 RMB** for printing on their Student ID Cards. Students can add credits at the Tech Shack when their funds run low.

Printing Costs for 2023-24:

- A4 Black and White 0.09 RMB • A4 Color 1.0 RMB
- A3 Black and White 0.12 RMB • A3 Color 1.4 RMB

ID Cards

Students are given an ID card at the beginning of their enrollment at HIS and periodically throughout their tenure. This card is to be used within the library, warehouse, and printing requirements.

3.3 CO-CURRICULAR ACTIVITIES PROGRAMS

In addition to the academic program, HIS runs a comprehensive Co-curricular Activities (CCA) Program for all upper school students. These include activities in the areas of athletics, arts, leadership, community service, and technology.

Athletics Program Objectives

At HIS, our aim is to provide enjoyable and safe athletic opportunities to students. HIS provides equal opportunities to all students regardless of ability, sex, ethnic background or age in cooperative, friendly, and enjoyable environments between all participating students. Students are encouraged to develop a healthy social and physical lifestyle through participation in sport in a non-threatening environment. Students are expected to complete an athletic registration document prior to joining a sports team. The Athlete Handbook and Registration documents can be found on the HIS website.

Whether in practice or on the field of competition, the student athlete will learn the importance of dedication, communication, and perseverance. Sportsmanship is stressed and emphasis is placed on teamwork and cooperation.

HIS students' teams represent the school as the Golden Dragons.

High School Athletics (Grades 9-12)

High school students participate in seasons of approximately 10-12 weeks duration coached by faculty members with experience in each of the sports. Practices occur three times each week, normally between 3:30 - 5:00 pm. Athletes get several opportunities to play matches after school

against Hangzhou-based international schools, as well as competing in multiple tournaments during the season in various Athletics conferences. Varsity teams normally conclude their season with an ACAMIS tournament which involves a multi-day tournament format in host schools located throughout China and Mongolia.

Middle School Athletics (Grades 6-8)

Middle School students have an abundance of choices which can keep them active and develop their skills and understanding in sports and recreation activities. Seasons are generally six to eight weeks long and consist of two one-hour practices each week. Within each season, some after school matches may be organized with other Hangzhou-based international schools to prepare teams for their season-ending tournaments.

For more information about the HIS Athletics program, please check the HIS website: HIS Athletics.

Conference Affiliation

CISSA no longer exists, so that can be removed and we should add SCISAC (South China International Schools Conference).

Coaching Philosophy

- Students are encouraged to participate in a variety of international team and individual sports. These are offered according to the interest, needs and abilities of students, as well as the school's ability to provide safe and appropriate facilities and equipment.
- Emphasis is placed on teamwork, sportsmanship, and learning.
- Coaches maintain the freedom to change rules, facilities, equipment, player numbers and ages in order to provide a more equitable and fair sporting environment.
- HIS players and coaches stay within the "spirit of competition" by observing individual sport rules and broader rules of sportsmanship and courtesy at practices and games.
- Coaches are expected to ensure that all students have equal access to facilities and playing time, as appropriate for age level and level of competition.
- Coaches maintain the right to distribute disciplinary action if students are misbehaving or acting inappropriately at any practice, game or any other time students are under the coach's supervisory control.

Player Philosophy

Student athletes are required to maintain good academic and behavioral records at school and may be disqualified from participation at the discretion of HIS administration for academic or behavioral reasons. Students will be placed on individual contracts for improvement to provide the best opportunities for all to take part.

Any student who meets behavioral and academic requirements is provided access to play. HIS does not hold try-outs for middle school sports, and all students will have equal opportunity to participate in games and practice regardless of ethnic background, ability, sex or any other qualifying factor. High School Varsity level sports do hold try-outs, and the amount of playing time is based on ability, performance, attendance, and team needs.

Students are expected to attend all practices and games, unless excused by the coach. Repeated failure to attend practices or games may result in the student's disqualification from participation. Representation in games will be based on practice attendance, team spirit, ability and any other guidelines coaches deem appropriate.

Co-Curricular Activities Program Objectives

We will now run with 2 blocks for MS CCAs. Therefore, at the bottom of this section, it should say:

- Session 1 - September to January
- Session 2 - February to June

3.4 STUDENT LIFE

Field Trips

Field trips are an important part of our school program. The goals of these trips include exposure to the culture and geography of China, and social and behavioral experiences for the students. When field trips are planned for classroom purposes, all class members are encouraged to participate. Field trips can be classified as classroom-based local trips or extended overnight trips for sports and activities, China Trips for grades 6-10 or Diploma Retreat for grades 11-12.

Expenses

The school will provide transportation for approved local trips in the general Hangzhou area. In some cases, parents will be asked to help support these trips by paying entry fees or other related costs. Generally, overnight field trips will only be approved in special cases for middle and high school students. Families will pay expenses for overnight trips for high school students such as ACAMIS events or Tournaments. China Trip expenses are generally built into the annual tuition, but in some cases, there may be additional funds requested for certain activities.

China Trips and Diploma Retreat

Students in grades 6-12 are expected to attend their grade level China Trips (6-10) and Diploma Retreat (11-12). These trips are co-curricular programs designed to extend and enhance classroom learning experiences. These trips, a fundamental element of student life at HIS, challenge and inspire our students as well as help them develop strong social ties and grade level team spirit. The trips typically contain elements of cultural experience, language development, physical activity, and community service. Student safety and security are the primary objectives of the program, so the trips are planned with care and foresight regarding activities, lodging, and food. For specific grade-level information related to the trips, please visit the HIS website for China Trips and/or Diploma Retreat.

Permission Forms

Details of each trip and its justification will be sent via a letter from the sponsoring teacher. This letter will include a permission form that must be signed by the parent and returned to the teacher if the student is to participate in the trip.

Students are expected to wear the school uniform on field trips unless expressly indicated otherwise. HIS expectations and codes of behavior are in effect on all field trips, just as they would be on the campus. During daily field trips and especially during longer sports tournaments, it is expected that the students will take pride in being an HIS Dragon and represent the school by demonstrating appropriate and responsible behavior.

Student Council

Students wishing to take on a leadership role are encouraged to join the HIS Student Council each year. Elections for the Executive Council are held annually. Students running for the Executive Council will present for a school-wide election. Each grade level advisory class will elect class representatives to share student questions, concerns, and needs with the larger group. For more information about the Upper School Student Council program, visit the HIS website: Student Council.

Events and Opportunities

If students are interested in joining activities that do not currently exist, they are encouraged to create a Student-Led Activity to share. Past activities have included Bingo Night, Halloween Bash, Winter Chill Evening, High School Formal Middle School Formal, Winter Bazaar, House Games, Dragon Run, and more.

Curricular Activities

Part of the curricular program provides additional experiences for students to gain learning in new contexts. Students create and participate in projects and a World of Work placement to gain insight about life skills and career choices.

Students are expected to join community service activities that take place on and off campus. From acting as welcoming Dragon Ambassadors at the beginning of the year to working in the Community Garden, helping support the Winter Fair or Dragon Run, or acting as Admin Support in the Model United Nations West Lake Conference each year, students have multiple opportunities to provide support for the HIS school program needs. Students are encouraged to join additional community service projects outside of the school campus and reflect on their engagement on Managebac for completion of service requirements each year.

Part 4: How We Support Students

4.1 BEING PREPARED FOR LESSONS & LEARNING

Hangzhou International School (HIS) is committed to providing international learners with valuable opportunities to pursue academic and personal excellence within a caring community. We strongly believe that the key to student success is building partnerships between all stakeholders (students, parents, faculty, learning specialists, administrators). Our aim is to foster an inclusive learning environment that embraces diversity, encourages inquiry, challenges the intellect, and promotes positive behaviors and attitudes.

Across the Upper School, all students will participate in the IB program. The inquiry-based curriculum allows for teachers to adjust material with regard to the skill level of the student, previous learning experience, and the current unit of study. We make reasonable accommodations, modifications, and interventions within our school's capacity.

HIS aims to serve all children of the international community in Hangzhou to the best of its ability. At HIS, we believe all students can learn and succeed. We believe that students with learning differences should be included in naturally occurring settings and activities with their peers. HIS commits to educating all children to the maximum extent appropriate in the regular classroom setting.

Support Programs

Providing all students access to the curriculum is a primary responsibility of all HIS teachers. At a foundational level, teachers offer differentiated instruction by considering students' learning styles, strengths, and weaknesses. Any student who is experiencing academic difficulties may receive an academic action plan, which identifies strategies and supports to assist students (i.e., required attendance at office hours, mentoring, classroom accommodations, etc.).

School counseling is also 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.

The larger goal of counseling support will be a reflection of personal progress toward learning and healthy involvement in the school community. 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.

College counseling is available at school to educate students and parents about colleges, the college admissions process, trends, procedures, and testing. Seniors and their families are advised and supported as they go through the process.

Learning Support Services

The Student Support Team is composed of learning specialists and school counselors. Upper school students receive targeted support from faculty and learning specialists, drop-in sessions for additional support, and close monitoring for progress towards individualized goals. Students receive support during the school day, as well as after-school office hours. The school counselors offer a range of social and emotional support services to families, including parent workshops, consultation, individual and group guidance, and referrals.

The support program offers three levels that promote academic success. Instructional content is deconstructed to identify key skills students need to facilitate progress. The Student Support Team works in collaboration with classroom teachers to ensure that students have access to appropriate curriculum content and can make progress towards expectations. Learning Specialists also work directly with students who require additional academic support.

- Tier 1: Referral and consultation.
- Tier 2: Referral, consultation, modifications and accommodations implemented.
- Tier 3: Referral, consultation, supplemental support, progress monitoring.

Direct Learning Support Services come with additional school fees (typically Tier 2 or 3 supports).

An annual review of progress allows the student support specialists to determine to what extent students in need receive services the following school year.

A thorough referral process is outline in [Student Support Services Handbook](#) on the HIS website.

Language Support

HIS provides support within the school day to students for whom English is not their first language. Students with limited English proficiency, or transferring from non-English speaking schools, are assessed for admission and placement in the HIS language program using past school reports and WIDA assessment. For any student whose oral and written language is not yet sufficient to understand instructions and ideas in academic subjects, EAL support can be provided by the classroom teacher and/or additional lessons provided based on need. This may include both English Language B classes and additional EAL support.

Academic Support

Teachers are available between 3:05 - 3:30 pm each day for Office Hours to answer questions, help students identify next steps, or provide feedback. Students are recommended to schedule time with their teacher during Office Hours to ensure availability and interaction. Students who are struggling in classes are advised to take advantage of this opportunity before considering an outside tutor (unless recommended to do so by the school). HIS teachers are not permitted to engage in tutoring for pay.

Counseling

Our school Counseling and Wellness program promotes personal, emotional and academic development for all students through large and small group instruction as well as individual services. Our program is focused on being proactive and preventative, rather than reactive and punitive. Students participate in lessons about transition issues, global citizenship, personal health and safety, conflict resolution, and life beyond school. We also provide parenting education. Our Counselor is part of the Learning Support team to ensure appropriate academic, behavioral and social support is available for all students.

University counseling is provided to all Upper School students with increasing levels of intensity as they progress in age and grade level. Our students receive guidance and assistance with all aspects of the university planning and selection process, admissions and testing requirements, and college and career exploration activities. For additional information on university preparation timelines and application information, visit the HIS Counseling website.

4.2 LIVING IN A COMMUNITY

Behavior

At the core of our belief about student discipline is respect. By maintaining our lines of respect, most issues we face can be handled with minimal disruption to our educational programs. Most aspects of our School Policy are encompassed in the following statement:

At HIS, we respect:

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

The aim of the guidelines is to develop a caring, safe and positive school environment that encourages a strong sense of belonging; and where the rights and responsibilities of individuals are recognized and respected.

We expect students to behave in ways that are conducive to productive educational environments. This means that students will not only strive to take full advantage of their own learning, but also ensure that they do not interfere with others trying to do the same.

Behavioral Expectations Non-Harassment Policy

It is the policy of the HIS Board of Directors to provide an educational, employment, and business environment free of unwelcome harassing situations. Harassment is understood to include unwanted behaviors (including bullying) directed against a person's racial, religious, sexual, or other personal orientations that are of a persecutory nature to the individual.

Chewing Gum

Chewing gum is not allowed on the HIS Campus.

Discipline Process

It is understood that there will be times when some students may have difficulty with acting responsibly and making good choices. In such cases, we believe that consequences for misbehavior need to be fair to help students develop self-management and personal responsibility. To this end, a consequence for misbehavior involves follow-up discussions with the student.

Displays of Affection

Students should refrain from inappropriately intimate behavior both on campus and at school events.

Drugs, Alcohol and Tobacco

HIS is a non-smoking environment including all areas within the perimeter fence of the school grounds for students and adults. Students possessing or using tobacco or e-cigarettes at any time while under the care of the school are subject to discipline, including suspension and expulsion. Similarly, student possession or use of alcoholic beverages is prohibited during any period students

are under school supervision and responsibility, even if they are over 18 years of age. While alcohol may be allowed on campus during occasional teacher and/or parent events, consumption by any student is not allowed.

For the protection of our students, our school has a “zero tolerance” policy in the case of the use of illegal or mood-altering substances that have not been medically prescribed. To that end, any student enrolled is subject to random or targeted drug analysis testing if determined to be prudent and necessary by the Superintendent. All drug testing is non-invasive and done via a laboratory analysis of a hair sample. If your child is chosen for random or targeted drug testing, you will be notified prior to the hair sample being taken, and when the laboratory results have been returned.

Fighting

Fighting is not accepted. “Play-fighting” and “horsing around” can also result in an injury to others and is prohibited. Fighting may result in an out-of-school suspension for all those involved.

Obscenities and Profanities

All students are expected to use appropriate, non-offensive language and gestures. Failure to do so will result in an sequences in line with the positive behavior guidelines.

Weapons

Students are prohibited from bringing weapons of any kind onto the campus. Any instrument which can propel a projectile which might cause physical injury, including sling shots, bb guns, or any sort of pellet or paint guns, in addition to real guns, knives, martial arts objects, or any such instrument or machine that could either cause harm or give the appearance of being capable of causing harm should not be carried on to the campus. Even toy weapons are prohibited.

If a teacher or administrator sees items that match the above description, these will be confiscated, and a discussion will be conducted with the student and parents. The item will be returned to the student’s parents after a meeting with the Principal is held to ensure that there is a clear understanding of the regulations.

I: MINOR BEHAVIORS	Consequences: Minor Behaviors
Such behaviors include but are not limited to: 1. Tardiness to school or individual classes during the school day; 2. Failure to submit or comply with assigned work or deadlines; 3. Inappropriate classroom behavior that blocks classroom instruction; 4. Disrespect in word, action or deed towards others; 5. Using hurtful comments and/or inappropriate language; 6. Inappropriate and/or unwanted public display of affection; 7. Not adhering to HIS Dress Code – see section further below; 8. Committing an act of academic integrity for the first time in a minor classroom assignment.	Step 1: Teacher will discuss the issue respectfully with the student in order to help the student learn and then make appropriate changes. Step 2: The teacher will impose appropriate consequences for the behavior should they deem it necessary, based upon the actual infraction, the age of student, and repetition of the behavior. Step 3: If the behavior continues, the student will be referred in writing to the Principal/ Vice-Principal as appropriate who will discuss the issue with the student and teacher and decide upon the next step on a case-by-case basis.

2: SERIOUS BEHAVIORS	Consequences: Serious Behaviors
HIS faculty or other staff will refer these behaviors immediately to the Principal/Vice-Principal as appropriate. Such behaviors include but are not limited to: 1. Culturally and/or personally offensive verbal or written expressions or gestures; 2. Threatening or intimidating (*bullying/**sexual harassment) other students by word or gesture; 3. Aggressive physical contact/fighting; 4. Repeated disruption of the classroom environment; 5. Lying to teachers, administrators, or other HIS staff; 6. Committing an act of academic misconduct (See Academic Integrity Policy Guidelines and Practices) 7. Falsification of parent/guardian's signature on permission slips, progress reports, report cards or any school communication; 8. Truancy - not attending regularly scheduled classes/ events, or leaving the school/events without parental permission; 9. Abuse of HIS technology (including but not limited to damage or inappropriate use as detailed in the Technology Responsible Use Agreement– see link; 10. Vandalism (deliberately causing harm or destroying school or other people's property, including defacing walls, doors, buildings, teaching equipment, and vehicles).	Step 1: After a thorough investigation {including teacher, student, and involved persons input and the Principal/ Vice-Principal as appropriate}, a meeting will be held between the teacher, the student and Principal/Vice-Principal. The parents will be notified by the Principal/ Vice-Principal and possibly called in for the meeting. Disciplinary action will be taken at the discretion of the Principal/Vice-Principal, based upon prior incidents and repetition of behaviors. In some situations, disciplinary action may be taken immediately. Step 2: Written documentation of both the behavior and the resulting action will be kept by Principal/Vice-Principal in the student's file. Step 3: If a second serious behavior occurs, a meeting with the student, parent, teacher, and Principal/Vice-Principal possibly including the Director, will take place and the student and parent will sign a Behavior Improvement Plan. Written documentation of both the behavior and the resulting action will be included in the student's file. Step 4: If a third serious behavior is committed, or the Behavior Improvement Plan is violated, the student may be suspended from attendance at HIS by the Superintendent. A decision may need to be taken about the student's future at HIS. Written documentation of both the behavior and the resulting action will be included in the student's file.
3: VERY SERIOUS BEHAVIORS	Consequences - Very Serious Behaviors:
Very serious behaviors are immediately reported to the Principal/Vice-Principal and written documentation is provided immediately from the discovering teacher. Very serious behaviors will be worked through the administrative level. Such behaviors include but are not limited to: 1. Possession of anything dangerous that poses a threat to the well-being of the people at school or school activities; 2. Threats of violence or acts of terror; 3. Physical fighting in which a weapon or object is used to injure or attempt to injure another; 4. Use or possession of alcohol, tobacco/vape or any other illegal substance at school or school activities; 5. Possession or theft of any exam, test, or teacher material; 6. Theft or attempted theft; 7. Academic Integrity concern on Externally Moderated work (DP)* 8. Alteration of any official school documents, exams, report cards, or transcripts; 9. Sexual harassment (unsolicited and unwelcome sexual attention or conduct that may be verbal, physical, written, or visual);	Step 1: The student will be immediately suspended by the Superintendent until a conference can be arranged with the student, parents, Principal/Vice-Principal and the Superintendent. A Behavior Improvement Contract may be issued if the student is permitted to remain at HIS. This contract will be signed by the school, students and parents. Written documentation of both the behavior and the resulting action will be included in the student's file. *An Academic Integrity concern on an externally moderated piece of work may result in a non-submission of that work and the loss of the IB Diploma. Step 2: If the very serious behavior is committed again or the Behavior Improvement Contract is violated, the student will be suspended again until the Superintendent determines whether the student is expelled or given another opportunity to behave appropriately. The Superintendent will write a document explaining the behavior and the disciplinary action taken and it will become a permanent part of the student's file.

4.3 ACADEMIC INTEGRITY

Drawn from the HIS Academic Integrity Guidelines as informed by the IB Learner Profile, HIS students are developing into “inquiring, knowledgeable and caring learners who contribute positively to their communities.” Opportunities to read, write, consider and create are a daily occurrence. Drawing upon a foundation of collaborative information and ideas, HIS students build and voice their own understandings and express new ideas in their own unique perspectives. These guidelines are intended to educate students in ethical effective use of the resources available to them as they make their own contributions to the HIS community and beyond.

The academic program of HIS is rigorous and encourages independent, inquiry-based learning. Students of HIS are encouraged to pursue their own authentic thoughts and ideas, and add credibility to their learning by giving credit and properly citing sources where appropriate. In this environment, academic honesty and the trust it engenders is a core value of the community.

Academic Integrity Code

The school's Academic Honesty Code is as follows:

“HIS values authentic academic work that holds learners accountable for the integrity of products they submit. This includes, but is not limited to, postings, assignments, exams, projects and the extended essay. HIS cannot accept work that lies outside of general academic and instructor expectations regarding proper citation of sources as specified by the most recent MLA Publication Manual. I understand that it is my responsibility to know the expectations of the HIS Academic Integrity Guidelines and submit work that represents my own effort. Where I have used the words and ideas of others, I have paraphrased and given credit according to the guidelines of the MLA publication manual.”

Academic Conduct

Academic misconduct is behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. Any behavior that gains an unfair advantage for a student or that affects the results of another student will prevent students from gaining the full learning benefit of completing the task. This may include, but are not limited to:

- Submitting work/ideas that reflects the original thinking and/or writing of a tutor, parent, the internet, or any other individual/source other than that of the student.
- Using translations from internet applications to produce work in the language of the class
- Falsifying data to be analyzed as part of an original investigation
- Copying the work of others
- Allowing or assisting others to copy work
- Plagiarism of any form such as copying websites and not citing ideas presented by others
- Submitting work not performed by the student
- Tolerating academic misconduct in others

Student Responsibilities

The school expects students to work together and help each other learn. Additionally, the school encourages a classroom environment in which the ideas of students are valued by the teacher and fellow students. Most tests, quizzes, and written assignments (compositions, research papers, and so forth) are intended by the teacher to be completed independently by the student. Students who copy information from another student, or who in any way present work or ideas as their own when the work is not theirs, have violated the code of academic honesty. To avoid academic misconduct, students should:

- Ensure that all submitted work is authentic in nature, as it is their own ideas
- Include a page with any assignment that draws upon sources
- Cite the work of others, whether quoted or paraphrased, using the most MLA format

- Respect the concept of intellectual property for non- textual sources
- Conduct themselves appropriately within a testing environment

Identifying Academic Misconduct

Teachers use professional discretion to identify work of concern and must provide evidence in supporting that concern. Such evidence might include:

- Examples of student work showing an unexplained “jump” in apparent quality
- Inconsistencies between knowing, understanding, and skills demonstrated in daily learning activities and on assessment tasks
- Lack of notes, plans, process journals, drafts, or other evidence of the student’s scholarly process.
- Reports from a plagiarism detector
- The professional judgment of the teacher; not admittance of guilt by the student, is the basis for whether the Academic Integrity Policy Guideline has been breached.

Consequences of Academic Misconduct

Academic honesty is required at HIS.

Where misconduct is suspected, teachers will meet with students in person, express their concerns, provide counselling and support, and give the students the opportunity to provide additional evidence of their originality and integrity of their work.

If a student is shown to be dishonest, one or more of the following will occur: the student support will be notified, administration will be notified, the student’s parents will be notified, and (s)he will serve a suspension. The student must redo the assignment. Note that the student will lose the right to appear on the honor roll for that semester. Further repeated infractions will result in a student being asked to leave HIS.

For more information refer to the [HIS Academic Integrity policy](#) on the HIS website.

4.4 HEALTH RELATED ISSUES

Health Card

All students must have a Health Card on file in the office. (The blank health card form is part of the admissions packet; copies are available in the office.) Current TB (tuberculosis) tests are required for each student annually. Please note that it is of vital importance to have contact numbers for both parents and an emergency third party (neighbor, friend) so that the school may contact parents in the event of an emergency.

Medication

Any medication to be administered during the school day must be sent to the school nurse with full instructions and proper labeling. Students may take the medication in the nurse’s office.

Illness

If your child is sick or has been diagnosed as having a contagious disease or illness, please notify the school nurse at nurse@hisdragons.org.cn immediately with a description of symptoms.

School medical staff are responsible for caring for children who become ill at school, and for dealing with accidents. Students who are ill should not be sent to school, as they pose a health risk to other students. If a child comes to school sick, the office staff will telephone the parent and request that a driver is sent to return the child home.

Any chronic illness needs to be disclosed to the nurse as well as the classroom teacher. Students with contagious illnesses should be kept at home until a doctor verifies that the period of

contagion is past. This information is critical to help contain the spread of illness. If a student becomes ill while at school, they are taken to the nurse for an assessment. If the nurse determines that the student needs to go home, the following steps will be taken:

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

Children who have been absent due to illness may be required to bring a doctor's note to school with them to confirm the illness and recovery process.

Medical Emergencies

In the case of an accident involving serious medical emergency or injury, a student's parent/s will be contacted as soon as possible. The school nurse will be asked to consult and identify the level of emergency. A designated faculty member will stay with the afflicted child and send for help from the school office. If the child needs to be removed to the hospital, the parents will be contacted to support transport to the nearest appropriate medical facility. A representative from the school may accompany the child and the parent, depending on the situation.

Head Lice

Parents should be advised that it is not uncommon during any school year to have cases of head lice at school. Head lice, although not a serious condition, is quite common in schools and can create great difficulty within the school setting. Students who are detected as having head lice will not be able to remain in school until free of any lice or nits. If live head lice are detected, the hair should be treated with shampoo products designed for treatment of head lice. When lice are detected in the classroom, we send a notice informing parents and involve the nurse in checking the entire class and relevant buses. These steps are taken in a confidential manner. When students return to school after having been identified with head lice, they will need to have the school nurse's approval to attend classes. Please inform the school if your child has head lice.

Air Quality Monitoring

The HIS administration team and school nurse are responsible for monitoring air pollution information. This information will be gathered daily from monitoring centers and, when there is elevated air pollution, disseminated to all staff members. In addition, information from the media, the Hangzhou Education Commission, local air pollution control agencies, and health departments will be considered where applicable.

The school will communicate any concerns regarding air pollution using a color-coded system that is based on the Air Quality Index App called '[Air Matters](#)'.

Decisions for reducing exposure to air pollution will be based on individual student risk. Students at highest risk (including students with respiratory diseases, and sports or activities that require heavy exertion for extended periods of time) will be given greatest consideration. The indoor environment on the HIS campus is fully filtered, thus the above practices are applicable only for outdoor activities. For additional air quality information, please visit the HIS website.

Emergency Drill and Evacuation Procedures

Emergency drills are vital in order to ensure the safety of the students entrusted to the school's care. At least two drills will be held annually for emergency evacuation and shelter in place. Students will learn these procedures and the evacuation routes with their classes, understanding the seriousness of emergency evacuation and safety drills. Maps of evacuation routes are posted in each classroom and meeting space. Silence must be maintained during any evacuation to ensure instructions can be heard.

In the case of an emergency evacuation drill, the fire department and local education authorities

will be notified. Bus evacuation drills and other safety drills are conducted annually. Guests and visitors on campus will be expected to take part in the evacuation drills.

4.5 FAMILY CONTACTS

Guardianship

If parents leave Hangzhou temporarily and leave their child/ren in the care of someone else, it is required that they notify the school giving all dates, names, numbers and pertinent information in advance. Students should be left in the guardianship of a responsible adult who can communicate with the school if needed.

Change of Contact Information

Please advise the school office of any change of address or contact information as soon as possible. It is essential that the school has an accurate phone number and emergency contact information for all children.

Withdrawal from HIS

Students leaving HIS should inform the office as soon as they know they will withdraw. This will enable the office to prepare leaving documents. Before such documents can be issued, a withdrawal form must be prepared, which checks on such items as library and textbooks, outstanding fees, forwarding addresses, and so forth.

Students who withdraw within three weeks of a normal Progress Report issuance will not receive an early report. The Progress Report will be forwarded to the parents or the office when it is issued on the regular date. Students leaving more than three weeks prior to a Progress Report issuance will receive a special interim report, listing the progress of the student at the time of the withdrawal.

Part 5: Parents and Friends Association (PAFA)

PAFA's purpose is to provide support to the school through the coordination of special activities outside of the regular school program, and to coordinate parent involvement with the school through volunteer work. Parents of HIS students are by definition members of this organization. PAFA will elect a group of parents to coordinate activities. These elections normally occur in June or December, but can be called at any time.

PAFA conducts various activities, some of which help raise funds for the school and some of which provide volunteer support for teachers and students. PAFA is legally an entity of HIS, and it is a school requirement that all funds earned under the auspices of PAFA be allocated and spent within one year of there having been raised. PAFA's allocations have generally been for materials outside of the normally budgeted books and supplies, which the school funds through tuition payments. Examples of PAFA allocations include enrichment opportunities such as artist, author, or special guest visitors, special funding for extracurricular events, and items that specifically support PAFA's mission.

PAFA also serves as a channel through which parents can communicate ideas for the betterment of the school to the administration. It works in an advisory capacity only, however, and does not establish school policy. That is the domain of the administration under the supervision of the Board of Directors. PAFA is not a vehicle to air individual parent concerns or a substitute for communication directly to the school. PAFA uses the HIS website as its main form of communication. Further information regarding PAFA can be found on the school website www.his-china.org.



Once a Dragon, Always a Dragon!



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Founded in 2002, Hangzhou International School was the first international school in Hangzhou and remains the only non-profit, WASC accredited, IB World School in Zhejiang province.

