

Shanghai Community International School



PUDONG CAMPUS UPPER SCHOOL

Parent-Student Handbook

2009-2010

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PART I – GREETING FROM PUDONG CAMPUS HEAD OF SCHOOL AND PRINCIPALS

Welcome to the Pudong campuses of Shanghai Community International School.

SCIS is a family-oriented institution, based on small school roots, where every student is equally important and receives the attention and support necessary to succeed. Our balanced curriculum blends core academics, fine arts, sports, and after-school activities into a challenging, university preparatory program.

Delivering our program is a passionate, inspired, and well-trained faculty, paired with dynamic administrators and an experienced support staff. This team, working in well-resourced facilities, provides an outstanding school experience for our students.

It is our intention to be attentive to the needs of our peers, our school, our city, and our planet. Therefore, in our classrooms we study and discuss the important topics in education and society that shape our world. As a result of those discussions we continue to grow as an institution and community. During your visits to our campuses you will no doubt see our students and teachers engaged in this process.

In closing, as the Head of School of our Pudong programs I am filled with excitement and anticipation about the year ahead. I hold great appreciation for the effort and work that has been applied to bring SCIS to where we are today, and I look forward to a bright and promising future for our students and school.

Cordially,



Ryan Blanton
Head of School

Students, Families and Friends,

It is with great pleasure that we welcome you to the 2009-2010 school year. We at the Upper School look forward to guiding and helping students as they mature and grow academically, socially and physically. We welcome families, friends and the entire school community to work with us in this important endeavor.

This handbook is a tool to help make this a successful year here at SCIS for the Upper School community and, most importantly, our students. It contains policies and procedures aimed at making the Upper School a safe, friendly and enriching place for young students. There are some changes this year; be sure to read carefully as you discuss the policies and procedures at home. While we attempt to make the handbook as comprehensive as possible, situations may arise that will call for future changes. If so, you will be informed through our webpage *scisdragons.net* and our regularly published newsletter, *The Dragon News*, or through memos given to our students to take home and share.

Please feel free to share any comments or concerns with us throughout the coming year. We are here to make the Upper School experience as successful and rewarding as possible for our young students. We value your assistance as we continue toward that goal.

We look forward to becoming better acquainted with every one of you in our SCIS community.

Don Macmillan
Principal

Ty Smeins
Vice Principal

PART II – PUDONG UPPER SCHOOL FACULTY

School Head

Mr. Ryan Blanton

Administration

Principal	Mr. Don Macmillan
Vice Principal	Mr. Ty Smeins

Building Faculty

Activities Director	Mr. Michael Deneef
Counselor	Mr. Greg Mason
Tech Coordinator	Mr. Steve Clark
Secretary	Ms. Cindy Tao
Transportation Supervisor	Mr. Stu Ren
Operations Supervisor	Mr. Katherine Yu
Librarian	Ms. Averil Way

Teaching Staff

Science	Ms. Mary Burgess, Gr 6/7 Science Mr. Christopher Way, Gr. 9/Chemistry	Mr. Simon Grimmer, Gr 8/Biology Mr. Adam Held, Physics
Math	Ms. Prasana Velamuri, Gr 6 Mr. Adam Held, Algebra 2	Ms. Karin Valenza, Pre/Algebra Mr. Garret Newell, Geometry/Calc.
Soc. St.	Ms. Stacey Johnson, Gr 6 Ms. Pepper Archer, World Hist./Geography Mr. Michael Deneef, Comparative Government/ Research Seminar	Mr. Jordan Finch, Gr 7/Gr 8 Mr. Bret Miles, Econ/Statistics
Lang Arts	Ms. Stacey Johnson, Gr 6 Ms. Kelsey Reppart, Gr 9/Journalism Ms. June Miles, Lit. and Composition	Ms. Amy Guard, Gr 7/Gr 8 Ms. Jennifer Nelson, Gr 10/11
Mandarin	Mr. Jian Yong Du, 1/3 Ms. Daisy Mi, 2/Literature	Ms. Nancy Luan, 1/2/3/AP Ms. Holly Xi, 3/4
ESOL	Ms. Averil Way	
PE	Ms. Andrea Dethy, 6/7/8/Dance Mr. Timothy Wilson, MS/HS/Health	Ms. Bonnie Coles, HS
For. Lang.	Mr. Ricardo Meza, MS/HS Spanish Ms. Alice Ho, Spanish	Ms. Nathalie Ricot, French
Arts	Ms. Tracey Ramsey, Band Mr. Randy Girdner, Drama/Film/Sp. Effects	Ms. Alice Ho, Choir Ms. Chandler Dayton, MS/HS Art
IT	Mr. Paulo Valenza, Mod. Tech./Yearbook	Mr. Randy Girdner, Graphic Design

PART III – INTRODUCTION AND GENERAL BACKGROUND

GENERAL BACKGROUND

SCIS is an independent, co-educational international school. It was founded in 1996 on the Changning campus, and currently operates campuses at Hongqiao and Pudong. Hangzhou International School opened in 2002 under the aegis of SCIS. SCIS is fully-accredited by the Western Association of Schools and Colleges (WASC). SCIS was the first international school in Shanghai to be accredited by the National Council on Curriculum and Textbooks. SCIS is a member of the East Asia Regional Conference of Overseas Schools (EARCOS), an organization sponsored by the U.S. government's Office of Overseas Schools. EARCOS is based in Olongapo City, Philippines, and holds an annual administrators' conference at which SCIS is represented by the administration and occasionally by Board Members.

A. INTERNATIONAL SCHOOL FOUNDATION

SCIS is operated on a not-for-profit basis under the aegis of the International School Foundation. ISF is domiciled in Lansing, Michigan, and is directed by Larry Balli, Michael Dougherty and Kristy Seng. Affiliated schools include the American International School of Cape Town, Hangzhou International School, North Jakarta International School, and Shanghai Community International School.

SCIS is operated on a not-for-profit basis within this context, and is governed by the Directors of the International School Foundation. There are no investors or share holders and as such revenue generated by the schools can be used to fund new buildings and expansion rather than to give investors a return. As the schools become more established and as debt is repaid, contingency funds will also be developed to provide for financing when the school has sudden, unanticipated needs.

B. AFFILIATED SCHOOLS AND NOT-FOR-PROFIT STATUS

The International School 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 is registered in its respective country under the auspices and regulations of that country.

All international schools in China are categorized as "Foreign Investment Enterprises", with the exception of the Shanghai American School. (SAS was established over fifty years ago under older laws as an "Embassy School" for the children of diplomats. Although the Chinese government is now challenging this status, SAS continues to enjoy significant tax advantages under this previous category.)

SCIS undergoes an annual audit, which is required by the Chinese Finance and Education Departments. This audit and the finances in general are also reviewed

by the school's two accrediting agencies, the Western Association of Schools and Colleges, and the National Council on Curriculum and Textbooks.

C. SCIS GOVERNANCE

SCIS is overseen by a Board of Governors, which is appointed consistent to the bylaws of the school's Deed of Foundation. The self-perpetuating, "corporate governance" model used at SCIS 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.

D. MISSION STATEMENT

The mission of SCIS is to provide its students with the opportunities, resources, instruction, and environment to pursue academic and personal excellence through an international school curriculum with a U.S. orientation, and to help them to become lifelong learners and productive, involved citizens in a changing, global society.

E. PHILOSOPHY

Schooling should be a multifaceted experience which results in students learning to think creatively and critically, to gain practical skills which will equip them for ensuing stages of education and life in general, to explore areas of interest, including their own selves, and to learn to work with and appreciate other people. We recognize that in addition to preparing students for each successive stage of their education, schooling forms a significant chronological segment of a person's life and therefore has its own intrinsic value and importance, a value beyond simply preparing for the next chapter or the next grade level. This lends an added significance and responsibility to all of the work we outline below.

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

Our students are inheriting a world in which the discovery, assimilation, understanding and management of information undreamed of today will be vital to them. Our goal, accordingly, is to reach beyond a content-oriented curriculum and to also provide students with the academic skills and intellectual confidence to apply knowledge to thoroughly new problems and situations.

In doing so 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 SCIS 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.

F. CURRICULUM—A BRIEF OVERVIEW

The curriculum at SCIS has been devised by teachers at this school and for this school consistent with its students, its internationalism, its value of community and its Chinese setting. The academic program is based predominantly on the U.S. system but is enhanced by the latest curriculum materials, resources and teaching practices from Australia, the United Kingdom, New Zealand, Canada, the U.S. and international school bodies.

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 and life-long learning skills. Most importantly, the school aims to foster a lasting love of learning.

Please refer to the separate Course Handbook document and to our website (www.scisdragons.net) for curriculum information for specific upper school courses.

G. SUPPORT SERVICES

English as a Second or Other Language

SCIS provides support within the school day to students for whom English is not the first language. Special ESOL or Transitional English Program (TEP) class time is provided and in some cases the ESOL teachers also work with the students within the regular classroom.

At the beginning levels, the ESOL program concentrates on equipping students with the vocabulary and structures for meeting immediate school needs and assisting in the settling process. Intensive handwriting and phonics lessons are included for students who have not previously used the Roman Script. As students gain confidence, they move onto broader themes designed to develop speaking, listening, reading, and writing skills to a level that will enable them to participate effectively in all regular classroom lessons including Language Arts.

Students with limited English proficiency, or transferring from non-English speaking schools, will be tested for admission and placement in the ESOL program. ESOL classes are required for any student whose oral and written language is not sufficient to function satisfactorily in academic subjects.

Support Programs

SCIS accepts students who are capable of success in its academic program without the support of a special learning disabilities program. Students with mild learning differences who are deemed capable of meeting the demands of the program with the help and support of the regular classroom teachers can be admitted on a probationary basis. Occasionally, external diagnostic testing may be recommended or required, to insure that the teachers have adequate information with which to prepare effective teaching strategies for these children. SCIS employs a school psychologist who visits the school periodically as well as counselors and learning specialists

Any student who is experiencing academic difficulties may be placed under a special reporting program which involves regular communication between the teacher and parents, and is intended to improve organization and prioritization of work at home.

SCIS reserves the right to refuse admission to any student for whom an appropriate educational program and support services are not currently available. [See also, *Admission Policy*]

Students who have learning difficulties which are beyond the scope of the school's professional and material resources, or who have not performed adequately at previous school(s), regardless of the reason for this, will not be eligible for admission. SCIS will seriously consider students who have a desire and motivation to succeed, but who have had difficulties which the school judges can be addressed within the normal framework of the school's classroom program.

H. THE SCHOOL'S EXPECTATIONS OF ITS STUDENTS

- We expect students to behave in a way that is conducive to a productive educational atmosphere. This means that students will not only strive to take full advantage of their own opportunities here, but also do nothing which might interfere with others striving to do the same.
- We expect students to respect their teachers and all other adults in the school.
- We expect students to arrive on time each morning ready to learn. This means that students have spent the necessary time on the previous day's homework, have had sufficient sleep, and have had breakfast.
- We expect students to show consideration for others, and to tolerate and appreciate people from other races, creeds, and backgrounds.
- We expect students to work and play together harmoniously, to help others, and to show good sportsmanship in games.
- We expect students to show care for the property, building, and flora of the school, and to exercise responsibility appropriate to their age.
- We expect students to be honest.

I. WHAT STUDENTS CAN EXPECT FROM THE SCHOOL

- Students can expect the teachers and administration of their school to have their safety and well being in mind at all times.
- Students can expect that their teachers will be devoted to helping them learn and grow.
- Students can expect teachers to approach topics from a variety of angles to insure that students with different learning styles will have every opportunity to visualize and grasp new curricular material.
- Although teachers may not always condone a student's behavior, or agree with everything a student says or wants, students can expect teachers to listen to them, and to try to understand them.

J. VALUES

- We value an atmosphere of open inquiry tempered with a sense of order and consideration for others.
- We value the appreciation of diversity, and the opportunity to learn from the multitude of cultural backgrounds represented at international schools like ours.
- We recognize the individual nature of each student, and value a community in which these individuals can learn together harmoniously.
- We value the opportunity to stimulate the love of learning, which we believe is in every child.
- We value creative and inventive thinking, and the ability to approach problems from different angles.
- We value our opportunity 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.
- We value the human relationships which constitute our community and foster learning: relationships between teachers and students, between students, between teachers and parents, and between parents and their children.
- We value parents' concern, involvement, and contribution to the life of the school.
- We value the development of character integrity in each of our students.

PART IV – POLICIES AND PROCEDURES

ACADEMIC GUIDELINES AND POLICIES

Academic Guidance

All matters concerning registration, course selection, grading, credits/records, graduation, and testing (outside SCIS system) are processed through the Principal and/or a designee.

Course Designations

Unless otherwise noted, all SCIS courses are denoted as “college-preparatory.” Our standard classes are college preparatory. Note that these courses are not labeled as “College Preparatory Modern World History”; instead they are simply called “Modern World History.”

Students who have received permission from the appropriate teacher(s) and administrator at the beginning of a given grading period may choose to take a high school class with a special distinction. The following are alternatives to our college preparatory classes

• *Advanced Placement Courses (AP)*

SCIS offers selected AP courses, varying on a yearly basis. AP courses are designed to meet the needs of 10th, 11th, and 12th grade students. These courses involve taking an AP examination to demonstrate completion of the course at the college level. Success on these exams can enhance college placement prospects and can translate into college credit at some institutions.

• *General Courses*

A “general” class distinction denotes a subject that fulfills SCIS graduation requirements but is not taught at a college-preparatory level. Normally, this includes “general math”, as an alternative to one of the college preparatory math classes, and ESOL, as an alternative to one of our modern language classes.

Grading Systems

It is the philosophy of the Board that students will 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. The Board urges all teachers to conduct student evaluations as objectively as possible.

Students will be given marks corresponding to the letter grades as shown in brackets as follows:

98 – 100 (A+)	87 – 89 (B+)	77 – 79 (C+)	67 – 69 (D+)
93 – 98 (A)	83 – 86 (B)	73 – 76 (C)	63 – 66 (D)
90 – 92 (A-)	80 – 82 (B-)	70 – 72 (C-)	60 – 62 (D-)

59% and below is not a passing grade.

Other grades issued on the Report Card may include:

NG = No Grade - This grade is given to a student that a teacher is unable to grade usually due to inadequate information such as a transfer student or one who has had a class schedule change. Students who enter a class at mid-quarter and have missed 20 or more school days in that quarter, will be issued a NG for the quarter. This quarter grade usually indicates that the semester average will be calculated exclusively or very heavily upon the upcoming quarter's (2nd or 4th) work. At the teacher's discretion, the semester grade for this course may be prorated.

I = Incomplete - An incomplete grade indicates that the student has not completed all the required work for the course and must complete it to earn a quarter grade. The work must be completed in a predetermined time frame. If it is not completed, the student receives an F for the quarter.

P = Pass - The "pass" grade can be given to a student in special situations as determined by the principal. The "Pass" grade indicates that the student is "working" or "making adequate progress" although the grade will not be a factor in GPA. A course taken on a pass/fail basis must be approved by administration. This grading process should be consistent for the entire semester in this course. In other words, students should receive a P or F for each quarter.

Graduation Requirements

Please refer to the SCIS Pudong Upper School Course Booklet.

Grade Point Averages, including advanced placement (AP)

The following information will assist the student regarding the determination of a student's grade point average (GPA) that may result in placement on the SCIS Honor roll. Please note that Advanced Placement (AP) classes have different grade values. If a student has questions regarding this policy, any teacher should be able to assist.

The conversion scale is posted below:

SCIS Grade Reference Conversion Key

<u>Percentage Grade Range</u>	<u>Letter Grades</u>	<u>Grade Point Range</u>	<u>AP Grade Point Range</u>
90 to 100	A- to A+	3.50 to 4.00	4.50 to 5.00
80 to 89	B- to B+	2.50 to 3.40	3.50 to 4.40
70 to 79	C- to C+	1.50 to 2.40	2.50 to 3.40
60 to 69	D- to D+	0.50 to 1.40	1.40 to 2.40
0 to 60	F	0	0

No credit is issued for a percentage grade 59 and below.

In the case of a failure in a class a 0 grade will be added to GPA for purpose of averaging.

Credits and course work from other schools will be represented on the SCIS transcript. The addition of these credits for GPA will be determined on a case-by-case basis.

• ***GPA Weighting***

Students who complete a course according to AP requirements will have 10 points added to their transcript (not progress report) GPA calculation for that course each semester they complete. GPA weighting does not apply to Honor Roll distinctions. Students who score less than a 62% in AP subjects will not be granted the additional weighting noted above. Additionally, students enrolled in AP courses will receive two grades:

- a regular course grade from the SCIS teacher (included on transcript)
- a grade based on the final AP examination administered to all AP students worldwide. (Scores on this test determine the possibility of college credit. This score is not included on the transcript.)

• ***Advanced Placement Grading and Testing***

As noted above, students enrolled in Advanced Placement classes will receive a grade on their transcript for an AP denoted class. After six (6) weeks in the course, all AP students must make a decision as to whether to attempt to take the AP final test in May. There is an additional fee associated with taking this test that the student will pay. Students who pass this test will likely receive university credit for the course (although individual universities have their own guidelines).

Honor Roll

The two levels of the SCIS honor roll and their respective GPA ranges are as follows:

<i>Principal's Honors:</i>	Students with a percentage grade of 95% or greater
<i>Honors:</i>	Students with a percentage grade between 85-94 %

• ***Exceptions***

Occasionally a student will have earned a score of 85% or higher and will not be allowed on the honor roll. These exceptions include:

- a student who has failed any class
- a student who has earned two or more scores below 70%
- a student who has been given a grade of "I" (Incomplete)
- a student not enrolled in a normal class load (normally 6 or 7 classes)
- a student who has been disciplined for academic dishonesty in that grading period

Credits Earned/Transferred and Graduation Policies

The following policies are established to deal with the most common cases in question. The administration reserves the right to make exceptions to this policy if exceptional circumstances are apparent.

- ***Transcripts***

High school students will be issued transcripts that document the sum of their work at SCIS/HIS. For purposes of college applications the percentage scores reported on progress reports will be converted to conventional GPAs.

- ***Credits Earned: Semester and Final Grades***

Course credit will be awarded on a semester basis.

- ***ESOL Courses***

Students in grades 9-12 may receive only one English graduation credit for an ESOL course (see "Graduation Requirements").

- ***Rehabilitation of Course Work***

It is an aim of SCIS that all students will be successful in their course work. Students who receive a failing grade for a semester may be assigned an independent study contract to make up the failed work. The contract will include clear time-limits for the completion of the work. If the student make-up work is satisfactorily completed, the failing grade will be changed to 60% (D-) which becomes the grade used for semester averaging and transcript reporting.

Students who have failed a semester of work in a SCIS course have the option to "test-out" of the failing grade by scoring an 80% or higher on a semester test. Upon meeting this requirement, the student will receive a semester grade of 60% (D-). The final test must be taken in a timely manner after a failed semester. If a student does not score 80%, no retake test is offered.

- ***Transfer Students - Earned and Transferred Credits and Graduation Requirements***

Due to student transience and the multiple systems of international schools, issues regarding the transferring credit must consider a vast array of possibilities. What follows are general guidelines regarding these decisions. In all cases, final authority lies in the decision of the SCIS administration.

- Students transferring into SCIS will be awarded SCIS credits for passing grades in equivalent-hour courses from their previous schools. Upon arrival at SCIS the administration will determine the courses that receive credit, and communicate the future courses needed to meet the SCIS graduation requirements.
 - 1) 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 SCIS courses, the transfer of credits shall be determined by the administrator and communicated to the incoming student in a timely manner.
 - 2) Only full semester, passing grades (60% or higher or as determined by the other school's grading policy) will be eligible for credit.
 - 3) Transferring students may be required to demonstrate reasonable knowledge in a placement exam in order to be admitted mid-year into some classes.
 - 4) At the discretion of the school administration mid-year transfers seeking credit for a failed semester may be given the option of testing out the first semester of an equivalent SCIS course. Students who fail

a first semester course (at SCIS or other institutions) can still receive a full credit (1) by completing the full SCIS second semester and earning a grade of 70% or better in classes that are developmental (Chiefly Math and Foreign Language).

- 5) SCIS will not award credit to students who have taken a course for which they have previously received credit. For example, a student who passes the first semester of a course but fails the second will earn .5 credits. He may not repeat the first semester next year and receive another .5 credits.
- 6) In some cases, students who transfer to SCIS late in their high school years may be able to take SCIS courses and transfer them back to their previous school to receive a diploma from that institution. It is not the responsibility of the school to 'negotiate' graduation from other institutions for students.

• ***Auditing Courses, Summer Courses, and Online Courses***

Students may not use online or summer school classes to accelerate their graduation from SCIS.

However, it is possible for a student to receive credit for courses that they have failed at SCIS by satisfactorily completing the SAME class in an accredited school during the summer months or online. Replacement courses must be pre-approved by the SCIS administration in writing. In such a case, in addition to a written transcript from the school, it may often be necessary that the student display his/her mastery of the subject by passing the SCIS final (semester or year-long, depending on the course) in order for credit to be given.

• ***No Grade (NG) and Family Vacation Make Up Work***

Because individual classes can occur on alternating days, students who miss more than 40% of the periods of the same subject, for whatever reason, are subject to a NG (no grade) for the quarter. This grade constitutes that no credit was received for a course for a particular quarter. It is possible that plans may be made between the student, teacher, and administrator for ways that this quarter of work may be completed.

If a student will miss school due to a family vacation, the student should notify the school as early as two weeks ahead of time. Teachers may assign work to be completed over the vacation. Students are expected to be present for exams during the scheduled examination sessions at the end of each semester. Exceptions are at the discretion of the principal.

Scheduling

• ***Course Loads and Study Halls***

In the 6th-11th grades, students are required to take 7 classes. At times students may wish to take a class through another accredited organization or an online course in which case a free period may be granted for that work. In this instance, the student will enroll in a study hall to satisfy the work requirement. Study halls are also allowed for those students enrolling in at least one AP course.

Students in the 12th grade who are seeking a SCIS diploma grade must take a course load of at least six (6) classes for each of the semesters. Students wishing to apply to universities may find that taking a lighter course load will limit their chances of acceptance.

• ***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 the relevant teachers, the administrator, and the student's parents. This form must be completed within 5 school days from the start of a semester.

Class changes at times other than noted above are not normally permitted, at the discretion of the principal.

• ***Withdrawn Classes***

A student who wishes to drop a class after the drop/add date specified will receive a "W-F" on the transcript and report card. This stands for withdrawn and failed. In such a case, the student's GPA will be affected exactly as an earned "F" grade.

Probation

The typical probation process is outlined below. In severe cases, SCIS reserves the right to bypass certain steps of this process and proceed directly to the Probation Committee's recommendation to the Headmaster.

Probation is the formal notice that the student is not being successful at SCIS for either academic or behavioral reasons. At this point, a parent meeting is requested to clarify expectations, develop support mechanisms that can aim toward improvement, and outline possible consequences. All probation notices will be reviewed at specified dates. If conditions have not been met, a Probation Committee will evaluate the specific situation and make a further recommendation to the Headmaster regarding modified conditions, grade promotion/retention, and/or the capability of the school to serve the student's needs. This recommendation may include the termination of enrollment of the student at SCIS.

• ***Academic Probation***

Our goal at SCIS is to help students achieve academic success. If a student is struggling academically, the student will be placed on Academic Probation to formally communicate this to students and parents. Students who are placed on Academic Probation are ineligible to join non-class specific after-school / evening / overnight activities. This does not include China Trips.

Students will be placed on probation if they exhibit any of the following:

- An overall percentage average of less than 70%
- An "F" grade (below 60%) (This could be at the mid-quarter or end of a quarter.)
- Two or more grades below 70%.

These criteria will be evaluated at the end of each quarter and at least one pre-determined mid-quarter date. The Academic Probation will be in effect until the next checkpoint date. At the predetermined checkpoint dates, if a student meets or exceeds the above criteria, he/she is no longer on Academic Probation.

• ***Disciplinary Probation***

Students who demonstrate an inability to respect the school environment will be placed on Disciplinary Probation. Parents will be notified and the specific behaviors and future expectations will be outlined. Students on Disciplinary Probation are ineligible to join the SCIS China Trips.

Students who are unable to meet the expectations of the probationary contract may have their enrollment terminated. In such a case, consequences will be clearly noted in advance in the student's contract.

Retention

In some cases, the SCIS staff will recommend that a student be retained at a grade level for the next school year. Teachers are fully cognizant of the various social and psychological ramifications of retention, and make this recommendation when they feel it is in the best overall academic and social interests of the child. In some cases, this is a recommendation only, and parents will make a decision after meeting with a panel of teachers who will advise on the situation. In other cases, when the teachers feel strongly that it would be detrimental for the child and/or the other students in the class for the child to be promoted, the school may make the re-enrollment of the child contingent upon retention.

ACTIVITIES

In addition to the academic program, SCIS runs a comprehensive Activities Program for all upper school students. These activities have included sports, arts, music, drama, technology, science, community service, Model United Nations and much more.

Athletics Program Objective

At SCIS our aim is to provide enjoyable and safe athletic opportunities to students. SCIS will provide equal opportunity to all students regardless of ability, sex, ethnic background or age in a cooperative, friendly, and enjoyable environment between all participating students. Students will be encouraged towards a healthy social and physical lifestyle through participation in sport in a non-threatening environment.

Conference Affiliation

SCIS maintains membership in the CISSA (China International Schools Sports Association) and will observe all CISSA rules and guidelines.

Coaching Philosophy

- a. Students will be encouraged to participate in a variety of international team and individual sports that will be based on the interest, needs and

abilities of students as well as the school's ability to provide safe and appropriate facilities and equipment.

- b. Emphasis will be placed on teamwork, sportsmanship and learning.
- c. Coaches will maintain the freedom to change rules, facilities, equipment, player numbers and ages in order to provide a more equitable and fair sporting environment.
- d. SCIS players and coaches will stay within the "spirit of competition" by observing individual sport rules and broader rules of sportsmanship and courtesy at practices and games.
- e. 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.
- f. 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. At the coach's discretion, any disciplinary action may be brought to the SCIS administration.

Player Philosophy

Students are required to maintain good academic and behavioral records at school and may be disqualified from participation at the discretion of SCIS administration for any reason.

Any student who meets behavioral and academic requirements will be provided access to play. SCIS will not hold try-outs for CISSA 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. Junior Varsity and Varsity level sports do hold try-outs and the amount of playing time is based on perceived ability, performance and team needs.

Representation in CISSA Rep games will be based on game and practice attendance, team spirit, ability and any other guidelines the coach deems appropriate.

Students may be disqualified from participation for failure to comply with team rules as specified by the coach. 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.

ADMISSION, TRANSFER AND WITHDRAWAL

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

Admission Process

• *Eligibility to Attend SCIS*

SCIS 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. The student must hold a foreign passport 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. [See also, *Eligibility to attend SCIS*]

• ***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 (see below).

• ***ESOL Level***

Students entering the 7th or 8th grade level of the Upper School are screened similarly to Lower School students in regards to reading, writing, and communication ability. After 8th grade, it is critical that students be able to function in a High School environment with minimal ESOL support. To this end, students are rigorously tested to assure they meet SCIS minimum proficiency requirements.

• ***Letter of Reference***

One letter of reference speaking to the student's potential for success in a college preparatory high school program is required. This letter should be written by an educator who has first-hand experience with the student.

• ***Class Placement***

Upon enrollment, students are placed in a grade or section based upon their previous academic history and their chronological age.

In some cases, students will be considered for placement ahead of their chronological peers if they have had previous academic history which justifies such placement. However, even in such cases, it is the policy of SCIS for the new student to begin with placement with his or her chronological peers. After a period of teacher assessment this placement may be reviewed. Social, developmental, and academic progress and status are equal factors in this assessment.

Grade placement is the purview of the school administration, while parent input will be considered; the school 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's starting school. The school requires that school fees payments be made in RMB, though US dollars will also be accepted. Students who leave during or at the end of the first semester are entitled to a refund of the second semester of the annual tuition. Students who leave during the course of the second semester will not receive a tuition refund.

Transfer Between Campuses

Student placement for transfers (depending on seat availability) usually follows the following normal priority ranking:

- 1) SCIS students requesting a transfer to a campus where a sibling is already enrolled
- 2) SCIS siblings all requesting a transfer to the same campus
- 3) SCIS students requesting a transfer while sibling(s) remain(s) on the current campus
- 4) Individual SCIS students
- 5) HIS students transferring to Shanghai

Preschool applicants, **priority ranking:**

- 1) Siblings of current campus SCIS students
- 2) Siblings of SCIS students transferring to the desired campus
- 3) Siblings of other campus SCIS students
4. Siblings of HIS students

Please note that transfer requests for the following school year must be submitted by February 17. Offers of enrollment to new SCIS applicants will begin on February 27. We still welcome transfer requests after this date, but priority ranking will not necessarily apply.

Within groupings, requests will be considered by the date of the request as long as the admission committee is able to apply normal priority ranking.

Normal priority ranking is applied as long as the school composition meets the SCIS mission and policies e.g. availability of ESOL or special learning needs services, diversity, class capacity, class composition, etc.

Consideration for student transfer between campuses requires action on both the part of the student's family as well as that of the school.

• **Family Responsibilities**

1. The family must submit a *written request for transfer* on behalf of the student separate from any seasonal surveys. The request should include the student's name, current campus and grade, requested campus and grade, requested transfer date, and parent signature. It should include any special contact information if different from that on file with the

school. Alternatively, the family can pick up a *transfer request form* from the school to be filled out by the family or print an application from the website.

2. This request should be submitted directly to the admission office. If the family does not submit the request directly to the admission office, e.g. through the student's campus office, the family must contact the admission office to confirm receipt of the request.
3. The family must make a request within the appropriate timelines set forth by the school in order to receive consideration under normal priority ranking. Requests made after deadlines set forth by the school can jeopardize consideration in the normal priority ranking.
4. If the family has not heard confirmation from the school regarding transfer, the family must contact the admission office directly. Delay in decision due to lack of family confirmation can jeopardize the placement decision.
5. All necessary school fees are paid within stated SCIS deadlines.
6. The family will note any *change in request* in writing in the manner noted above. Changes in requests take the priority accorded by the new date of the requested change.

• ***SCIS Responsibilities***

1. SCIS must post placement request deadlines in at least one broadly available media, e.g. parent handbook, newsletters, website, mailings, etc. SCIS will try to use multiple media multiple times in order to make sure all families are aware of important deadlines.
2. SCIS will adhere to the normal priority ranking for placement whenever possible.
3. While the family has the responsibility to confirm transfer with the admission office, SCIS will make the effort to notify the family of its decision through contact information on record with the school.
4. Upon confirmation of transfer, SCIS will coordinate transfer of any school records necessary at the new campus site as well as notification of teachers and staff at the requested campus. SCIS will encourage staff to exchange any information between campuses to ease the student's transfer and to ensure continuity in programs.
5. SCIS will notify families of unavailability or waitlist placement.
6. SCIS will meet each request in a timely manner relative to other such requests and normal application timelines.
7. SCIS will be available for family inquiry throughout the transfer request process

• ***Additional Transfer Policy Notes***

- 1) An approved transfer will not be viewed as a reason to extend, terminate or otherwise modify probation for academic or behavioral reasons and/or other contracts between the school and the student or family.

- 2) Student records follow the student and are incorporated in the new campus's records. Student records include financial, academic, and discipline-related matters, as well as any other relevant to the child's learning at SCIS.

Any transfer will not affect fee status between Shanghai Campuses. Transfers between Shanghai and Hangzhou will result in fee differentials that will be assessed on a case-by-case basis

Withdrawal from SCIS

Students leaving SCIS 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 things as library and textbooks being held by students, 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 students at the time of withdrawal.

ATTENDANCE AND ABSENCES

Daily Class Schedule

The Upper School schedule operates on a daily seven period schedule. All full year classes receive one (1) full credit. Semester based classes receive a half credit. Students will be given a personal schedule by the first day of school.

Record Keeping, Absences, and Tardies

Teachers keep a daily record of student attendance and will record any absent or tardy students. Students arriving late to school (8:00-8:15) should report directly to their first period class. They will be marked tardy unless they have an *excused absence* (see below). Students arriving to school after 8:15 must sign in at the main office. Students who are late due to the late arrival of an SCIS bus need not check in at the office. They will be considered as an *excused tardy* without the need for a form. Students who arrive more than 15 late minutes to any class will be considered absent and may be able to clear the absence through the main office.

• Excused Absences

It is the parent's responsibility to call SCIS on the first day and each successive day of a student's absence. Upon the student's return, he/she should bring a note to the main office. This note must be signed by the parent and contain the following information: *the student's name, the reason for the absence, and the day(s) of the absence*. The main school office will then change the recorded absence to "excused" in the PowerSchool database.

For pre-planned absences, students are encouraged to meet with teachers prior to their absence. Teachers can then assign make up work so that the student has less work to complete upon returning. Whenever possible, please schedule doctor and dental appointments after school hours. The following absences are excused*:

- Illness
- Serious illness or death in the immediate family
- Emergency medical situations
- Absences approved in advance by administration

* Students are given the opportunity to make up missed work by meeting with teachers. Students should be aware that, as a rule, they will be responsible for all material that was missed due to any type of absence.

• ***Unexcused Absences***

If a student does not bring a note to the main office then the absence is considered unexcused and teachers may choose to not accept class work for the period(s) missed (resulting in a zero).

• ***Tardies***

Students should be in class at the designated time ready to learn. If a student comes unprepared for class, or must leave to get materials, this can be considered a tardy. Students who are more than 15 minutes late for a class will be considered as unexcused absent. Teachers will not take away points for students who are tardy. But teachers may deduct points for missed work due to an unexcused tardy.

• ***Students Arriving / Leaving School Mid-day***

All students arriving to school after 8:15 should report to the main office and have their name crossed off the absence list. Students are not allowed to leave campus before the end of the school day without permission from the principal. Students wishing to leave school before 3:00 must show written parental permission to the office in the beginning of the day so that the office can notify the appropriate teachers. In an unplanned situation, parents should report to the main office or the principal's office to gain assistance from the school staff for dismissal of their child.

CHANGE OF CONTACT INFORMATION

Please advise the school office of any change of address as soon as you can. One simple change of address by you can set a complex chain of route changes into motion for the bus system, and it may take more than just a day or two to confirm new pick-up times.

It is absolutely essential that the school have accurate phone number and emergency contact information for all children!

BEHAVIOR

Beliefs about Discipline

A well-disciplined environment with clear expectations is essential to accomplish our most important role in instruction. 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 the educational program. Most aspects of our School Discipline Policy are encompassed in the following statement.

At SCIS, we respect:

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

SCIS offers the following guidelines and expectations to assist teachers in handling student discipline:

1. Respect for all people is expected in all aspects of the school environment. Teachers can expect that members of the administration will treat staff, parents, and students with the highest degree of respect. The school can expect that all teachers treat all students, other staff, and parents with respect. As a faculty we will expect that all students and parents will treat all of the adults in the school with respect, as well each other.
2. When disciplining students, there will be no yelling, degrading or demoralizing a student, and student privacy will be respected. Sarcasm has no place in the classroom. Put-downs or teasing will not be tolerated between students and those students who are so inclined will face consequences. Our expectation in this area will be to maintain only positive interactions at all levels.
3. At no time should a teacher ever strike or touch a student during discipline. If for some reason the student is out of control and their actions could, in the judgment of the teacher, bring harm to others, the student may then be restrained. In student interactions with each other behaviors such as hitting, kicking, pinching, biting etc. will result in serious consequences and will not be tolerated.
4. Respect for property reflects the need for all equipment books, supplies and materials, as well as the facility itself, to be properly treated. Care of our teaching and school environment is not only going to help us maintain the facility and our supplies and materials, but it will also save us money in the long run and allow tuition dollars to be applied effectively to student learning needs.
5. There is no place for profanity of any kind in the school, and respect for language must be maintained. This includes any language that may be spoken informally in the school other than English.
6. Respect for each other's personal space includes student's desks, coats, backpacks or any space that is of a personal nature. Students must respect the teacher's personal space as well.

In summary, high expectations for respect and good citizenship by our students will result in less time being spent on reacting to adverse behavior. In other words, we get what we expect. Most behaviors we will come across with our students can be addressed under the statements above.

Discipline Process

All adults who are working in the school are expected to support the discipline process. This is to say that teachers are not responsible only for the students in their class. As an example, if a particular staff member happens to see inappropriate behavior occur by a student it will be that staff member's responsibility to address that behavior. If it is of a serious nature the administration should be involved, but most of the behaviors that staff will experience with our students can be handled with friendly reminders and clarification of our expectations.

We expect that classroom teachers will try a variety of progressive interventions and consequences before they involve the principal in their discipline process. Warnings, withholding of privileges, and contacting parents, are all examples of interventions that a teacher might try before involving the Principal. If after these attempts have been tried the student is still having difficulties making good behavioral choices the involvement of the principal for discipline will be encouraged. When the principal conducts a discipline conference with a student, this is the general process is as follows:

Step 1: Identify the Problem

Why are you here?

What choices did you make that got you in trouble?

Do you understand why this behavior is inappropriate?

Step 2: Clarification of Expectations and Problem Solving

At SCIS, we expect students to . . .

The reason we expect this is . . .

How do you think you might handle this same situation in the future?

Would this course of action result in keeping you out of trouble?

Step 3: Assigning of Consequences

As a result of your choice today, your consequences will be . . .

Note: Assigning of consequences will be progressive and, except in cases where severe misbehavior is involved, generally be:

First Time: Warning and clarification of expectations

Second Time: Withdraw privileges

Third Time: Withdraw more privileges and contact parents

Fourth Time: Possible short-term suspension from school.

Consequences will be assigned based on the seriousness of the offense, the frequency of the student's inappropriate behavior, and the student's attitude

during the discipline process. In the case of serious misbehavior the principal and parent will be notified immediately.

All interventions for discipline by the principal will be documented in the principal's office for possible future reference. Teachers are encouraged to also document any interventions with students.

The faculty and staff of SCIS are entrusted to create a school environment that will meet the academic goals of the school system and student rights. As such, each teacher will generate rules for their classes that match the subject they teach and the rights and needs of their students.

Penalties for unacceptable student behavior include detentions (during lunch or after school), suspension, and parental contact. It is expected that students will follow all teacher (including substitute teachers) directions unless they are illegal, immoral, or unsafe. If a student wishes to take exception to a teacher, they should first do as they are asked and then set a time with the teacher to discuss the concern. If that step does not successfully solve the student concern, the student is welcome to see the principal.

All members of the school community will be respectful to each other in an environment that is safe. Minor violations (disruption of class, uniform, etc.) of SCIS policies will be treated in a consistent, incremental manner. When appropriate, these will be handled with classroom policies and teacher consequences. Repeated cases of minor violations may result in the student being placed on Disciplinary Probation. (see *PROBATION*).

In some circumstances, misbehavior off school grounds can affect the functioning of school and will not be tolerated.

Some behaviors are deemed more disruptive to the school environment. The following behaviors are considered flagrant acts of disobedience and will be treated with a combination of immediate disciplinary probation (see above) and/or suspension/expulsion from school. These behaviors include, but are not limited to, the following:

- Truancy (skipping school or a class)
- Possession of alcohol, drugs, drug paraphernalia, tobacco, tobacco paraphernalia (lighters, etc.), weapons of any sort (including realistic toys). This expectation includes behavior to and from school, on school trips, and during any school-affiliated function.
- Severe violations of Academic Honesty policy
- Stealing
- Fighting
- Vandalism
- Threatening/harassing another individual
- Violating safety rules

• **Due Process**

In cases of discipline students will be provided with due process and an opportunity to explain their side of events. Students who feel wronged by a decision can also notify the principal to seek further clarification.

SCIS Academic Honesty / Honor Code

The school expects students to work together and to help each other learn and the school encourages a classroom environment in which the ideas of students are valued both by the teacher and by fellow students.

Students may get help from a parent in understanding an assignment or in solving a problem. Parents and students should realize that the purpose of the homework is to reinforce what the child has been doing in the class and to solidify understanding. Therefore, parents who help children with homework should ensure that the student is able--after receiving help—to solve the problems or do the work independently. This same thinking applies when a student receives help from another student.

Most tests, quizzes, and written assignments (compositions, research paper, and so forth) are intended by the teacher to be done independently by the student. Students who copy information from another student, or who in any way present work or ideas as their own when they were, in fact, taken directly from someone or some place else, have violated the code of academic honesty.

The school's Honor Code is as follows:

"I realize that copying and presenting the work of someone else as if it were my own is dishonest. I realize that it is my responsibility not only to adhere to the above code, but also to report to the teacher any such dishonesty of which I am aware. Whether I myself copy the work of someone else, give my own work for someone else to copy, or tolerate such action in others, I am guilty to one degree or another of academic dishonesty."

Students preparing compositions or papers must acknowledge any passages which they quote verbatim or paraphrase, in whole or in part, from any source, according to guidelines which will be made clear by the teacher.

Academic honesty is required at SCIS. In the event that a student is shown to be dishonest, one or more of the following will occur: the score will be a zero, the student's parents will be notified, (s)he will serve a suspension. Note that the student will lose the right to appear on the honor roll for that quarter. Repeated results will result in a student being asked to leave SCIS. Examples of academic dishonesty include:

- Copying the work of others
- Allowing / assisting others to copy work. Giving your work to a classmate and then being surprised that they copied it is not an acceptable excuse.
- Plagiarism of any form (copying websites, not citing ideas presented by other authors, etc.)

Behavioral Expectations

• Non-Harassment Policy

It is the policy of the SCIS 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.*

• Insubordination

Failure to follow a staff member's direction or overt actions of disrespect will not be tolerated and can result in suspension from school. Repeated acts of insubordination may result in student dismissal from SCIS. (Also see Due Process)

• 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.

• Displays of Affection

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

• Obscenities and Profanities

All students are expected to use appropriate, non-offensive, language and gestures. Failure to do so will result in referral to the Principal and disciplinary actions.

• 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. In today's hyper-sensitive security environment, even toy weapons are prohibited.

Teachers will confiscate from students any items that fit the above description. The item will be returned to the student's parents after a meeting with the principal is held to insure that there is a clear understanding of the regulation.

• Drugs, Alcohol and Tobacco

SCIS campuses are non-smoking environments- including all areas within the perimeter fence of the school grounds for students and adults. Students possessing or using tobacco 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 is allowed on SCIS campuses 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 drugs, including marijuana, ecstasy, amphetamines, or other controlled substances other than prescribed medications. To that end, any student enrolled is subject to random or targeted drug analysis testing if determined to be prudent and necessary by the Head of School. All drug testing is non-invasive and done via a laboratory analysis of a hair sample. In the event that 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. A positive test will result in immediate suspension from school pending the outcome of a more complete investigation and a conference with parents regarding the outcome of that investigation. Confirmation of illegal drug use as stipulated above will result in immediate expulsion.

BIRTHDAYS AND CLASSROOM CELEBRATIONS

Classroom celebrations, although fun for students, can distract a great deal from the academic program, and take undue time away from the main mission of the school. Classroom teachers are asked to plan no more than a total of three class parties per school year, for birthdays or otherwise, and to structure them around educationally relevant themes.

CHEWING GUM

Chewing gum is not allowed on any SCIS campus.

CLASS SIZE

The Board has established guidelines for class sizes which vary according to grade level, classroom size and other factors. In extenuating circumstances, and when it is of benefit to the school, additional students might be enrolled. Examples of such circumstances include enrolling of a child from a company that has supported the school in the past or to allow siblings from a family with two or three children the ability to attend the same school. Such exceptions are rarely made, but it is important to note that the class size parameters are “guidelines” as opposed to “limits”. The school administration is charged with the final decision regarding class sizes.

COMMUNICATIONS

Any concerns about a student’s progress at school should first be communicated to the teacher involved. If after such communication, a parent feels that further attention is advisable the parent should contact the principal to discuss the matter further. Teacher email addresses can be found on PowerSchool (see below), on the class syllabus distributed by teachers at the start of the year or by contacting the school secretary.

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

- The scisdragons.net web site is the first point of contact for school information. Here can be found the school calendar and announcement postings as well as a large number of links to helpful pages.
- The scisdragons.net contains a link to PowerSchool, our school database. Parents have access to their students' grades and attendance records on this site as well as teachers' email contact information.
- The SCIS Dragon News is primarily an electronic publication that will be distributed biweekly via our email network. Parents who want to request a printed copy of the Dragon News can do so with the office or the classroom teacher.
- Email announcements will be sent to parents' email accounts as required

Parents are requested to contact the school at any time they have questions or require information.

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 AP class to a student by enrolling the student in a regular class of the same topic.

DRESS CODE / UNIFORMS

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

Middle School students (Grades 6, 7 and 8) wear tan shorts, trousers, or skirts and a navy blue polo shirt (short or long sleeved) with the SCIS book logo and acronym. SCIS branded outerwear may be worn in cooler weather.

High School students (Grades 9 through 12) wear tan shorts, trousers, or skirts and a light blue Oxford cloth button down long sleeved shirt with the SCIS book logo and initials, or a navy blue polo shirt (short or long sleeved) with the SCIS book logo and acronym. SCIS branded outerwear may be worn in cooler weather. A navy blue 3-button blazer with the SCIS seal is available for team trips or other more formal occasions.

Skirts and shorts must be at least knee-length.

All students wear laced shoes or sturdy sandals. Athletic shoes or sneakers are acceptable. "Flip-flops", "thong" sandals, or other beach-type footwear are not appropriate for school. Caps or hats in the classroom are also inappropriate. All

students are expected to be well groomed and appropriately dressed at school or during school-related functions off campus. Immodest or distracting attire is inappropriate in our multi-cultural setting, and this can extend to haircuts, jewelry, makeup, or other aspects of personal appearance.

There are occasionally “free dress” days on which students are not required to wear the school uniform. These may occur approximately once a month, usually in connection with a special holiday or event. 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.

PE Dress Code

When students attend PE classes at SCIS, they are expected to be dressed appropriately for rigorous, physical exercise. All students are expected to wear close-toed athletic shoes in class, or may change into appropriate shoes once they arrive in class. Sandals and “dress” shoes are not considered appropriate for PE class. Upper school students will be able to change once they arrive in class and will be permitted to change before leaving. “Proper attire” will be characterized as an SCIS PE shirt along with shorts or sweatpants.

FACILITIES USAGE

SCIS can make classroom, theatre, 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. (Fee waivers for recreational activities may be made at the school’s discretion.) School functions will take priority for the use of school facilities.

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 this country, and to provide social and behavioral experiences for the students.

Expenses

The school will provide transportation for approved local trips in the general Shanghai area. Entry fees and meal costs will be shared by the school and families. 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 be discouraged, and will only be approved in special cases for middle school students. In these cases, an overnight field trip should cause the student to miss no more than three school days.

Overnight trips for High School students such as ACAMIS will be paid for by families.

Participation

All class members are encouraged to participate in field trips. Assignments and supervision for non-participating students will be the responsibility of the teacher.

Students will be responsible for class work that was missed. With administrative approval, individual teachers may deny a specific student from attending a field trip/ event for academic reasons.

Permission Forms

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

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

FIRE DRILL AND EVACUATION PROCEDURES

Fire drills are vital in order to ensure the safety of the students entrusted to the school's care. At least three drills will be held annually. The cooperation of all adults on campus is needed and will be appreciated. Teachers will review these procedures and the evacuation routes (available from facilities) with their classes and stress the seriousness of emergency evacuation drills. Teachers are to ensure that an evacuation map is posted in their classrooms.

1. In the case of a fire, the office will call the fire department and notify the local education authorities.
 2. Silence must be maintained during the evacuation. Teachers are responsible for reminding students to be quiet.
 3. All SCIS employees other than teachers, teacher aides, and members of the Administration will evacuate (including all drivers and the main office staff). Guests and visitors are expected to evacuate during drills with no exception.
 4. A secretary will remain on the switchboard unless there is a real fire in the school. Everyone else on campus, including parents and other guests, will participate in the fire drill.
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GATE ENTRANCE PROCEDURES

Private cars using any SCIS campus entrance are requested to drive slowly and carefully in our entrance street and approaches.

All visitors should note that entrance guards there are instructed to stop each person entering the campus to ascertain the nature of their business on the campus. If a person can present documentation issued by SCIS, they will be allowed to enter without being stopped.

We ask that parents and visitors approaching our entrance gates treat the guards courteously and respectfully.

GUARDIANSHIP

If you leave Shanghai temporarily and leave your child(ren) in the care of someone else, it is required that you 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.

HEAD LICE

Head lice, which are not considered a serious condition, are quite common in schools. Students who are detected as having head lice will not be able to remain at school until they are free of any lice or nits. The more menacing aspect of head lice is the nits, or eggs. These are small darker colored hard casings, which attach themselves to the hair shaft. The best way to rid the head of nits, is to carefully pull them free from the hair shaft one by one. Very fine-toothed combs, available locally, can be effective in removal of the nits as well. Unless the hair is free from the nits, it is highly likely that an infestation of lice will continue to reoccur. If live head lice are detected, the hair should be treated with shampoo products designed for treatment of head lice.

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. **Of vital importance are the contact numbers for both parents and an emergency third party (neighbor, friend) so that we may contact you in the event of illness or emergency.**

HOMEWORK ASSIGNMENTS

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

1. No individual subject should require more than three and a half hours of homework per calendar week (seven days) for Upper School students.

2. 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, upper school students should expect to spend one to two and a half hours on homework each evening.

Students are also expected to engage in independent reading or reading with family members for at least twenty minutes a night in addition to assigned homework. This valuable time spent reading is important in the development of all students.

If homework is consistently taking considerably more or less than the time suggested above, or if the student insists that "we never have any homework in that subject," then there could be a communication problem. The parent should contact the teacher to address this misunderstanding or any problems which may exist in the way the student is addressing the assignments.

Upper school students are given agenda books to track their assignments.

Make-Up Homework

Students who miss school for any reason should arrange to get assignments from a friend in the same class (assuming the student is well enough to do the work). Students who miss school for extended periods- whether due to sickness or other reasons- can request a list of assignments and recommended work to make re-entry as smooth as possible.

Teachers are not expected to create extensive individual programs, however, for students who miss school for long periods. While teachers will make recommendations for summer reading, daily journal writing, and other such activities which will keep a child reading and writing during long vacations such as the summer holiday. They will not set detailed, day-to-day assignments for these vacations. Similarly, there is a school policy prohibiting the loan of textbooks over the summer. We believe that in an effort to give a child a "head start" in these books, the intended use of the material is not properly achieved, causing confusion which can impede progress the following school year.

HOURS OF OPERATION

The school day starts at 8:00 and ends at 3:00. Students are expected to arrive to school between 7:40-7:55 so that they are prepared to begin classes promptly at 8:00. Buses leave school at 3:15. Transportation for after school activities is provided as required. The school is open from 7:30 – 4:30, Monday-Friday. All children and parents, drivers and aiyees are expected to leave the campus by 3:00 pm unless they have specific school related business or are involved in a school activity.

LAPTOPS

All upper school students will be issued a MacBook. Specific policies regarding these laptops can be found in a separate document.

LIBRARY

It is expected that Secondary School English and Social Studies teachers will insure that students spend time in the library as part of their course work. The SCIS Library functions as a center of learning and enjoyment for students on a daily basis. The Library also serves as a resource center with written, audio-visual, computer-based, and graphic resources.

Students are encouraged to use the library for both learning and leisure. Students 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. Through literary appreciation, students build awareness and appreciation of different literary forms.

The library is open from 7:30 – 4:30. Upper school students are able to check out up to 5 books for up to two weeks. Students are expected to abide by the procedures outlined by the SCIS librarian.

Procedures for Challenging Library Selections

A parent who feels that a book or books are inappropriate for the library can identify the book, note in writing the passage or passages or other reasons for which he or she feels the book is inappropriate, and submit this memo to the Librarian or the Principal. A committee comprised of the Librarian, teachers, Principal and a PAFA representative will review the challenge and determine whether to keep the book in general circulation, limit its access, or remove the book entirely from the library.

LOCKERS

Lockers are school property furnished for student convenience. Each homeroom teacher will assign a locker to each student and provide instructions for a locker combination. SCIS is not responsible for missing items. Students are advised not to share their locker combinations with others. The school reserves the right to inspect school lockers at the discretion of the school administration.

LUNCHROOM PROCEDURES AND STUDENT ETIQUETTE

Students will be supervised while at lunch and recess and at least one teacher will be on duty during all lunch periods. During lunch, students are expected to remain seated or move about in a calm and orderly fashion. Students are also expected to clean up their own trash and return trays when finished. Good etiquette with respect to lunch staff and other students is expected at all times.

LOST AND FOUND

Lost and found items are stored in or near the office area and are periodically put on display at the beginning and end of the school day on the way to the buses. Items marked with the student's name will be returned. We strongly encourage parents to have their child's clothing and personal items labeled with name and grade when practical, as this allows us to return lost items directly to the student. The school will eventually donate unclaimed items to the Children's Healthy Garden, a local school serving students with special needs.

MAIDS

Maids are welcome in the building, as are parents, in order to drop off, pick up, or deliver items to students. In order to minimize class disruption, items should be brought to the office for delivery.

MEDICATION

Any medication to be administered during the school day must be sent to the office with full instructions and proper labeling.

MEDICAL EMERGENCIES

In the case of an accident involving serious medical emergency or injury, the nearest teacher should stay with the afflicted child and send for help from the school office. If the child needs to be removed to the hospital, he or she will be taken (by school transport unless inadvisable due to neck or back injury) to the nearest location where they can receive western level care. A representative from the school will accompany the child, and remain with them until the parents arrive to take responsibility. The office will notify the parents and instruct them to proceed to the location where the child is being transported. When the parent arrives, the school representative can depart after explaining all relevant circumstances.

OPEN HOUSE

This is an annual event at the beginning of each school year when teachers can introduce themselves and their program to you. It usually takes place the day before school opens. Parents are invited to attend through a letter from the principal.

PARENTS AND FRIENDS ASSOCIATION (PAFA)

SCIS PAFA was founded in May of 1996 by Mr. Bob Romano and a group of interested parents. Its 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 such as classroom help, library help, "classroom moms" communication systems, and field trips. Parents of SCIS students are by definition members of this organization. Any other adults with an interest in SCIS may join.

PAFA will elect an “executive committee” to coordinate its activities. These elections normally occur in June or December, but can be called at any time by the executive committee.

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 organ of SCIS and it is a school requirement that all funds earned under the auspices of PAFA be allocated and spent within one year of their 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 have included help with special equipment, like a sound system, musical instruments, support to the Student Council, and so forth.

PAFA also serves as a channel through which parents can communicate ideas for the betterment of the school to the administration and Board. 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 Governors. PAFA is not a vehicle to air individual parent concerns or a substitute for communication directly to the school.

PAFA uses the bi-weekly SCIS Dragon Newsletter as its main form of communication. Any other memos to be distributed via students must be channeled through and approved by the Head of School.

PARKING ON CAMPUS

Drivers of private vehicles may pick students up at 3:00 at dismissal time. Please inform drivers that they should not blow their horns on campus, and should move along if directed to do so by our school security. Drivers who repeatedly break these rules may be barred from the school campus.

PERSONAL BELONGINGS

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

Students are provided with locks and lockers for storing personal belongings. Items such as bags, books and clothing left unattended in the school may be removed to office for later retrieval.

Money and Valuables

Students are highly discouraged from bringing expensive items or large amounts of cash to school. Students may ask the office to hold onto valuables. Otherwise the school will not be responsible for lost or stolen valuables. Please discuss these issues thoroughly with your students and encourage them to be responsible with their personal possessions. [See also, *Lost and Found*]

Nuisance Items

Any item that creates a disruption to the learning process is considered to be a nuisance item. These include cell phones, pagers, music players, Game Boy electronics, laser lights, etc... Generally, the use of these items is prohibited during school hours. These items can be confiscated by the teacher and turned in to the principal. Students should reclaim these items from the principal. Gum, hats, and sunglasses are not allowed at SCIS.

PHOTOCOPYING

Students are provided access to copier machines for school purposes via access codes. Photocopying costs are the students' responsibility beyond an initial sum provided by the school.

PROGRESS REPORTS AND RECORDS

SCIS progress reports are issued four times during the year to SCIS students at the end of each quarter. The Progress Reports are a component of a student's assessment. See the SCIS Assessment Guidelines (a separate publication) for a broad discussion of school philosophy and practice in this area.

The progress report is primarily a form of communication from teacher to student and parent. It also serves as communication between SCIS and another school to which the student might transfer. SCIS considers the first more important, but must be aware of the differing systems to which its students will transfer, and thus the progress report must ensure a high degree of clarity.

Additional means of home-school communication includes parent-teacher conferences, held twice a year, informal meetings between teachers and parents, and letters and notes. Parents of upper school students can use PowerSchool (follow the links at scisdragons.net) to note student missing work and achievement on assignments.

Although parents are interested in ratings and, of course, want to know how well their child is doing relative to the other children in the class, the school prefers to have parents and students focus on their child's individual progress and on ways in which they will be able to grow and improve. SCIS has found that its students successfully transfer to even the most rigid and "old-fashioned" school systems using its report format. Thus, SCIS does not try to create artificial transcripts, grades, or rankings for its students.

Traditionally, strong features of SCIS assessments have been the attention and time devoted to written comments on each student, which identify strengths and weaknesses and suggest strategies for continued improvement. These comments reflect the character and nature of the classroom experience for students and provide a good basis for parent-teacher, student teacher, and parent-student dialogue.

Students with outstanding fees, overdue library books, or other unsettled administrative matters will have reports withheld until the matter has been settled.

SICKNESS/ACCIDENT

School office staff is 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. Children who have been absent due to illness more than two days may be required to bring a doctor's note to school with them when they return, and submit the note to either their classroom teacher or the school office.

We will attempt to notify the parents as soon as there is any situation of which they should be aware. To this end, **it is extremely important that parents provide the office with up-to-date telephone numbers including home, office, cellular phone, and the number of a friend in case we cannot reach you.**

It is expected that parents will have medical insurance policies for their students to cover expenses for illnesses or accidents which may occur during your stay in SCIS, whether on campus or off. Although the school has liability insurance for major accidents, we do not provide routine medical insurance reimbursement for any medical costs.

STANDARDIZED TESTING

The SCIS Upper School utilizes the Northwest Evaluation Association standardized tests. Standardized tests are given at least once per year. These tests are normed against American standards and provide feedback to the individual student and the school as a whole. SCIS offers the PSAT tests on site to all 10th grade students. Under special circumstances, SCIS will invite certain grade 9 and grade 11 students to take the PSAT. SCIS will pay for these exams.

As a general rule, the SAT test should be taken by all 11th graders and 12th graders (in the first semester), and in some instances by 10th graders who are interested in attending college in the US. The test is offered at various times throughout the year at SCIS and other sites in Shanghai. Students are encouraged to take these tests multiple times as only the best score is considered for university admittance. Students can check with the SCIS guidance counselor for test times and test locations available throughout the year.

STUDENT COUNCIL

SCIS has Student Council organizations in both the middle school and high school to provide a forum through which positive student leadership can become an influence on the development of Shanghai Community International Schools.

TELEPHONE

Students may use the school phones in the offices for important calls to parents only, with permission from a staff member. Parents calling in may leave messages for students or teachers, but the school office staff will not summon teachers or students from class to come to the phone, as it is disruptive to classes.

Cell phone calls are not allowed during class time.

TEXTBOOKS AND SCHOOL MATERIALS

Textbooks, library books and other school materials issued to a student on a loan basis should be returned within the time allotted for borrowing. Students who lose textbooks, library books, or other school materials are liable to pay for their replacement. It is the responsibility of the student to return the book 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 SCIS transcript. Students are encouraged to check periodically that they have their own books and have not accidentally swapped with a classmate.

Students will be given a SCIS Agenda Notebook upon enrolment. All other classroom materials (pens, pencils, notebooks, binders, etc.) need to be purchased by the student. Individual teachers will detail the materials required in the beginning of the year. Students are expected to buy graphing calculators for math classes.

TRANSPORTATION

Shanghai Community International School, through a contracted bus service, provides bus service to many parts of Shanghai. The school reserves the right to refuse service to any part of the city which 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.

Registration

A bus service registration form should be given to the office at least one week before the desired commencement or address change for of 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 the order of payment made, and are subject to seat availability.

Rules of Conduct for School Vans

The school offers a bus service as an option for those who desire transport to and from school.

Parents are asked to review with students the regulations governing the bus service. Students who do not adhere to these rules are subject to suspension and ultimately expulsion from the bus service. Misconduct on the buses will be reported by the Bus Monitor, a student, or a parent to the Office, and may also be reported to the Principal.

Of primary concern to parents and the school administration is the safety of each child. Rude or disruptive behavior which might distract the driver cannot be tolerated.

THE BASIC RULE: There is one basic rule which supersedes all others in importance and simplicity;

REMAIN IN YOUR SEAT WITH THE SEAT BELT FASTENED AND DO NOTHING WHICH MIGHT DISTRACT THE DRIVER.

The basic rule can be expanded upon as follows -

- Remain in your seat. All movement on a moving bus is forbidden.
- Seat belts must be worn at all times. (If you follow this rule, it will be easy to avoid breaking rule #1!)
- Do not do anything which might distract your driver. The actions which might distract the driver include the following:
 - o Loud noises.
 - o Throwing any item inside the bus.
 - o Fighting or otherwise inappropriate behavior.
- Music may not be played on the bus, either via the van's radio / cassette, or via your own device UNLESS it is a personal iPod- type appliance which will not bother others.
- Eating and drinking are not permitted on the bus.
- Windows stay closed at all times (unless there is a breakdown in the AC). No purchase from or communication of any kind with street vendors or other pedestrians is allowed.
- In order to minimize distraction to the driver, students are requested to leave the front seats vacant unless there is no other seat available in the rear. If no space is available, only older children can sit in the front, as they are less likely to distract the driver. Younger students are required to sit nearest to the bus monitor and the door of the bus.
- The bus driver is the "Captain of the Ship". His/her primary responsibility is the safety of the passengers. Children must be respectful towards and obey any requests made by the driver and the bus monitor.
- If there is an accident or the van breaks down, students should listen for instruction from the driver or monitor. If you are told to leave the van, stay together with the other students as far from the road as possible until a service vehicle and another van arrives.

The preceding nine rules, and of course, The Basic Rule, are the ones we are most concerned with as they affect safety. Here are a few additional rules, which are more procedural in nature.

Be on time. The driver will wait three minutes past the scheduled time; after that, he has been instructed to leave so that the others on the route are not late to 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 three-minute waiting period. Also, please 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, please telephone the school to see if it is simply late. Please understand that the drivers cannot control unusual traffic conditions caused by 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 (bus riders) who wish to ride home with another student must bring in a WRITTEN REQUEST from a parent (this also serves as a parental permission letter) in order to ride on a different bus. Any such request should be submitted to the school office and is contingent on availability of space. Students will not be allowed to board a bus that is already fully loaded. The further in advance the request is submitted, the greater the likelihood that the request can be approved.

Students who have not obtained prior approval and are not able to board a late bus will have to wait at school until their own car can come collect them, or taxi transportation can be arranged at the student's expense.

TUTORING

It is recommended that parents who wish to provide a tutor to help their children with homework do so after consultation with the classroom teacher. Sometimes tutors are unaware of the nature or subtleties of what has been presented in class which can add confusion when approaching the work with the child at home. The classroom teacher can make specific recommendation for areas on which to focus at home, and can even meet at school with the tutor to provide him or her with further background with which to plan. SCIS teachers are generally not available for tutoring at home and may not tutor students in their own class.

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

SCIS 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 might 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 students who are not enrolled to see if they are suited for the SCIS school environment. In these cases, generally a parent will be present and supervise the student during such a visitation. This can be arranged, but generally time in class will not be allowed.