Our Mission

At Concordia, we view every student as a gift from God, entrusted to us by parents, and are committed in Christian stewardship to educate students holistically in a nurturing environment that includes comprehensive and challenging opportunities in academics, creative arts, spirituality, athletics and co-curricular activities.

IMPORTANT NOTICE

Failure to read this handbook does not excuse students from the rules, expectations and procedures contained in it. Personal factors, illness, or contradictory advice from any source is not an acceptable reason for seeking exemption from the contents of this handbook.
Welcome to Concordia’s High School!

I am truly honored to welcome each of you to another exciting year here at Concordia High School.

Whether this is your first year or your 4th year, we each have an equally important part to play in the upcoming journey. Our success will soon come as we all delve into and explore our own individual and collective experiences.

At Concordia, we strive for authentic, purposeful experiences for each of our students. These tailored experiences, inside and outside the classroom, serve as a powerful learning model that, when wrapped in relationships, help students grow and achieve to their strongest potential. We strive to provide these experiences each and every day because we believe that they will serve as the foundation of your learning, not only for today, but well into your future.

As such, the following pages of our handbook reveal a bounty of resources and information that will maximize your journey and experiences this year. Obviously, the collection of documents and information is not exhaustive nor is it a single source that drives what we do here at Concordia. This handbook is designed more as a guidebook to the journey that awaits each of us, both individually and as a group. As a starting point, it serves as a collective understanding that will serve as a framework for all the amazing things we will do this school year.

In preparation for the journey in front of us, we are asking that each of our community members, parents and students alike, take some time and invest in understanding the expectations laid out in these documents. No matter if you are new to our community or a familiar face, we all are taking a new and exciting journey together as we approach the 2019-2020 school year. As this new chapter unfolds in front of us, may this be the best year yet!

Aaron Chowning
High School Principal
Concordia International School Shanghai

Envision: 2019-20 Word of the Year
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ABOUT CONCORDIA

Concordia History

Concordia is steeped in heritage—our community finds its roots in the 150-year-old educational traditions of the Lutheran Church Missouri Synod (LCMS) in the United States. The school’s launch in 1998 followed considerable feasibility research and numerous requests from the Hong Kong corporate community for a school in China that offered the same level of educational support and community care as our sister school, Hong Kong International School (HKIS).

Jinqiao, Shanghai was selected as the perfect site—an emerging international residential area that would enable the school to develop and grow closely with the residential community. Concordia’s first academic year opened with 22 students and a staff of 14, led by founding Head of School Dr. Allan Schmidt. Today the school educates more than 1,200 students and offers a complete program from Preschool to Grade 12.

As a coeducational day school, Concordia serves international families that are culturally diverse, achievement-oriented, and highly mobile who desire an American college preparatory education.

Concordia is a self-funded and financially independent entity. All daily operations, activities and investments are funded via tuition and/or gifts to the school. Additionally, all revenues (after taxes and debt service) have the sole purpose of providing a superior education for Concordia students in terms of expert and qualified faculty, world-class facilities, cutting-edge technology and educational materials.

With instruction in English, the school selectively admits students from around the world on the basis of academic performance and competency in English.

What We Believe

We believe that each child’s enrollment is an invaluable trust. The administration, faculty and parents are active partners in ensuring that the entire family’s experience as part of the community is a positive and lasting one.

From Shanghai, the world is at our fingertips, yet at Concordia we believe that our intentional focus on our host country, China, develops in students across all grades, a deep interest in China and enriches each student’s learning experience as well as their daily life. While our school is well known for academic excellence, a global perspective, and being an intellectual hub, we believe that establishing a reputation for fair play, good character, sense of fellowship and service learning provide the building blocks for our vibrant community.
We have found that modeling values positively affects our students and community, creating a sense of security where all can flourish. We strive to treat each other, and our children, with care, respect and equity—always. Our time-tested values are foundational to Concordia International School Shanghai and continue to shape the interaction and direction of our community.

**School Vision**

Concordia will be a global platform fostering deeper learning and transforming lives to lead change in a complex and dynamic world.

**Whole Child Philosophy**

At Concordia, it’s not just about the grades. It’s about balance. The school experience doesn’t stop at the classroom door. Here, we educate the whole child which means that by finding their own unique balance at Concordia, each child wins. Whether at Concordia for one year or until graduation, the experience both in and out of the classroom will help each student achieve life success.

We continually seek to provide a wide range of what we term “co-curricular activities.” They are not add-ons, or ‘extra’. Rather, they are activities intentionally designed to coordinate with curriculum, creating the best results for the student both in and outside the classroom. Our co-curricular programs expand on each student’s personal interests, while allowing for new experiences in a supportive and safe environment.

**Character Development**

One of the most important things home and school can do together is develop students who are of sound, thoughtful character. Often a person’s character has far more to do with success in life than a person’s intellect or academic achievement. Our work together in helping students develop character reflects Concordia’s Mission Statement on educating the whole person.

**Student Learning Outcomes**

Our students will become:

- Insightful Learners
- Effective Communicators
- Reflective Spiritual Beings
- Active Global Citizens
- Principle-Centered Leaders and Team Members
High School Vision Statement

Concordia International High School will be a hub for intellectual, spiritual, artistic and physical pursuits.

High School Core Values

We believe that

• all people have inherent worth.
• all individuals are responsible for the choices they make.
• all people have potential to achieve.
• a community thrives when its members cooperate and contribute.
• there are universal moral values.
• creativity and effort are essential to progress.
• personal achievement and the recognition thereof are powerful motivators.
• proactive planning meets the challenges of change.

Accreditation

Concordia is fully accredited through 2021 with the Western Association of Schools and Colleges (WASC) and National Lutheran School Accreditation Commission (NLSA). Accreditation is used by colleges in the United States and around the world when assessing a school’s academic program.

FACILITIES

Concordia’s state-of-the-art facilities are purposely built with an environmental, self-sustainable focus and are designed to give our students the best possible environment in which to learn, play, and develop artistic passion.

Educational Facilities

Library

Concordia has two libraries that meet the informational and recreational research and reading needs of our campus community. Between the Phoenix Center Library and the Elementary Library, our diverse collection contains more than 32,000 in-house fiction and nonfiction resources. This collection includes books, audio books, CDs and DVDs all of which are supplemented by electronic access to 45 subscription research databases. Professional librarians are available to direct and answer student questions.
Students, teachers, and parents can access the library’s web-based online catalog, electronic databases, and the internet from both, within the school and remotely from home or the office. Visitors can use computers in both libraries.

A variety of study venues throughout the building ensure that students can find quiet spaces that meet their needs and personal preferences for individual or group study.

Phoenix Center Library Hours: 7:45 AM - 5:00 PM, M - Th  
7:45 AM- 4:30 PM, F

**Rittmann Center Theater**

The David F. Rittmann Center for the Fine Arts, named after Concordia’s second Head of School, was dedicated to the Concordia community on December 4, 2007. The Rittmann Center features a 400-seat courtyard theater, dressing rooms, scene shop, costume storage, choral, string, and band rehearsal rooms, 2D/3D computer graphics and photography studios, and a lobby/gallery area.

Designed as a center of creativity and personal enrichment, the Rittmann Center for the Fine Arts is the perfect learning environment for students. This venue frequently houses divisional assemblies, special events, guest speakers and theatrical performances.

**Broadcast & Video Studio**

Two high-end Sony professional cameras, a teleprompter, a green room and an HD live production, network-style virtual set (TriCaster) allows students to simultaneously broadcast, live stream, project and record production work. The video studio is designed to prepare students in multi-media production and to improve their communication skills.

**Maker Spaces**

The Concordia Maker Spaces are our campus facility dedicated to tinkering, designing, programming, building, prototyping, and fabricating. 3-D printers, programmable robotics, an electronic cutter, and basic electronic and woodworking tools are available for student use. The Maker Space serves as the primary classroom for middle school Engineering and Robotics, and is used by other classes on an occasional basis to support special project work.

Beyond the school day, the Maker Space often houses co-curricular sessions, club meetings, and special events such as Maker Saturday. The Maker Space is designed to encourage learning by doing at appropriate places in a child’s experience at Concordia. We believe that embracing this philosophy moves us forward in developing a vibrant, collaborative culture of problem-solvers.
Recreational Facilities

Gyms

Concordia has two regulation-sized gymnasiums which are used for physical education classes, large assemblies, and sports events. The gymnasiums are equipped to accommodate a wide variety of individual and team sports.

Locker rooms for boys and girls are located adjacent to each gym and team locker rooms are available during the season that a student is a member of a JV or Varsity team.

Exercises/Fitness/Dance

The lower concourse of the High School building includes:

- The 250 m² Dance/Aerobics Studio with a sprung wooden floor, opposing full wall mirrors, ballet bars, sound system and three TV monitors for instructional use; and,
- The 250 m² Weight and Fitness Room that is equipped with professional level treadmills, elliptical, rowing, bicycle machines and both free weights and weight training (resistance, endurance, and balance) machines.
- The 42 m² Spinning Room with stationary bicycles and audio visual equipment to enhance the excercise experience.

Adjoining this space is a large multi-person activity room and team-specific locker rooms.

Tennis Courts

There are regulation-size tennis courts located between the Elementary and Middle Schools and two courts on the roof of the Middle School which are used by students during school hours, team play and practice after school.

Field & Track

Concordia has a state of the art, lighted athletic field and track complex. All materials for the field and track were imported from Germany and pass European safety standards. The space allows for an 11 a-side playing surface measures 90 meters by 65 meters and for two seven a-side pitches. The field passes the highest FIFA standard tests (two star rated field-certified for concussion impact testing) and is listed as a certified field on the FIFA website.

The four-lane track measures 345 meters and meets all the requirements for cushioning of the IAAF. A six-lane long/triple jump sand pit sits at the end of a 180 meter straight away. Shot and discus circles are located on the perimeter of the track. Also on the perimeter of the track is a 100 foot baseball/softball batting cage.
STUDENT SERVICES

Health Office

The health, safety and security of your child is a priority at Concordia. Our Health Office is located in the Middle School building on the first floor, Room M162 and a Nurses Station is in the ES Office (E101k). We have three medical professionals whose main responsibilities are to provide first aid care, to administer medication, and to prevent communicable diseases. Questions related to student health should be sent to:

• health.office@concordiashanghai.org
• MS/HS questions may also be directed to Jenny Tan, RN ext. 1030 or Vivian Song, RN ext. 1031.
• ES questions may also be directed to Health Office, RN ext. 1032

The Health Office is supported by an athletic trainer who primarily serves the needs of student athletes.

Nut and Allergen Awareness

Concordia is aware that it is impossible to eliminate all nut products and ingredients that cause allergic reactions where food is served, but we are a “nut-and-allergen awareness” school.

Some of our students have severe and life-threatening food allergies. One of the most common causes of severe allergies is peanuts and nut products. When bringing in baked goods for parties, PSO, or other special occasions for your child, please exclude foods with nuts.

Concordia’s food-service provider strives to serve nut-free foods. Questions regarding Concordia’s food-service program should be directed to the AHOS-FOS, curt.larson@concordiashanghai.org.

If your son or daughter has a nut or food allergy, please inform the Health Office. You will be asked to fill out a treatment plan with the Health Office for your student’s particular allergy in the event an allergic reaction occurs. You are responsible for providing an Epi-pen to the Health Office for your student’s use if indicated in the plan, and keeping the Health Office informed of any changes to the treatment plan. The Health Office currently uses Benadryl for common allergic reactions.

If you have any questions or concerns, please feel free to contact the Health Office. We are happy to provide and gather any information to help serve the students at Concordia.

Children with Medical Conditions

If your child has:
• a food allergy,
• an inhaler, or
• has other medical conditions that require additional medical support, such as asthma, diabetes, seizures.

Please notify the school nurse.
Parents are asked to keep children with fever at home until the child is fever free for 24 hours without medication and should report any contagious condition to the Health Office, such as flu, lice, pink eye, chicken pox, hand-foot-mouth. Protocols regarding how Concordia handles various contagious diseases is covered in detail in Notification of Health Concerns under Policy and Procedure on the Parent and Student pages of the website.

A student who is sick in the morning should not come to school. If a student arrives on campus in the morning and needs to visit the nurse due to illness, they should report first to class, obtain a pass from the teacher, and then report to the nurse. Reporting to the nurse before a class in such cases is not a valid excuse for missing that class and the absence may be counted as an unexcused class absence or tardy. If students do remain home, parents should notify the school at hs.office@concordiashanghai.org.

**Required Health Forms**

**Student Physical Examination—completed by doctor**

All new students and current students who are completing their third year since submitting their last doctor–completed medical exam are required to submit the form, *Doctor–Completed Physical Examination*, before the start of the new school year. This includes testing for Tuberculosis.

**Annual Medical & Emergency Information and Authorization—completed by parent**

This information is required to be on file prior to the start of school for new students and must be updated annually as part of student re-enrollment. The information is updated:

- online, or
- as part of the orientation program prior to the first day of classes each year.

Medical forms and additional information are contained in the following PDF files accessible from the Health Service section of the school website:

- *Doctor-Completed Physical Examination* (must be completed within six months of the student’s first day of school.)
- *Frequently Asked Questions*

Please note that your child will not be allowed to attend classes without these health forms on file in the Health Office.

**Emergencies and Accidents**

Emergencies and accidents do happen in spite of careful supervision of activities. That is why it is important that the school have your child’s most up-to-date health information available while they are in the school’s care.
In case of minor accidents, the school nurses are equipped with first aid supplies. In the event of a more serious accident, the school will first try to contact the parents or emergency contact and they will be asked to meet the child in the designated hospital.

Unless directed by the parent or emergency contact, students will generally be transported to one of the hospitals/clinics listed below. In the case of a serious accident, the child (with a staff member) will be evacuated to the nearest hospital.

If your child's emergency contact telephone numbers change, please be sure to update the information on file with the school so the appropriate person can be contacted quickly.

- **Parkway Health Medical Center** | 新加坡百汇医疗集团 | 997 Biyun Rd., Jinqiao | 浦东新区，金桥，碧云路997号 | +86-21-6445-5999
- **Shanghai East International Medical Center** | 上海东方国际医疗中心 | 551 S. Pudong Rd, Pudong | 浦东南路551号 | +86-21-5879-9999
- **Shanghai Ruidong Hospital** | 上海瑞东医院 | 120 East Jinxiu Road, Pudong | 浦东金桥，锦绣东路120号 | +86-21-5833-9046
- **United Family Hospital and Clinics** | 上海和睦家医院 | 1139 Xian Xia Road, Changning District | 长宁区，仙霞路1139号 | 24-Hour Emergency Hotline (Shanghai): +86 (21) 5133 1999
- **Yosemite Clinic** | 优仕美地医疗 | No. 1398 Fangdian Road, Pudong | 浦东芳甸路1398号 | 4008-500-911
- **Shanghai Children’s Medical Center** | 上海儿童医学中心 | No. 1678 Dongfang Road, Pudong | 浦东东方路1678号 | 86-21-3862-6161

Note: The school does not provide personal accident insurance for students who have an injury at school.

**Medication Policy**

Whenever possible, medication should be given at home. However, if your child needs to take medication during school hours, the Health Office requires the following:

1. All medication must be brought to school in the original container and delivered to the Health Office (Room M162) or ES Nurses Station (E101K.) Students needing inhalers for the treatment of asthma will be allowed to carry inhalers in their bag for immediate use.

2. Non-prescription medication must be delivered to the Health Office/ES Nurses Station along with the Written Consent to Administer.
Medication Form and written instructions that include the following information:

- Student’s name
- Name of medication
- Dosage of medication
- Duration of medication
- Written consent to administer the medication for a parent/guardian

3. Prescription medication must be brought to school in a pharmacy labeled container with the student’s name on it. The Health Office/ES Nurses Station must receive the Written Consent to Administer Medication Form and written instructions from your doctor for prescription that includes the following information:

- Student’s name
- Name of medication
- Dosage of medication
- Duration of medication
- Physician’s signature, and
- Written consent to administer the medication for a parent/guardian

**Air Quality**

Concordia can ensure through a customized air filtration system that internal air quality remains well below US EPA standards in regard to 2.5 particulate and other pollutants even when the external air quality is poor.

External air quality levels are checked throughout the day and reported via color coded signs by entrances to each division using our own monitoring equipment on the roof of the HS Building. This equipment is the same as what is used by the US Consulate.

- Green – All activities proceed as usual.
- Yellow – Scheduled activities will be modified so that children avoid prolonged exertion while outdoors. Students with medical notes on file in the nurse’s office for AQI sensitive conditions will be provided alternate locations during outside activities.
- Red – Outdoor activities including recess and PE will be moved indoors.

For complete details refer to Air Quality Guidelines under the Policies and Procedures section, Student and Parent pages of the school website.

**Counseling Services**

Concordia provides a comprehensive, developmental counseling program addressing the academic, career, personal, social, spiritual, and developmental needs of all students. We view students holistically and
the counseling program fosters self-respect and esteem as well as respect for others within and outside of our diverse community. The counselors advocate for students and provide support to maximize each student's potential, gifts, skills, and academic achievement. Our counselors work in partnership with parents, teachers, and administrators in the best interest of each student. Students are encouraged to take ownership of their choices and are taught to explore solution-based strategies for positive change. Concordia's counseling program is grounded by our beliefs.

Additionally, counselors provide guidance in college and career planning. Students are typically referred to their counselors in one of four ways: self-referral, parental-referral, peer-referral, or teacher-referral.

Concordia counselors view students as unique individuals, operate from a position of respect for the student, and protect confidentiality in all counseling sessions. Reasons to see a counselor include but are not limited to:

- Academic Struggles
- Anxiety
- Course Planning
- Culture Shock
- Depression
- Family Issues
- Friend/Social Concerns
- Grief
- Self-Esteem
- Stress
- Study Skills
- Transition

To make an appointment, please contact the counselors via email or through the high school counseling secretary.

**College Counseling**

The purpose of college counseling is to provide a personalized, student-centered program that informs and supports both students and parents. Counselors help students discover college or university communities that will best serve their academic and personal growth.

College Guidance is a four-year program educating parents and students extensively about preparing for college, the college search process, the completion of applications, and ultimately, the selection of a college/university. The degree of guidance increases and becomes more specialized as students advance through high school. All Grade 11 students are required to take a quarter-credit religion class–Identity, Vocation and Spirituality–which helps them evaluate their values, interests, personality, and skills in relation to college and career planning.

Communication with families is done through group meetings with parents and students at all four grade levels, emails, publications, the Concordia website, and most importantly, in individual guidance sessions.
Child Protection

As of March 2016, Chinese law mandates schools to report to the Public Security Bureau (PSB) any case or suspected case of child abuse or neglect.

In keeping with practices from a variety of countries, Concordia recognizes four major types of maltreatment: neglect, physical abuse, sexual abuse, and emotional abuse. Although any of the forms of child maltreatment may be found separately, they often occur in combination.

Chinese law defines Neglect as a getting little or no attention from parents.

- **Physical Abuse** is contact intended to cause feeling of pain, injury or suffering. This includes family discipline justified as, “Beating you is for your own good.”
- **Sexual Abuse** is forcing a child into having intercourse with someone against his or her will. Note that Concordia’s definition is broader—see full policy in Appendix 2.
- **Emotional Abuse** is verbal abuse and constant criticism—through intimidation and manipulation.

Concordia acknowledges that although many families come from different cultural backgrounds, with varying disciplinary practices, maltreatment of a child is never justified. It is the goal of Concordia International School Shanghai to maintain a school environment for all students free from abuse. No Concordia-Shanghai employee or volunteer may engage in any activity constituting abuse.

For further information on how we define abuse and neglect refer to the complete Child Protection found in Policy Appendix 2.

Language and Learning Support Services

Student Support Services is committed to Concordia’s mission and vision of enriching the learning environment for all students at Concordia. This includes supporting both our English Language Learners and students who have identified academic, social, and/or emotional needs. The goal of Student Support Services is to foster individual student success by collaborating with administration, teachers, students, and families to develop a holistic, student-centered approach to learning.

English Language Learner (ELL) Program

**Program Objective:** The ELL program focuses on supporting students who are non-native English speakers to function successfully in the regular classroom setting in the areas of reading, writing, speaking, and listening. We currently provide support services in P3-8. It is important to note that no ELL services are provided at the high school level.
Model of Delivery: Support can be provided through a combination of teaching models including in class support, small group pull-out instruction, co-teaching, and one-on-one instruction as necessary. In the Middle School, a specially designed English Language Learner (ELD) course provides extra support for those students that need targeted English language instruction. The ELD course replaces the Mandarin class.

Assessment: Non-native speakers of English in grades K-8 are assessed for English language proficiency in the areas of reading, writing, speaking, and listening. Review of the assessment results, along with any of the student’s past records are part of the process to determine whether a student qualifies for ELL services. Preschool students are screened at admissions to determine English proficiency in listening and speaking and may be admitted with beginning English skills. New students applying for grades 9-12 must have an advanced proficiency of the English language for admission to Concordia. Formal assessment of all identified ELL students takes place at the end of each school year, in addition to ongoing informal assessments.

Learning Support (LS) Program

Program Objective: The Learning Support Program strives to ensure that individual students will find personal and academic success to reach their potential in the regular classroom setting.

Model of Delivery: The school is able to provide limited services, through a referral process, for currently enrolled students who have mild learning needs. In the Elementary School Support can be provided through a combination of teaching models including in class support, small group pull-out instruction, co-teaching, and one-on-one instruction as necessary. The Middle School provides support in class through small group instruction, one on one conferencing or consultation with teacher in providing accommodations. A specially designed Core Support (CS) class helps provide more targeted support for developing self-advocacy skills, behavior/social emotional support, and academic instruction. CS often takes place during the Mandarin block. Designated study hall classes are offered by the LS Coach in the high school. These classes provide the extra support that the students would need in collaboration with individual subject teachers.

Assessment: Assessment/s by a certified professional are required for entry into the Learning Support (LS) program. All students identified as Learning Support receive either an Accommodated Support Plan (ASP - similar to a US 504 plan) or a Specialized Plan (SP) which includes accommodations and goals to meet their needs. Admission to Concordia is contingent upon a match between the student’s learning needs and levels of service available at the time of application.
THE HIGH SCHOOL PROGRAM

Organization

Concordia follows an American curriculum that meets United States university entrance standards. A broad base of subjects in all academic areas is required for graduation. The curriculum is adaptable, within limits, to the academic needs of individual students.

Normally, seven subjects are studied each year, including: Mathematics, Science, English, Social Studies, Religion, Physical Education, World Language, the Fine Arts, and other electives within a two day block schedule.

High School cumulative final examinations are given at the end of each semester, and semester grades are determined in part by each student’s performance on semester exams. Each course is graded separately.

Please see the High School Course Selection Guide on the school website for specific information on each course.

High School Profile

The High School Profile is the document that every university admissions officer depends on to provide a clear snapshot of our high school students’ performance on key measures such as SAT/ACT scores and AP scores. It also tells them where our graduates are accepted and where they end up attending university. It is full of key activities that our high school students are involved in and thus, it is a wonderfully concise and informative document. Download our High School Profile to get a better idea of how the high school stands up academically and to learn more about some of the unique co-curricular programs offered at Concordia.

Daily Schedule

The High School daily schedule can be accessed from the High School page of the Concordia website.

Placement Testing

All new students to Concordia are required to sit for placement tests prior to the start of school (see New Student Orientation schedule) or within the first two days of being on campus mid-year. Student mastery of course content and skills is valued over prior credits earned. Math placement testing is required for every student and the results of this testing will determine student course placement regardless of course completion at a student’s previous school. It is critical for every student to come to these tests feeling confident that they have reviewed prior learning and can
demonstrate their level of content mastery (NO CALCULATORS WILL BE USED FOR ANY PART OF THE EXAM). Other placement tests may occur in Science and World Language (unless a student has selected the entry level course).

**Requirements for Graduation**

Graduation from Concordia (grades 9-12) requires successful completion of the following high school course credits:

- 4 credits of English
- 3 credits of social studies
- 3 credits of science
- 3 credits of math
- 2 credits of world language (credits must be consecutive and of the same language)
- 2 credits of fine arts
- 0.5 credits of health
- 2 credits of physical education
- 2 credits of Spirituality (participation required each year)
- Electives:
  - Eight full semesters of high school attendance are required. (See TriBES Trips for additional information).
  - Age Limit: 19 years
  - A student will not be admitted to Concordia if they cannot graduate prior to turning 20 years of age.

A student will not be admitted to Concordia if they cannot graduate prior to turning 20 years of age.

**Course Selection Guide**

The High School Course Selection Guide is an important source of information providing clear information on courses and programs. The course selection guide can be accessed from the High School Academics page of the Concordia website.

**Four Year Plan**

As part of the annual course registration process, a student is asked to complete a four-year academic plan with their parents. The importance of this process is not so much the courses that are ultimately selected, but the conversation that this process generates between a parent and their child regarding their future plans, interests, and skills. The four year plan template can be found on the High School page of the Concordia website.
Course Selection Process

Every January, the course selection process for the following year begins. The course selection guide, the four-year plan, and the course request portal in Aspen are explained and made available at this time.

Students meet with their parents to fill in their past, present, and future course selections on the four-year plan. A copy of this plan goes to their counselor and a copy is kept by the student. The student then enters the Course Request portal in Aspen and selects the courses he/she wishes to have for the next school year.

Once every student has completed this process, the faculty reviews student requests. Individual meetings can occur and over the course of the spring months, the Master Schedule is built and finally published.

Course Change: Add/Drop Procedures

Student-initiated course changes are permitted during the first week of each semester. All changes require consultation with their teacher, and the assistant principal or principal. Beyond the first week, classes may be dropped only in exceptional circumstances, with the approval of the principal. An Add/Drop Form can be picked up from the high school office.

Dual Math Enrollment

Students sometimes wish to enroll in two math classes simultaneously (e.g., Algebra 1 & Geometry) in order to advance the pace of their program. This is a rare situation and permissions must come from the math department. A student wishing to participate in dual math enrollment needs to speak to his/her teacher.

Testing Out of a Math Course

Philosophy

The course scope and sequence for each department is carefully designed to give students an optimum chance for success as they move through school. While we understand that special cases do occur for which it is appropriate to modify the set course of study (e.g. allowing a student to test out of a course), this is not in the best interest for the majority of students. This policy is in place to ensure that students do not jeopardize their chances of future success by bypassing required skill development.

Please understand that attempting to skip a high school course is a very aggressive and difficult task. The testing out of a course has proven to be successful for those students who show exceptional, natural aptitude and personal drive.
Required Coursework

A student wishing to test out of a course must first have taken an approved course of study. The student will then sit for a course completion test at Concordia. This class must have a very similar syllabus and course content to Concordia’s course of study. Course syllabi are available through the high school departments. Studying independently, with a tutor, a parent, etc. is insufficient for required coursework.

Materials for Eligibility

There are two items needed to ensure eligibility to sit for the course completion test:

1. The pre-approved course syllabus.
2. A transcript with a minimum grade of a B in the course.

Exam Performance

If the student is eligible to sit for the placement exam, the math department will administer the exam on a specified date and time. The student must write the exam as required. Exceptions to the stated date and time will be given only at the discretion of the math department with no guarantee of alternative testing arrangements. The performance on the exam must show mastery of the course content.

Exam Evaluation and Course Placement

The math department will evaluate the exam and determine course placement based on the results of the exam. Upon request, an analysis of the skills exhibited on the exam will be prepared. Please note: The course placement from the math department is final.

Study Hall

All high school students are given one period in eight for a study hall. The study hall gives the student dedicated time to begin their homework or to study for an upcoming assessment. Any request to drop study hall must be approved by the administration. A student enrolled in four (4) AP courses is eligible for a second study hall.

World Language

Language and communication are at the heart of the human experience. At Concordia, we believe we must educate students who are linguistically and culturally equipped to live successfully in a global society, with particular attention given to the language of our host country. To this end, mandatory Mandarin classes from Preschool through Grade Seven, and elective Mandarin courses beyond that, provide opportunities for students to either learn Mandarin as a foreign language or deepen it at the heritage levels.
A World Languages program would not be complete, however, without an alternate world language courses for students to investigate. Beginning in Grade Eight, Concordia students can opt for Spanish or Latin and then continue with that same language throughout high school.

To establish common expectations of language learning proficiency in reading, writing, speaking, and listening, we have recently aligned all our world language courses to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines and other literacy standards. These both guide instruction in speaking, writing, listening, and reading. Furthermore we have adapted, and aligned to these guidelines, specific Can DO statements and standards and benchmarks, which clearly identify what students will be expected to know and do within each course.

These foundational expectations assure that the content in courses vary in terms of their rigor, curricular content, and instructional and assessment approaches. The strength of the foundation then supports varied unit-driven curricula, authentic activities, differentiated instruction, and performance-based or other assessments.

**Homework Policy**

Homework complements and furthers classroom instruction. Teachers use home assignments to practice skills, provide enrichment, prepare for upcoming lessons, or develop new study or research skills in students. Teachers establish homework norms based on the level of the course (regular, honors, or AP), the demands of the curriculum, and the needs of students. Study halls, honor society tutors, and Office Hours offer additional support for students to complete their homework. If a student struggles with his or her homework load, he or she should consult the teacher directly to provide constructive feedback and gather strategies. Students and families may also meet with the counselor as well to review time management techniques.

Late or missing homework policies are developed by each department and consistently administered. The classroom teacher post their policies in their syllabi for parents and students to access.

**Standardized Testing Program**

**Preliminary Scholastic Aptitude Test (PSAT)**

The PSAT is administered to every student in grades 9 – 11 each October and serves as the primary external assessment used by the high school each year. The purposes for the use of this test are:

- to practice for the SAT
- to provide the school with normative data which is used to compare Concordia students with the broader US educational student body.
The PSAT gives U.S. citizens the opportunity to qualify for the National Merit Scholar competition in Grade 11.

**Standardized Aptitude Test (SAT)**

The SAT is offered by the College Board. It comes in two forms: the SAT I and the SAT II subject tests. Many universities worldwide use the SAT score as part of their admissions consideration.

Test dates are published on the Concordia calendar and, unlike the U.S., registration must be done manually and cannot happen via the internet. Application forms are found in the counseling office.

**SAT I** – The SAT I Reasoning test covers the three major areas of reading, mathematics and writing. The SAT is a globally recognized college admission test.

**SAT II** – SAT II Subject Tests are 20 multiple-choice tests given on specific subjects and are usually taken to improve a student’s standing for admission to colleges in the U.S. Many selective university programs require that applicants write at least two subject tests. Concordia encourages students to write the SAT II Subject Test on the test date closest to the completion of their course work in the subject – typically June. Please check university requirements on the university website or in the university’s program materials.

Additional information can be found on the SAT website (http://sat.collegeboards.org).

**American College Test (ACT)**

The ACT is used by universities for admission consideration. It consists of four tests: English, mathematics, reading, science reasoning, and writing. Individual universities place different emphasis on the SAT and the ACT and it is important for the Concordia student to speak to their counselor and to research their preferred universities to determine each university’s specific requirements.

Additional information can be found on the ACT website (http://act.org).

**Extra Help/Tutors**

Teachers are willing to provide extra help to clarify classroom and assignment activities to students. There are times when more extensive help is needed than is available from the student’s teacher and the student may require a tutor. Adult and secondary school student tutors are available but there is a limited supply in the community. The counseling office maintains a current list of those who have notified us of their available services.

The school also has forms to request a free student tutor from a number of the school’s honor societies.
Parents are responsible to make all arrangements (salary, hours, etc.) directly with outside tutors. However, no tutorial sessions may be held on campus (exception: tutoring conducted by the National Honor Society). Concordia teachers are willing to assist tutors to understand the needs of the students. Concordia teachers are prohibited by the law governing their employment visa to work for pay outside of school; therefore, they are unavailable for proprietary tutoring.

Textbooks and Supplies

Textbooks are supplied to students on a loan basis. If a textbook is lost or damaged, the student is required to pay for its replacement at the Business Office prior to receiving another book. Further, a student will not receive credit for the school year if, at the end of the year, a student has not reimbursed the school for missing materials. The total bill includes: the replacement cost inclusive of all shipping and duties.

Summer textbook loans, if approved, must be arranged one week prior to the last day of the school year. The book must be paid for in full and all funds will be refunded with the return of the book -assuming the book is returned in the same condition. The loaning of any book is at the discretion of the teacher.

Advanced Placement Coursework

The Advanced Placement (AP©) designation for a Concordia course indicates that the course, and a culminating external exam provides high school students access and exposure to college-level rigor. Concordia offers 18 AP courses and exams to our students. These classes are completely elective; however, students who have demonstrated scholarship in prior related subjects are encouraged to consider AP classes. Concordia administration, counselors, and teachers are always available to advise students regarding appropriate course loads.

AP is not for every student; however for those students who are seeking greater academic rigor, AP offers an opportunity to demonstrate college readiness and to differentiate themself in a competitive university selection process. Because these classes are taught at a college level, students can expect to encounter greater intensity in terms of workload and evaluation. AP students will be expected to exhibit an ability to think critically and creatively, write clearly and persuasively, and participate actively in class discussion.

More information on Advanced Placement can be found on the College Board website (http://www.collegeboard.org).

Who Can Take an AP Course at Concordia?

AP courses are college level courses and the level of work is rigorous. Students choose and request the courses they wish to take, and the
faculty reviews the course requests to determine if the load is appropriate to their individual needs.

Typically, students in Grade 10 may take one AP class (for example, World History). Grade 11 students may take up to three AP courses, and Grade 12 students may take up to four AP courses.

There are exceptions to these limits but they are considered on a student by student basis. In all cases, a student needs a minimum semester grade of “B” or better in all prerequisite courses. Some courses will require a grade of B+ or better.

**Do I Need Special Permission to Take An AP Course?**
Yes. The Assistant Principal and Principal consider all applications and, after consulting the pertinent teachers, make the final decision.

**Do I Have to Take the AP Exam?**
Yes. All students taking an AP course are required to take the AP Exam.

**Semester Final Examinations and Mock AP Exams**
At the end of each semester, final semester examinations are administered in most high school classes. Final examinations count for 20 percent of the final grade for each class.

**Senior Exemption from 2nd Semester Final Exams**
Any senior student with semester average of 90% for any class may elect not to take the final examination in that class.

**AP Exemption from 2nd Semester Final Exams**
AP Courses do not have a 2nd semester final exam.

**AP Mock Exams**
Full length AP Mock final exams are to be expected. Due to the extended time needed for the mock final, these exams may occur on a weekend (preferably Saturday).

**Academic Probation**
Any student who has experienced a dramatic decrease in his/her cumulative average, has extremely low grades, or has at least one failing grade may be placed on academic probation by the High School principal.

The principal and assistant principal will then set minimum acceptable standards for each student on academic probation. If these standards are not met, then the principal may end the student’s enrollment with Concordia.

The process is as follows:

1. Teacher identifies possible area(s) of concern(s) and works with student towards addressing concern(s).
2. Teacher notifies parents of academic concern (ongoing).
3. Teacher notifies the counselor if concern persists.
4. Teachers, assistant principal, and counselor monitor progress in Care and Concern Meetings.
5. Teachers, assistant principal, and counselor will collaborate with parents and student to help advise, support, and plan student improvement.
6. If concern persists, principal will place student on probation.
7. Teachers, student, and parents will be informed of probation.
8. Teachers, assistant principal, and counselor will continue to monitor student progress regularly through Care and Concern Meetings.
9. Assistant principal and counselor will present information that will assist the principal to determine if the student will
   • be taken off of probation
   • remain on probation
   • discontinue enrollment.

By March 31, principal, assistant principal, and counselor will meet with parents to confirm the decision for the following school year regarding probationary status or the necessity of enrollment in another school. Additionally, the Principal will issue a letter to the parents formalizing the action taken.

ACADEMIC RECORDS

Academic Transcripts

Beginning in high school, every student begins to build a cumulative transcript. Included in this transcript is a record of all coursework attempted listed by year, the course level, the level of accomplishment (letter grade), the number of credits earned, and the grade point average (GPA). A parent may view their child’s transcript using the Aspen portal.

For a transcript or recommendation to be official, it must be delivered directly from institution to institution. No official transcripts or recommendations will be delivered to a parent or their child.

Report Cards

The high school does not issue report cards. Parents have daily access through the Aspen portal to regularly updated progress reports for every class their child is taking. Parents are encouraged to discuss academic progress with their child and then with the teacher if further guidance is needed.
Incomplete Grades

On occasion an incomplete grade (I) will be given. This indicates that the expected course work has not been completed. Students receiving an incomplete are responsible for arranging to make up all the necessary work in order to receive a grade and credit. The time frame for completion needs to be discussed with the teacher involved. If timelines are not met, an incomplete may be turned into a fail.

Students who have an incomplete grade will not be eligible for participation in co-curricular activities.

Class Rank & Grade Point Average

Concordia does not rank its students. As a statistical measure, the population of students is too small to have any comparative value when using rank.

<table>
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<tr>
<th>Grade</th>
<th>Points Range</th>
<th>GPA</th>
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<tbody>
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<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
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<tr>
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<td>0.00</td>
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</tbody>
</table>

Concordia does not weight grades for AP or honors courses. The GPA maximum is 4.0.

Concordia does not include credits earned at other institutions in the calculation of a student’s GPA.

Progress Reports

Aspen provides parents with on-going access to progress reports no matter where you are located in the world as long as you have internet access. If you do not have access to the Aspen website then please contact the high school secretary.

Parents are expected to discuss student progress with their child. If a conference is needed, an appointment should be made with the teacher. An appointment can be arranged through the high school office.
STUDENT RECOGNITION

Graduation

The culminating celebration for every high school student is the High School Commencement Ceremony.

The ceremony is held in May. Please refer to the school calendar for the specific date and time.

The Concordia Senior Scholar Award

The Senior Scholar Award is an award that replaces the traditional Valedictorian Award. It recognizes academic excellence and the student’s contributions to Concordia. It is given each year to the graduating senior with one of the highest grade point averages for four years of high school.

Additionally, a successful candidate will have:

- have taken a rigorous course load
- have made a significant contribution to the school
- demonstrated high moral and ethical character.

This award represents the highest honor that Concordia High School bestows upon one of its students and is announced during the Graduation Ceremony.

Service Awards:

One or more Service Award(s) will be given each year to individuals or groups who have engaged in meaningful service. The criteria used to identify service award recipients are as follows:

- Service project clearly demonstrates a variety of Concordia SLOs.
- Service project has impacted/improved the lives of people in the community served.
- Student(s) leadership in the service project is clear and exemplary.
- Strong collaboration between Concordia and the community partner(s), where applicable, is evident and impactful.
- Exemplary investigation/research, planning, action and reflection have been demonstrated by the student(s).

Academic Awards Ceremony

Concordia recognizes excellence in many ways and this Academic Awards Ceremony is held at the end of each year in May to celebrate student accomplishment. Please refer to the school calendar for the specific date and time.
Other Recognition Ceremonies

Athletics and Fine Arts both hold recognition ceremonies for participants. Athletics banquets take place after each of the three seasons: fall, winter, spring. The Fine Arts Ceremony takes place in the spring.

Honor Societies

To protect student balance and create more leadership opportunities, a student may hold an officer position for only one honor society at a time.

The following Honor Societies exist at Concordia:

- The National Honor Society (NHS)
- The Science National Honor Society (SNHS)
- The Chinese Honor Society (NCHS)
- The Spanish Honor Society (SHS)
- The National Art Honor Society (NAHS)
- The Tri-M Music Honor Society (Tri-M MHS)
- The International Thespian Society (ITS)

Each society has strict admission requirements. Once inducted, a student must continue to maintain a high degree of academic achievement or risk losing his/her membership.

EXPERIENTIAL LEARNING

Field Experiences

Concordia encourages purposeful field trips that support classroom learning. Field trips are intended to extend a student’s knowledge of the history, culture, and civilization of our host country. A parent permission form must be completed and returned to the sponsor teacher prior to the trip.

TrIBES

Our educational travel is not a suspension of our academic programming but an integral part of the learning process through experiential learning and service. It is also not just the week-long travel experience but a year long process of community building, service, and experiences. TrIBES stands for Transforming Individuals By Education and Service.

TrIBES is an academic requirement for all Concordia high school students. This Pass/Fail grade is recorded on the first semester transcript. Each high school student must participate in and meet the requirements of his/her specific TrIBES course to receive academic credit.
This ambitious program has many goals. It aims to provide:

- opportunities to strengthen community among students and teachers
- experiential learning
- exposure to diverse cultural elements
- challenges to pre-conceived notions through discussion and reflection.

The program develops

- communication skills
- leadership skills
- self-reliance
- compassion.

Ideally, TrIBES draws a student out of their physical, emotional, and intellectual comfort zone with a view to gaining greater self-knowledge and a richer understanding of the world around them. The offerings of Concordia’s TrIBES are diverse, including outdoor adventure, cross-cultural learning and community service activities. Please see the TrIBES Program for more details – available from the high school office.

**Internship Program–Grade 11**

The internship program at Concordia supports the school’s mission “to educate students holistically.” It has become a key component of Concordia’s Expected Student Learning Results (ESLR’s).

The Internship Program is for Grade 11 students. It takes place during the two weeks following the semester two exams. The school puts a great deal of effort into finding placements for its students; however, we recognize that we may not be able to find a placement that meets a particular student’s interests. In these cases, students are welcome to find their own internship placement and submit their request to the administration for approval. Through internship, students put skills learned in class into practice in the real world.

**Explorations Program**

Explorations is a two-week program where Grade 9-10 students apply their learning contextually while exploring topics that are beyond the traditional curriculum. Skills such as creative problem solving, critical thinking, team dynamics, informational research, and specific content knowledge that were gained in the classroom are used in this program.

Students explore topics such as: inventing environmentally sound products for commercial use, researching current problems and past mysteries, developing art for public spaces, creating comfort for local orphans, and many more.

This program creates a concrete awareness of how knowledge learned in the classroom can be applied in numerous “real-world” ways.
GENERAL INFORMATION

Lost and Found

Lost and found boxes are located in two places: articles lost during athletic events are placed in the drop box outside of the PE offices on the first floor of the high school building and all other items are located in the high school office. If an item of value is lost, please contact the high school office immediately so that they may send out a notice asking for assistance to locate the lost item(s).

Lockers

Every high school student is issued a locker and a lock. Students are to treat the locker respectfully including reporting any damage to the secretary in the high school office so that repairs can be undertaken immediately. Students may tape personal pictures inside their locker (that are of an appropriate nature) but may not write or paint on the exterior or interior of their locker. Students may not post anything to the exterior of their locker unless it is school-spirit related and is taken down in a reasonable amount of time. All locks are turned into the high school office at the end of each year.

Students are required to sign out a lock for their PE lockers from the PE office. These may be kept for the season/semester and returned once the sports season or PE class ends.

Lunch Services

Aramark, a major international caterer, provides a voluntary hot lunch service at Concordia. On a daily basis, Aramark sells lunches using a smart card system. Funds may be loaded onto a student’s card at the Aramark terminals in the PC Commons (cafeteria) to be used to purchase food and/or drinks on campus. It is possible to check the history and funds available by setting a Self Service Account Number. To set this up contact Aramark at aramark@concordiashanghai.org. Students may not run a deficit on their lunch cards. If there are insufficient funds, they will not be allowed to buy lunch.

Students select from a set menu or choose items from a variety of stations, including salads, sandwiches, pasta and pizza, and carved meat. If you have questions or comments regarding the lunch program, please address them to the High School secretary or CFO.

Microwaves are available in the PC Commons for reheating if students wish to bring their own lunch. If parents would like to deliver lunch for their children, they should drop the lunch off in the PC cafe for pick up. Please do not deliver lunch to the child’s classroom as this disrupts instruction.
ID Cards

The Concordia Photo ID Card

• is required for students and employees
• is available for parents who regularly need to be on campus
• enhances campus security by restricting access to the campus and providing additional data regarding who is on campus
• incorporates the need for a lunch card, library card, security card, and ID card into a single electronic card.

For complete details refer to the Photo ID Card Procedure under Policies and Procedures section, Student and Parent pages of the school website.

Security Measures

Concordia is committed to the safety and security of students, faculty, staff, and visitors on its campus. Ideally, members of the Concordia community and guests should feel both welcome and safe. In order to support that commitment, Concordia has undergone a thorough review of emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters. Security at the school uses a combination of ID cards, cameras, guards from an outsourced security company, and school personnel to maintain a safe yet inviting environment.

The Concordia Campus is open to:

• Members of the Concordia Community, which is defined as persons allowed to obtain an Employee, Student, Parent, or Relative Concordia ID, guests on campus with persons allowed to obtain an Employee, Student, Parent, or Relative Concordia ID, and guests of the School.
• Contracted staff such as guard service staff, cleaning staff, food services staff, etc.
• Visitors to a School Office, e.g., potential family, vendor, school representative, etc.
• Member of a school group visiting Concordia, e.g., sports team, or a group that has rented Concordia facilities.
• Vendors, staff of delivery companies, staff of construction companies, etc. as required to perform work for the benefit of Concordia.

Families should plan to present at least one Concordia ID or follow the procedures defined in the Security Policy when entering the campus. The exception is during Drop-off (7:00am-8:30am) and Pick-up (3:00pm -5:00pm) on school days. During school hours (8:30am-3:00pm) a Concordia ID or a Visitor badge must be worn by anyone on campus other than a student. Staff may wear their name badge in lieu of the ID.
Those not in possession of a valid Concordia ID must exchange a photo ID for a visitor’s badge at the visitor gate on Huangyang Road. The Mingyue Gate will be accessible only to Concordia ID holders between 8:30 and 3:00 p.m. A person may sign in/out by:

- Tapping his or her valid Concordia ID Card on a card reader at a school gate. Younger than school age children are exempt if accompanied by a person with a valid Concordia ID.
- Presenting a valid name tag for an administrator-approved on campus conference, event, or activity to a guard at a school gate.
- Exchanging a government issued photo ID for a Concordia ID and signing a paper ledger at a school gate.

The times and requirements governing access to the Concordia Campus are available in detail in the Security Policy under the Policies, Procedures & Forms on the Student and Parent Portals of the school website.

**Campus Access-Off Hours**

**Campus hours:**

- Between 10 p.m. and 7 a.m. the campus is closed and no one other than an employee with a Concordia ID will be allowed to enter unless authorized by a school administrator.
- Students, families, and their visitors may be on campus on school evenings and on weekends between 7:00 a.m. and 10:00 p.m. by following the sign in procedures and requirements established by the school and available in the Security Policy under the Policies, Procedures & Forms on the Student and Parent Portals of the school website.
- On official holidays and other non-school days, students/families are not allowed on campus unless authorized by a school administrator.

**CCTV Cameras**

If a safety or security issue arises, members of the Concordia community should make divisional administrators or the Operations Department operations@concordiashanghai.org aware of the concern.

CCTV footage from school cameras may be reviewed by school administration to better understand the circumstances related to the concern. Footage is not available for public viewing and members of the Concordia community do not have a right to view CCTV footage. An administrator, with approval from the AHOS-PA, may choose to use CCTV footage as a tool in addressing a concern if:

- There is an educational opportunity with the student(s).
- The administrator determines that the footage is conclusive and will assist in clarifying a profound disagreement.
Supervision by Concordia Staff: All employees should participate in ensuring that students conduct themselves in a manner that reflects school’s philosophy, policies and procedures.

All employees and volunteers must review, acknowledge, and agree to observe the policies and procedures in the Safety Handbook annually prior to supervising students.

Supervision by Parents: Parents bear primary responsibility for the supervision of their children on school grounds based upon the following conditions:

- Before 7:45 a.m., after dismissal on school days and on weekends, unless the student is participating in a Concordia school-sponsored activity.
  - Elementary aged students must be accompanied by a parent or adult chaperone.
- ES students may be picked up at the end of the day, or after CCAs, by an adult (parent, grandparent, aunt/uncle, driver, helper) or by a sibling who is in Grade 8 or above.
- ES staff will remain with students until the last student has been returned to the appropriate chaperone identified above or to the ES Office.
  - Parents may choose to allow MS and HS students to remain on campus afterschool to use the school’s facilities for research and group study in an unsupervised capacity until 7:00 p.m. Open, unsupervised spaces are identified as the PC Lounge, Café, or Commons.
- After 7:00 p.m. students should only be on campus as part of a supervised school activity.
- MS students who arrive on campus before 7:45 a.m. on school days should report to the PC commons unless they have an appointment with a teacher.
- At no time should a student be in a classroom unless a teacher is present or in an athletic/fine arts facility without proper supervision.
- If a Concordia community member feels the student is conducting him/herself inappropriately, they may ask the student(s) to leave the campus. The student’s name and photo may also be taken and reported to the division administrators.
- Access to school grounds is limited to public outdoor locations: the playground and field and the following indoor open spaces—Phoenix Lounge, Phoenix Café, and Phoenix Commons.
  - The Intermediate Building Gym is available for student use after school on school days until 5:00 p.m./, if not being used for school activities.
• Practice studios are for MUSIC class-related use only and will remain locked each morning unless a student has requested and received permission by their MUSIC teacher to use the facility. All practice studio sessions must be scheduled with MUSIC teachers within the Fine Arts Department.

• Use of any other space requires permission through the school facilities reservation system and/or supervision by a Concordia employee.

• Activities that pose a significant injury hazard are not allowed. This includes, but is not limited to,
  • The flying of commercial/hobbyist drones and other similar products on/over the school.
  • Hoverboards are also not allowed on campus.

• School guards and/or other Concordia staff may request anyone on campus to stop an activity that they feel is posing a safety concern.

**Parking & Student Dropoff**

Private vehicles and taxis are not allowed on-campus on school days from 7:30 a.m. to 4:45 p.m.

In order to ensure the safe arrival and dismissal of all students no parking/waiting adjacent to campus entrances is permitted. Instruct your driver to stay in the driver’s seat while you or your children open your car doors. This helps ensure efficient traffic flow during these peak traffic periods. If your driver drops you or your children outside a campus entrance, instruct your driver to find an alternate place to wait for you and arrange to call for a pick-up when you are ready to leave campus.

Entrances are open only to pedestrians and bicycles on school days from 7:30 a.m. to 4:45 p.m. Cars and taxis are allowed to enter campus through the Mingyue Entrance at other times. Students may be dropped off on the road at the school’s two entrance gates.

Crossing guards are posted at each gate. Instruct your driver to follow the directions of the crossing guards and to drive cautiously for the safety of all.

Full details regarding the Parking and Student Drop-off under the Policies and Procedures section, Student and Parent pages of the school website.

**Bicycles & Motorized Scooters**

All bicycles and scooters/motorcycles must be walked on campus between 7:30 a.m. and 4:00 p.m. and parked in the designated area in the breezeway between the Phoenix Center and the High School, and next to the Huang Yang Guard House. Motorized scooters should never be driven on the campus.
By Shanghai ordinance, students under age 12 are not permitted to ride bicycles on the street and prohibits students from operating a motorized bike of any kind. Students and parents are encouraged to wear helmets on their rides to and from school.

See complete details in Bicycles and Motorized Scooters under the Policies and Procedures section, Student and Parent pages of the school website.

Emergency Procedures: Evacuation, Fire, Lock-down

Students are drilled on emergency procedures and trained for evacuation, fire, lock-down and shelter-in-place emergencies that may include departing from a space other than their homerooms. Staff members are equipped and trained to safely care for students in the event of an emergency. For more details, please contact the school office.

Visitors on Campus – Shadowing

Permission for guests must be obtained from the high school administration a full 24 hours prior to the visitor arriving on campus. Further, a teacher may decline to have a visitor in their classroom due to assessment or essential learning experiences to take place.

All visitors are expected to abide by the school’s rules and regulations.

Students are expected to escort their visitor all day.

A Shadow-Day release form is available on the Parent page of the school website under Forms.

Movie Policy

Concordia’s actions should reflect leadership in moral and ethical choices. Therefore when movies are shown on campus they must comply with intellectual property rights.

At Concordia we believe that the films we watch should reflect our community values and beliefs. Therefore, we hold to the following guidelines, encouraging films/film clips that

- promote values
- exemplify Concordia’s core values.

We avoid films/film clips that

- promote or encourage drug use or inappropriate use of alcohol
- contain scenes of excessive blood or gore
- encourage the degradation of a culture, gender or religion
- contain explicit or implicit sex scenes
- have an MPAA (Motion Pictures of America) rating of PG for ES and Grades 5,6 or PG-13 or lower for older students
• have the purposeful intent to cause strong fear such as horror movies.

Furthermore, we will strive to have all full-length films pre-screened by at least two teachers and to publish use of the film ahead of time so that parents are aware of what is being viewed. If a full-length film is used that does not meet these guidelines a permission form must be signed by the parent/guardian.

Music Policy

Music is an integral part of our lives. It can inspire, entertain and educate. At Concordia we believe that the music we play and listen to should reflect our community values and beliefs. Therefore, we hold to the following guidelines:

At Concordia, we encourage music that
• conveys positive messages
• is representative of a variety of genres, eras and artists with consideration given to the majority of the audience
• is considerate of its purpose and is appropriate for its audience encourages unity.

We avoid playing music that
• has an edited version containing “bleeped” material
• contains swear words
• is sexually suggestive
• demonstrates an intolerance towards race, religion or gender.

Student Orientation

Please visit the Admissions page of the school website to access information pertaining to New & Returning Student Orientation.

For students and families that arrive mid-term, Concordia’s counselors, classroom teachers, and members of the administration will help to assimilate the students and families into the Concordia community.

STUDENT CONDUCT

1. No community, large or small, can exist without fundamental rules that define the limitations of personal freedom and action. In the simplest form, these rules encompass the “do’s and don’ts” of the group, with clear statements regarding the steps taken when infringements occur.

2. Disciplinary action follows a progressive discipline model. With each additional incident recorded in a student’s discipline record, the
disciplinary action taken may become more severe (depending on the type of incident being recorded).

3. The immediate purpose of discipline is to modify the behavior of a student. The long-range goal is for the student to be inwardly motivated through an understanding of good citizenship and scholarly pursuit for its own reward. Disciplinary actions also serve as a deterrent for the rest of the student body such that they realize that there are consequences for violating community expectations.

Academic Honesty

As a member of the Concordia Community, I will not lie, cheat, or steal, nor will I tolerate such behavior from anyone who does.

Lying is making a self-serving statement that one knows is false. Secondly, a student is in violation of the Honor Code if the is found to lie by omission. Lying by omission is an act where a student does not reveal the whole truth or withholds knowledge that reveals the truth.

If a student initially makes a false statement and, before being accused of an honor violation and within a reasonable period of time then gives the true explanation of the same matter, this act of honesty will be taken into consideration.

Stealing is taking or appropriating another person’s property or the school’s property without permission. Stealing should not be confused with borrowing. Borrowing is the taking or receiving of an item without a clear understanding between the borrower and owner of the condition under which the item will be returned or replaced. Never assume that it is acceptable to take anything without express permission from the owner.

Cheating is providing or receiving an unfair advantage on an exam, test, quiz, or other graded in-class evaluation. This includes copying from another student, bringing illicit notes into the examination area, plagiarism, sharing information about a test with another student who has yet to be evaluated, receiving information about an upcoming test, or conversing with another student during a quiz, test, or exam, or any other similar activity.

It is every student’s responsibility to understand their obligation to uphold the integrity of the honor code: meaning students will not tolerate violations of the code by themselves or their peers.

Explanation of Terms

Academic dishonesty at Concordia is a serious offense. Specific cases that will be considered violations of the school Academic Honesty policy include, but may not necessarily be limited to, the following:

- **Cheating**
  The action of providing or receiving an unfair advantage on an exam, test, quiz, or other graded in-class evaluation is cheating. This
includes copying from another student, bringing illicit notes into the examination area, sharing information about a test with another student who has yet to be evaluated, receiving information about an upcoming test, conversing with another student during a quiz, test, or exam, or any other similar activity.

- **Plagiarism**

  Plagiarism is the presentation of someone else’s ideas or statements as one’s own. This includes, but is not limited to, copying written answers verbatim from any source (electronic, book, magazine, etc.), not citing another person’s ideas or copying another student’s work. Students who knowingly allow their own work to be copied are just as guilty as the student copying it. Students are not allowed to give their work to another student without the prior approval of their teacher.

**Collaboration versus Copying**

- **Collaboration** is a teacher-sanctioned activity where ideas are shared for the purpose of greater understanding for all participants.

- **Copying** is a form of plagiarism where one is taking someone else’s words or ideas and presenting them as one’s own.

Unless directly specified by the teacher, it is expected that every submitted assignment will be the unassisted work of an individual student. Students who collaborate on an assignment without the consent of the teacher will be considered guilty of academic dishonesty. Other forms of cheating include using google translate in world languages and gaining access to test before it’s administrated.

In determining the severity of the consequence(s), the administration will consider the circumstances of the incident as well as the student’s past disciplinary record.

**Process for Handling a Reported Incident of Academic Dishonesty**

- The teacher will notify the administration in writing of all incidents of Academic Dishonesty.

- The administration investigates the incident.
  - Speaks with student(s) and teacher(s)
  - Reviews evidence.

- The administration notifies parents by email if their child has violated school policy and invites parents to meet with administration to discuss the incident.

- An incident report is created that forms part of the student’s official discipline file.
  - The student discipline file is used to track patterns of student behavior.
• The student discipline file is used for internal use but will be shared as required by receiving schools or universities.
• The existence of a disciplinary record may prohibit a student’s eligibility for membership in certain school groups e.g., Student Council, Honor Societies, etc., for a full 12 month period following the incident.
• The incident is referred to the student’s counselor for student support and follow-up.

Consequence
• The student fails the assignment.
• Any consequence of academic dishonesty may include: suspension, behavioral probation, or expulsion.

Attendance
If a student must miss school, due to illness or official appointments, the family must notify the school by phone or by email at hs.office@concordiashanghai.org. Each morning, the secretaries contact the families of children who are reported absent but for whom no notification of their absence was received.

Excessive Absenteeism
Excessive absenteeism is identified as a pattern of absenteeism effecting student participation in any class. For all co-curricular activities, 10 is considered the maximum amount number of school days that can be missed.

Credit for the course may be lost if more than 15% of any class is missed. All absences, excused or unexcused, are included in the 15% calculation.

Planned Absence
It is strongly recommended that personal trips during the school year be avoided. Families who plan to travel during the academic year or who choose to extend normal school holidays should inform the High School Office in writing at least two weeks prior to departure. This notice is to facilitate the preparation of assignments so that students will not fall behind in their work. Students who receive the principal’s permission prior to being absent from class are responsible for informing their teachers, getting homework, and making arrangements for missed tests and assignments at least one week prior to their departure.

A student cannot be absent from the semester final exams regardless of the families travel plans. Proper planning in advance of the holidays is needed to ensure that this policy is adhered to.

NOTE: Even absences that have the permission of the principal will be included in the 15% absenteeism limit.
Work Missed During an Absence

Work not completed due to an absence must be made up following the student’s return to school. Work assigned one week or more before the absence will not be given an extension and must be delivered to the teacher by 8 a.m. on the day it is due.

Students absent on the day that a long-term assignment is due must assume full responsibility for making the necessary arrangements to turn in the assignment as per the instructions above. Absence from school is not an acceptable excuse to fail meeting class obligations. Departments determine late work policies and inform students of the policy in the course syllabi.

Guardianship Form

Parents who leave their children in the care of another while away from Shanghai must provide guardianship information to the High School principal for both emergency and legal considerations. Students may not be left in the care of siblings or ayis. The guardian form may be obtained from the high school office or on the lower right hand corner of the Parent Page of the website, and on the homepage of Aspen.

Limit of Teacher Responsibility for Absent Students

Teachers are not required to tutor students who return from a period of absence due to any early departure, mid-term leave, or an extended illness. The teachers’ responsibilities are limited to identifying the work to be completed (assuming proper notice has been given by the student/parent) and to assessing that work when the student completes it. The student and/or the parents should initiate a conference with the teacher(s) to understand the course requirements, the assignments, and the due dates.

School Sponsored Absences (Test-Work Policy)

Before a student departs for Concordia-sponsored travel, he/she will meet with his/her teacher to reschedule any assessments scheduled for or major projects due the first school day of the students’s return.

Students are to proactively communicate with teacher prior to attending a school sponsored trip and should use the pre-planned absence form (blue form) to clarify work and assessment expectations with each teacher. Pre-planned absence forms are available in the main office.

Students who do not complete the blue form in advance and who have not made arrangements with his/her teacher, will be expected to complete work at the teacher’s discretion.

Example: A student who misses Wed-Fri due to APAC may choose not to have any assessments or projects due on Monday. The student
has spoken to each teacher prior to leaving and has used the pre-planned absence form to clarify the due dates of all other work and any rescheduled assessments.

**Procedures for Returning to School**

On the same day that a student returns to school, it is the student’s responsibility to meet with ALL of their teachers to arrange for times to write make-up labs, quizzes, tests, etc. Failure to do so may result in lost opportunities to complete the work for credit.

**Late Arrival to Class—Tardy**

Students are to report to the High School Office prior to going to class when arriving late to school. Entering class without a pass from a staff member after the class has started (first period included) is considered a tardy arrival. Teachers will record late arrivals to class.

Students who accumulate more than five tardies per semester will serve detention. Students who miss more than five(5) minutes of any class will be counted absent for that period. Students who are detained by teachers must present a pass from the teacher in the preceding class.

**Late Arrival to School—Missed test**

A student arriving late to school that has missed a test as a result of the absences must see the teacher and write the test that day. Failure to do so will result in a referral to an administrator.

**Skipping School—Truancy**

Any student who takes time away from school without a valid reason will be considered to have skipped school. The consequence for skipping school (the first time) is a one-day in-school suspension. Further consequences will be at the discretion of the Principal.

**Withdrawal from Concordia**

All students leaving Concordia need to request a Student Check-Out Form from the Admissions Office. The form must be completed before records will be released. Included in the checkout process is the return of all school material, payment of all fees including replacement cost for lost or damaged books or other school equipment, and sign-off by the Finance Office. The school will not release any transcripts to receiving schools prior to completion of the checkout process and Finance Office clearance.

**Behavioral Expectations**

**Respectful Conduct**

As part of the Concordia community, students are considered to be responsible members who demonstrate respectful behavior in all
interactions with cleaning staff, guards, peers, secretaries, teachers, etc.

The behavior patterns of the students determine the overall tone and spirit of the school. The first imperative is, therefore, to build a Concordia community spirit that fosters appropriate behavior as the norm and regards poor behavior as the exception.

**Grade Change Requests**

At Concordia, we encourage students to talk to their teachers about their learning. Making appointments for extra help, asking to go over questions on a test, and clarifying how they are graded on an assignment are all positive scholarly behaviors. If a student feels they have been unfairly graded on an individual assignment, it is also encouraged that they speak to their teacher about the specifics at the time the assignment is returned to unto them.

Asking a teacher to raise an overall course grade is considered inappropriate by Concordia standards. This behavior is considered a Grade Change Request and will result in documentation in ASPEN, which is used by the administration to track patterns of behavior over time. Multiple Change Requests may result in disciplinary action by the administration.

**Cafeteria Behavior**

Concordia provides excellent eating facilities for their students. Student behavior must be respectful of the cafeteria staff, cleaners, property, and the other students.

Students are required to clear their eating utensils, plates, and garbage; and return tables and chairs to their proper positions.

**School Bus Safety**

All students must complete a School Transportation Agreement for Concordia confirming that the students and parents are aware of the bus rules (Available from division offices.) Students may ride on school buses for field experiences, athletics, and other school events in addition to those who select to ride to and from home.

Concordia provides a transportation safety manual for all students. The manual outlines bus safety; boarding, riding, and exiting the bus; school bus rules, what parents must know, emergency plans, and a phone directory.

**Cell Phones**

Student use of cell phones is restricted to non-class times only. An international setting motivates parents to provide their child with a cell phone so that they can be in contact as needed, however, cell phones are not allowed to be on during class periods, including study hall. Teachers
are instructed to confiscate a student’s cellphone and turn it in to the administration for a period of 24 hours if the phone is: used during class, if it rings during class, or if the student is found texting others while in class (even when the phone is in their pocket when texting). Inappropriate use of computer will result in 24-hour confiscation as well.

**Use of Elevator**

Students are not permitted to use the elevators in any of the buildings of Concordia without an official pass from the High School Office.

**Public Displays of Affection (PDA)**

The school recognizes that genuine feelings of affection may exist between students; however, students must refrain from public displays of affection e.g., sitting on laps, embracing, kissing. Holding hands is considered appropriate.

This rule applies to all school functions or school related activities. Inappropriate behavior in this regard may result in disciplinary consequences.

**Behavior Contract**

Each year, every student and his/her parent is required to sign a behavior contract. This student behavior contract declaration applies to TriBES, co-curriculars, athletics and other related school travel for the current school year. APAC events require the student and their parents to sign an additional behavior contract. Please see Mr. Chris Bishop – Director of Athletics or Ms. Rebecca House – Off-campus Education Coordinator for more details.

**Respect for Others and Property**

Violence, fighting, physical or verbal abuse or intimidation (whether in person or through any electronic/digital means) are not in harmony with the Concordia philosophy of respect for one another. All of the above are considered serious offenses and will be punished accordingly.

This policy against violence extends beyond the school to any interaction between students who are members of the school and to any validated report that a student has acted violently towards a student from another school. Should a student not embrace the culture of respect at Concordia, she/he will be held accountable for her/his actions.

Please be aware of the following terms and their descriptions.

- **Theft**— the act of taking another person’s property without their consent.
- **Vandalism**—the willful damaging of property.
- **Weapons**— any object that can be used offensively or defensively for fighting and include but are not limited to knives and guns.
Concordia maintains a weapons-free campus. Students may not bring weapons of any kind on campus. Objects that are dangerous or disruptive are prohibited on campus: e.g., firecrackers, water pistols, etc.

Prohibited Substances

Tobacco
Concordia is a tobacco-free campus. Students may not smoke or be in the possession of tobacco products on the campus or at school-sponsored events at any time (including matches and lighters.)

Alcohol
Students may not be under the influence of alcohol or in the possession of any alcoholic beverages on campus or at school-sponsored events, at any time.

Drugs
The illegal use of any controlled substances or paraphernalia related to illegal substance use is prohibited. No student shall possess, use, traffic attempt to possess, use, or distribute; or be under the influence of any illegal substance.

List of Substances

- Any controlled substance or dangerous drug, as defined by either the United States or Chinese law, including but not limited to marijuana, all narcotic drugs, hallucinogens, stimulants, depressants, amphetamines, or barbiturates.
- Any pharmaceutical used or possessed without knowledge and permission of parents or guardians.
- Any use of glue, aerosol or other chemical substance for used through inhalation.
- Any intoxicant or mood-changing, mind-altering, or behavior-altering drugs.

Definitions

“Use” is defined as a specific time where a student has voluntarily introduced a prohibited substance into his/her body that is detectable by the student’s physical appearance, actions, breath, speech, or chemical analysis.

“Under the influence” is defined as not having the normal use of mental or physical faculties due to the use of an illegal substance. Students do not need to be legally intoxicated (by Chinese or United States laws) to be considered “under the influence.”

Implementation

Students who violate this rule will be immediately suspended from Concordia while due-process procedures are followed.
Concordia reserves the right to require drug testing providing there exists reasonable suspicion that the student has used an illegal substance. Conducting drug testing of a student requires prior approval by the Head of School (or his/her designate) and the division principal in charge of the high school.

**Parent Pledge Program**

The purpose of the Concordia International School Parent Pledge Program is to provide support for

- parents who agree that alcohol should not be served to minors.
- teens who would rather attend parties where NO illegal, underage drinking, and/or drug use takes place.

If you are interested in being a part of the Parent Pledge Program, please inquire at the high school office for additional information. Parent pledge forms are available at the high school office or in the Aspen homepage under “Group Resources”.

**Dress Code**

All students wear school uniforms when attending school. Uniforms help identify our students quickly, minimize distractions, are designed with health and safety in mind, and create a sense of belonging within our community. Supporting students to follow the standards of the business casual environment of the school takes the support of teachers, administration, and families. We see enforcement of the dress code as an educational opportunity to help students understand the need to comply with the customs and decorum of various environments. We ask that all students maintain uniforms (and free dress clothing) that are clean, appropriately fitted, and modest. When teachers see students out of compliance, they will send the student to the High School main office where the administrative staff will assess the situation. If necessary, the student will purchase new uniform items from the school store and the family will be notified.

Find the Uniform Policy under the Policies and Procedures section, Student and Parent pages of the school website or by entering this URL: https://www.concordiashanghai.org/uploaded/Community_Bulletin/AP-UNIFORMS.pdf

**Uniform Upkeep**

Should an article of uniform clothing become tattered, torn, discolored, ill fitting, etc., the student/family is required to mend or replace the article.

**Accountability**

The Uniform Policy reflects the entire Concordia community and thus it will be the responsibility of the student, parents, teachers, and the administration to uphold.
It is the student’s responsibility to choose the appropriate clothing to wear to school.

It is the parent’s responsibility to scrutinize the uniform before the student leaves for school.

It is the teacher’s responsibility to monitor and enforce the Uniform Policy during the day.

It is the administration’s responsibility to monitor and enforce the Uniform Policy.

Uniform Sizing and Cleaning Information

All clothing must be appropriately sized and conform to Concordia’s norms of modesty. Failure to comply with the dress code will result in an incident report in the student’s Aspen record, being asked to wear uniform pieces provided or brought from home. The consequences will escalate in severity should a student be a regular offender.

Free Dress Days

Free dress days are determined in advance of the school year start and are designated on the school calendar that is distributed in spring. Student dress must conform to Concordia’s standards for modesty and appropriate school dress.

Theme days are sometimes called (International Day, Concordia Olympics Spirit Days, etc.) where a student is expected to show school spirit by giving forethought to their costume. These are not free dress days and the students who choose not to dress up in costume are required to wear their school uniform.

The Concordia Uniform

The Concordia uniform is to be worn with pride, as it is a symbol of the school. Any student found to be involved in any of the above activities while in a school uniform (regardless of time or location) will be disciplined according to the above policies.

DISCIPLINARY CONSEQUENCES

Detention

Concordia’s faculty or administration may ask a student to remain on campus after school for instructionally related concerns or for disciplinary measures. Students must notify their parents of their detention. The school will not provide transportation home following a detention.

Suspension

When a student’s behavior seriously and adversely affects another student’s ability to learn or when it is a serious affront to Concordia
community norms (such as cheating, violence, theft, vandalism, repeated violations of school policy, other), that student may be removed from the community through a suspension. Suspension is used to emphasize the student’s responsibility to himself/herself, others, and the school.

Suspensions may be either in-school or out-of-school depending on the severity or (frequency) of the offense.

**In-School Suspension**

In-School suspensions will be served on the next school day after they are assigned.

- If a semester exam is being given, the suspension will be served on the first full day of classes.
- If a long-term assignment is due on the day that a student is suspended, it must be given to the teacher or the principal in the morning before the suspension begins to receive full credit.
- All assigned work, on the day a student is suspended, must be completed while in suspension. The student will receive credit for all work completed during an in-school suspension.

**Out-of-School Suspension**

For Out-of-School suspensions, a student may not appear on campus or at any school-sponsored event/activity for any reason during the day(s) for which he/she is suspended.

- A student on suspension is expected to complete all work assigned daily for credit and to submit it to their teachers electronically or in hard-copy as necessary.
- Any missed assessment will need to be addressed as soon as a student returns to school. Teachers will make arrangements with the High School office to administer these assessments before a suspended student is given a pass to return to class.

For both, in-school and out-of-school suspensions, the counselors are required to notify universities of the nature of the suspension on the application referral form if such information is explicitly requested.

**Academic Probation**

Any student who has experienced a dramatic decrease in his/her cumulative average, has extremely low grades, or has at least one failing grade may be placed on academic probation by the principal. The principal and assistant principal will then set minimum acceptable standards for each student on academic probation. If these standards are not met, then the principal may end the student’s enrollment in Concordia.
Behavioral Probation

Behavioral Probation may be invoked at the principal’s discretion and the terms of probation will differ depending on the specific circumstances. During a behavioral probation, the student must not be involved in further disciplinary action for the term of the probation or risk losing their enrollment at Concordia.

Expulsion

Expulsion of a student from Concordia will occur when a student is unwilling or unable to respond satisfactorily to either the academic or disciplinary requirements.

Expulsion is sometimes the best way for a student to learn responsibility for the consequences of his/her actions and the best way to protect the educational process for the other students in the school.

It will be determined by the administration on a case by case basis whether an expelled student may or may not be permitted to come back onto campus for any reason. This restriction will be stipulated in the student’s expulsion letter.

Search of Person and Personal Belongings

Concordia maintains the right to conduct a search of a student’s person and personal belongings while on campus and when sufficient suspicion warrants such action.

Searches may include but are not limited to lockers, book bags, computers, other personal possessions, and the emptying of pockets or handbags. Searches are to be conducted with utmost respect for the individual, respect for gender, with provisions for timely notification of parents.

Procedures for Processing an Incident Report

- Incident is brought to the administrations attention.
- The administration investigates the reported incident by:
  - asking the student to provide a written account of the events.
  - obtaining a written report of the incident from the referring person/teacher.
  - gathering other evidence as applicable.
  - depending on the severity of the incident, the Head of School is included in the discussion of the evidence and possible consequences.
- An incident report is written by the administration and a determination of the consequence(s) is made.
- Parents are notified if their child has violated school policy and invited to meet with administration to discuss the incident.
• The incident is referred to the student’s counselor for follow-up and on-going support.

• The school may be obligated to report any drug-related incident to the Public Security Bureau (police). Deportation of a child (and possibly, the family) from China is possible; however, a prison sentence could result depending on the severity of the crime.

• **Appeal Process:** Student and/or their parents may appeal the decision of the school by making an appointment with the next level of supervisor up through to the Head of School.

The Board of Directors does not entertain appeals.

### CO-CURRICULAR ACTIVITIES AND ORGANIZATIONS

#### Co-Curricular Activities

Concordia has a number of organizations and clubs, athletics, and visual and performing arts activities through which students extend their classroom learning and in which they are encouraged to participate as a part of a holistic education. Updated information on all activities can be found on the school website.

#### Asia Pacific Activities Conference (APAC)

Concordia joined the Asia Pacific Activities Conference (APAC) in the fall of 2008. APAC, founded originally in 1995 by six international schools in China, Japan, Korea, and the Philippines, now consists of 12 conference schools which participate in sports, forensics, and performing arts events. The conference is split into two divisions consisting of six schools each and redistributes annually to allow all schools to meet one another within a three year period. One “super tournament,” a conference wide event, will occur annually and rotate between the sports of volleyball, basketball and soccer.

Another component of student eligibility for APAC is the family’s ability to reciprocate the home-stay experience for other students. Families from all APAC host schools open up their homes to visiting students from other APAC schools. If a student attends an APAC event, it is required that the family offer a home-stay to a visiting student during one of the 5 APAC seasons during the school. Additionally if a student participates in an APAC event hosted at Concordia, the family also offers a home-stay for our visiting guests.

Please bear in mind that if a student is interested in trying out for an athletic team, music performance group, or drama group, the family must
be willing to take responsibility for home-stay. If, for some extraordinary reason, a family is unable to offer home-stay, they need to find another family to offer home stay on their behalf. Families with any additional concerns or difficulties can appeal directly to the Athletic Director.

Co-Curricular Academic Eligibility Policy

Students must fully attend all classes in order to participate in a co-curricular activity each day. Students who are tardy, or miss classes may not participate in co-curricular activities on that day unless they have obtained permission from an administrator in advance.

Initial eligibility for participation in significant (sport seasons, major dramatic productions, club participation, conference/convention participation) co-curricular activities (CCA) will be determined through a review of the student progress report/report card issued prior to the CCA in question. In the case of beginning of school year activities, the prior year-end final grade for each course will be used to determine ineligibility.

While co-curricular involvement is an essential part of a student’s holistic education, academics must take priority. Eligibility for co-curricular participation will be determined through an ongoing review of the student’s grades. This policy is in place to motivate and assist struggling students who need to place greater emphasis on their schoolwork.

Ongoing Eligibility

If a student is earning one F or two Ds in any of their courses, s/he will immediately be ineligible to participate in co-curricular activities until the grade is pulled up. Coaches, sponsors, and parents will be informed of the student’s status. It is expected that the time spent away from the co-curricular activity is used to catch up on schoolwork. As soon as the student improves the grade, s/he can resume full participation.

Students must be present in school by 9:30 a.m. and attend all classes in order to participate in the co-curricular activity for that day (ex. game, practice, rehearsal, show). Absence from school, missing classes or arriving late to school (tardy), without an excused absence, prohibits participation in co-curricular activity that day. Students suspended from school (internal or external) will not be able to participate in any co-curricular for those days.

Eligibility for a entire semester

Any student with two or more F’s on a semester transcript will be ineligible to participate in the next CCA season. Any student with one F and two or more D’s on a semester transcript will be ineligible to participate in the next CCA season.

For a mid-term determination of eligibility: The principal, assistant
principal and counselor will review any student’s progress reports that demonstrate the above grades for eligibility consideration.

The counselor will

- Create bi-monthly student at-risk report (defined as a grade of C- or below).
- Meet with the administrative team weekly to discuss specific student issues.

The assistant principal will

- Meet with each student declared ineligible.
- Send a letter home to parents to be signed indicating their understanding of their child’s ineligible status.

The principal will

- meet with the assistant principal and counselor prior to every major activity “sign-up” to review the list of at-risk students to confirm ineligible status.

COMPUTERS AND CAMPUS NETWORKS

We live in the age of technology. Even more so for this student generation than for generations past, computers and information literacy are essential for success in society. Each Concordia student in Grade 5 through 12 is required to have an Apple laptop computer for use on a daily basis. With proper use and dedicated instruction, laptops open up a whole new world of learning and expression for students.

To lay a foundation for the most productive use of technology for learning at Concordia, we require each new student and one parent/guardian to attend an on-campus Tech Orientation. Orientation sessions will be offered during Student Orientation at the beginning of each school year and at other times as needed.

In addition, every student is required to also sign the Tech Code form that acknowledges the proper use of technology. The form can be obtained from the school website. (See Appendix 3 to review the Tech Code which you will be asked to acknowledge that you have read and understood.)

COMMUNITY

Get Involved

Concordia is community. The reason for this is found in one simple word, involvement. Teachers, students and parents are involved in the school
and not simply watching from the sidelines. Concordia is not a school where parents simply drop their child off and disappear. Parents are welcomed into the school and their talents are valued. Students welcome new students to the school because they understand keenly, what it means to be the new kid. Similarly, the PSO and other parent groups make a special effort to welcome and include new parents and families. There are many ways to get involved and we hope you will.

Assemblies

High School Assembly
This weekly meeting allows faculty and students to share personal stories and messages with their peers.

All School Assemblies
Six times per year, the school holds all-school assemblies to open and close the school year and to celebrate Thanksgiving, Christmas, Chinese New Year and Easter. Parents are invited to attend.

Support for Parents

Parent Support Organization (PSO)
The Parent Support Organization was instituted to give parents an organization whereby they can support the school and each other. Watch the calendar for all upcoming activity dates.

Service and Fundraising

All students, student groups, and teachers must complete a Service Proposal and submit it to the Service Committee for approval for any service effort. The Service Committee is composed of the Service Learning Coordinator and the Family Life Counselor.

COMMUNICATION

A student’s school life is greatly enriched by a family that is well informed and active in the school. Concordia welcomes involvement and encourages close ties between parents and school. Here are a few ways a family can communicate within the Concordia community.

Methods of Communication at Concordia

Face to Face / Email
The most important form of communication is always face to face. Whether to praise or complain, eye contact makes a huge difference.
However, it is recognized that we are all busy and that a face to face meeting is not always possible. Email is the most often used form of direct communication. Staff email addresses are available on our website.

**Aspen**

The Family Portal in Aspen’s student information system provides parents with one login to access the information for all of your children. You can spot red flags early with real-time access to their child’s academic information. Choose to receive email notifications when grades drop below a certain level. The flip side to this is the ability to praise your child when they are having success. Either way, every parent and student can build an on-going relationship with the teacher with live-data. Progress reports and report cards become redundant when you can be in touch on an as-needed basis.

If you have difficulty or questions about how to use Aspen please contact aspen@concordiashanghai.org. It is also where you can access the Family Directory—contact information for families at Concordia (see the Home page).

**Canvas**

Canvas is a learning management systems teachers use to help deliver curriculum. Canvas are used in a variety of ways including posting of course content, providing dropboxes for assignments, housing feedback, and hosting online discussions.

Students and parents have access to canvas using their Concordia email login information. The Tech Hub is a resource for the community regarding any questions with Canvas.

**Concordia Website**

Concordia’s website is an information resource accessible from around the world. Families are able to access calendars, photos, videos, teacher web pages, newsletters, library databases and subscription services, and much, much more. Please invest some concentrated time to get to know this valuable resource. Questions may be directed to marketing@concordiashanghai.org.

**Naviance**

Naviance is an Internet-based software program used by Concordia to facilitate the college search and application process. Students are provided with account information upon entering the high school and are encouraged to use the software from the very beginning of Grade 9, especially to explore career possibilities and construct a resume. It will become even more important during Grades 11 and 12, when students fully dive into their college search and can take full advantage of the various tools available. Naviance is also the means through which Concordia sends high school transcripts and letters of recommendation.
electronically to colleges. Similar to Aspen, parents will also have Naviance accounts so they can monitor their student’s progress in the college application process.

**Newsletters/E-News**

The FOCUS Email Newsletter is published every week and serves as the primary communication tool for the entire Concordia Community. It is formatted to allow easy access to information from different departments and divisions within the school and includes information regarding notices which impact the entire community, upcoming events, calendar reminders, celebrations, class projects, and much more. The goal of The FOCUS is to provide key information to all groups in a consistent and clear way. The FOCUS can also be accessed from the Parent page of the website.

**Week Ahead**

The Assistant Principal sends out a weekly email called the Week Ahead to parents, teachers and students. This email previews upcoming events and includes important announcements to the community. The goal is to provide key information to all groups and encourage guiding conversations between parents and students.

The Head of School Office communicates through bi-weekly videos and/or occasional newsletters providing the opportunity to review topics of strategic or community interest.

**WeChat**

WeChat is intended as a communication channel for Concordia parents. The purpose of this channel is to pose school-related questions, or share school-related announcements and information.

**Email**

Email is the most often used form of direct communication. Staff email addresses are available on our website (http://www.concordiashanghai.org/parents/faculty-staff-directory). Please note that all staff email addresses follow the format of firstname.lastname@concordiashanghai.org.

Emails to the Concordia Community will contain in the subject line information to help you quickly determine the actions that need to be taken.

If parents are being asked to act upon a request that impacts the child’s ability to be in school, translations of the email are made available in Mandarin and Korean, when possible.

**Parent Feedback**

Communication between families and the school administration is welcome and encouraged. Each year the administration schedules group
events to develop relationships and increase face-to-face communication to respond to the needs of families.

**Parent Coffees**

The High School holds a parent coffee once per month. Meetings alternate monthly between 8:30 - 10:00 AM or 7:00 - 8:30 PM. These meetings serve a number of purposes: to inform, to instruct, to listen, and to respond. The greatest value however is the personal connection that is developed with the High School Leadership team of administrators, counselors and directors.

Each parent’s voice is valued and this forum is provided for parents to have the opportunity to address the High School administration. Please attend the parent coffees so that your voice can be heard and so that you can hear other parent’s views.

**Annual Survey**

Each year the community is invited to provide feedback anonymously in a climate survey.

**Back to School Night**

At the beginning of each year, a “Back to School Night” is held. This evening is designed for parents to meet all of their child’s teachers. The process is simple: parents are given their child’s schedule and move from class to class through all eight classes. Teachers discuss class rules along with homework philosophy and practice, how their child is supported, and how parents can support their child.

**Parent / Student / Teacher Conferences**

Twice per year, time is set aside for parents, with their child, to meet their child’s teacher. Because of the large number of students that a teacher deals with each day, it is impossible to arrange a long, one on one conference as parents may be used to in Elementary and Middle Schools. Longer appointments can be arranged with the High School Office. The first of these conferences is held in early November and the second is held in March.

**Procedures for handling questions or concerns**

Parents are invited to make an appointment with their child’s teacher at any time by contacting the high school office in person, by phone, or by email. The secretary will then ascertain the nature of the meeting and schedule time for the meeting to take place. Similarly, meetings can be booked with the counseling staff or the administration in the same manner. Drop-in discussions are possible at times but please be understanding if the person you wish to talk to is already engaged or busy.
APPENDIX POLICIES & PROCEDURES

Policies, Admin Regulations, Procedures

All policies, procedures and forms are available on both the parent and student sections of the Concordia website.

- Policies & Procedures (Students) (Parents)*
- Access to Student Records
- Activation Process-for Subs, Contracted Staff, Vendors & Volunteers
- Admission Guideline-with definitions
- Advanced Degree Assistance-for PRC Nationals
- Air Quality Guidelines
- Bicycle/Scooter Regulations in Shanghai
- Bus Transportation Rules
- Cash & Other Valuables: Protection on Campus
- Child Protection
  - Chinese
  - Korean
  - see also Safety
- Class Sizes
- Cleaning & Disinfection at School
- College Applications
- Communication Between Parents and School
  - Parent Communication & Privacy
- Contract-Change of Classification
- Copying Video Materials
- Criminal Background Checks & Abuse Training for Contracted Staff-Agreement
- Discipline: Philosophy and Approaches
  - Chinese
  - Korean
- Distribution of Commercial Materials
- Email Communication
- Emergency Drills
- Employee Websites & Online Resources
- Facility Use & Booking Process
- Fapiao Guidelines
- Field Trip Experiences
- Fire Drills & Safety—see Emergency Drills
- Fitness Center-Expectations Protocol for Use
- Gifts
- Guardianship
  - Form (F): Parents Out of Shanghai-temporary guardianship
- Harassment
- Laptop Program for Students
- Letters of Recommendations to Students
  - Korean
- Medical/Health
  - Accident/Injury Guidelines: Requesting Assistance
  - AED-Automated External Defibrillator
  - Annual Medical and Emergency Information and Authorizations –Parent completed online
  - Athletics Emergency Action Plan
  - Blood Donor List
  - Cleaning & Disinfection at School
  - Emergency Medical Info/Plan
  - Forms (F)
• F: Accident/Incident Report
• F: Action Plan for Anaphylaxis
• F: Administering Medication to Students
• F: Asthma Management Plan
• F: Athletic Behavior Code and Participation
• F: Emergency Contact & Personal Information
• F: Family Emergency Plan
• F: Food Allergy Management Plan
• F: From the Health Office
  • Medical Exams
• F: Student Athletic Physical Exam
• F: Student Medical-FAQ
• F: Student Physical Exam-Dr. completed
  • Notification of Health Concerns
  • Travel Out of Shanghai
• F: Health Insurance Coverage-student (on file in Admissions Office)
• F: Student Travel Health Form
• Movie-on campus viewing
  • F: Movie parent Permission Form
• Music-playing and listening on campus
• Notification of Health Concerns
• Parking and Student Drop-off
• Parent Communication & Privacy
• Photo ID Card
  • Chinese
  • Korean

• Posting Hard Copy on Campus
• PSO Service Grant Guidelines
  • F: PSO Grant Application
• Retention of Email Records
• Safety
  • Accident/Injury Guidelines:
  • Requesting Assistance
• Bicycle/Scooter Regulations in Shanghai
• Bus Transportation Rules
• Cash & Other Valuables: Protection on Campus
• Child Protection
  • Chinese
  • Korean
• F: Counselor: Abuse Action Form
• F: Letter to Parents (English, Chinese, Korean)
• F: Abuse Report & Action Plan
• F: Harassment Report & Action Plan
  • Emergency Drills
  • Employee Websites, Online Resources, & Social Media
• Field Trip Experiences
  • F: Field Trip Experience Parent Letter (HS, MS, ES)
  • F: Field Trip Experience Request Form
• Guardianship
  • F: Parents Out of Shanghai-temp guardianship
• Harassment, Intimidation, Bullying, and Discrimination
• Parking and Student Drop-off
• Photo ID Card
  • Chinese
  • Korean
• Security
  • Chinese
  • Korean
• Service
• Facility Use & Booking
• Communication Between Parents and School
• Fapiao Guidelines
• PSO Grant Guidelines
• Posting Hard Copies on Campus
• Form (F): Service Proposal
• F: Service Project-After Report
• F: PSO Grant Application
  • Safety Handbook
• Criminal Background Checks & Abuse Training for Contracted Staff-Agreement
• F: Contracted Staff Statement of History & Agreement to Code of Conduct
• F: Criminal Background Check-Disclosure & Authorization for Employees
  • Supervision of Students
  • Travel Out of Shanghai
• F: Co-curricular Travel Planning Checklist and Guidelines—Student Travel Expense Form
• F: Health Insurance Coverage-student (on file in Admissions Office)
• F: No Receipt Form
• F: Student Travel Health Form
• F: Student Travel Permission Form
• F: Travel-Parent Letter Template
• F: Teacher-Initiated Student Travel Planning Guidelines & Student Travel Proposal Form
• F: Agreement/Release Form & Behavior Contract
• F: Vehicle Request Form
• Sale of Used School Uniforms
• School Partners and Sponsors
• Security
  • Chinese
  • Korean
• Service
  • Facility Use & Booking
  • Communication Between Parents and School
  • Fapiao Guidelines
  • PSO Grant Guidelines
  • Posting Hard Copies on Campus
  • Form (F): Service Proposal
  • F: Service Project-After Report
• F: PSO Grant Application
• Sponsorship of Events
• Student Learning Support
  • Guideline for Admission
• Student Safety Handbook
• Student Teacher Guidelines & Procedures
• Substitute Teacher Guide
• Supervision of Students
• Technology
  • Copying Video Materials
• Employee Websites, Online Resources, & Social Media
• Laptop Program for Students
• Tech Code for Students
• Form (F): Tech Code Violation
• Travel Out of Shanghai
  • Student Safety Handbook
  • Forms (F): Agreement/Release Form & Behavior Contract
• F: Co-curricular Travel Planning Checklist and Guidelines—Student Travel Expense Form
• F: Health Insurance Coverage-student (on file in Admissions Office)
• F: No Receipt Form
• F: Student Travel Health Form
• F: Student Travel Permission Form
• F: Travel-Parent Letter Template
• F: Teacher-Initiated Student Travel Planning Guidelines & Student Travel Proposal Form
• F: Vehicle Request Form
• Tutoring
• Uniforms
• Vendor Application Flow Chart
• Who to Contact
• Working with a For-profit Organization and/or Distribution of Commercial Materials
APPENDIX 2

Safety Policy

The Child, Family & Community

Child abuse is a multi-faceted issue that involves dynamics of the child, the family and the community. The Concordia child protection policy responds to all three levels.

The Child
At-risk children include those with difficult temperaments, defiance, health issues, social or academic difficulties and those unaware of their rights to protection.

Concordia promotes self-respect, study and social skills, healthy relationships, assertiveness and using support systems.

The Family
At-risk community characteristics include parental stress, social isolation, unfamiliarity with community resources, unrealistic expectations of children and history of abuse.

Concordia works with parents to understand appropriate discipline strategies and trains and supports parents in protective behaviors.

The Community
At-risk characteristics include limited community resources and acceptance of corporal punishment.

Concordia strictly implements the Child Protection Policy, trains teachers to recognize abuse, has counselors to support families and connects families with community resources.
Child Protection Policy

All staff employed at Concordia International School Shanghai must report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at risk of suffering abuse or neglect. Reporting and following up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Chinese Law mandates schools report to the Public Security Bureau (PSB) any case or suspected case of child abuse or neglect.

Concordia International School Shanghai endorses the United Nations Convention on the Rights of the Child, UNCRC of which the host country, China, is a signatory. Concordia seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. Concordia will distribute this policy annually to all parents and applicants, communicate this policy annually to students, provide annual training for all staff and make every effort to implement hiring practices to ensure the safety of children.

In the event that a staff member is reported as an alleged offender, Concordia International School Shanghai will conduct a full investigation following a carefully designed course of clue process as defined in the student safety handbook for faculty, staff and volunteers.

Concordia follows specific steps when investigating reports of harassment, intimidation, bullying, discrimination, and abuse. These are clearly defined in the policy statement: Safety Handbook.

To see the complete policy and procedure related to child protection go to the safety handbook–Parent webpage under Policies & Procedures.
What does a Child Protection Policy mean for the Concordia community?

Child abuse and neglect are of growing concern in schools throughout the world. Child abuse and neglect are violations of a child’s human rights and are obstacles to the child’s education as well as to his/her physical, emotional and spiritual development.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who need help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

Child protection standards defined by Concordia encompass all cultures, as well as Chinese and international law. Concordia acknowledges that although many families come from different cultural backgrounds, with varying disciplinary practices, maltreatment of a child is never justified. When given reasonable cause to believe that these rights are violated, Concordia will seek all available resources to restore those rights.

Reporting Suspicious, Inappropriate, or Abusive Behavior

Concordia follows specific steps when investigating reports of harassment, intimidation, bullying, self-harm, discrimination, and abuse. These are clearly defined in the policy statement: Safety Handbook.

Initiating a report of harassment, intimidation, bullying, self-harm and/or discrimination requires filling out a Harassment Report and Action form, available from the Parent and Student pages of the website under Forms.
Steps for Reporting Abuse

STEP 1
The counselor will take initial steps to gather information regarding the reported incident. In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained.

These steps will typically include the following:
1. Discussion between the child and counselor in order to gain more information.
2. Report to principal.
3. Observations of the child by the teacher, counselor, nurse and/or administrator.
4. Interview staff as necessary and document information relative to the case.
5. Consult with school personnel to review the child’s history in the school.
7. A consultation with the school attorney or other legal services if deemed appropriate.
8. Determine the course of follow-up actions.

In the event that the abuse or neglect allegation involves a staff or faculty member at Concordia, the administration will follow policy to ensure ethical professional behavior.

STEP 2
Based on acquired information, a plan of action will be developed to assist the child.

Actions may include any/all of the following:
- Meeting with the family to present the school’s concern and set action plan
- School provided guidance, counseling, and prevention education
- Referral of the student and family to external professional counseling.
- Report to the Public Security Bureau (PSB)
- Notification to the employer and/or consultation with the consulate of the country of the involved family.
- No further action required
- Expulsion from school if at an impasse

An Abuse or Harassment Report and Action Plan (forms) will be completed and kept on file in the HR Dept. for staff and in the division counselor’s office for students following each report.
Child Protection Policy Flowchart

**Action at a Glance**

**Disclosure:** allegation, complaint, concern

**Establish:** sexual, physical, emotional, verbal abuse or neglect allegation

**Report/consult:** counseling team concern & divisional admin to Head of School

**Set Action Plan**

- Possibilities include:
  - School provided guidance, counseling, and prevention
  - No further action required
  - External professional family counseling and other community
  - Report to the Public Security Bureau (PSB)
  - Notification of Employer/Consultation with consulate of family home country
  - Expulsion from school if at impasse

**Abuse/Harassment Report & Action Plan** on file in HR or with Division Counselor

**Safety Plan follow-up**

- Counselor

- Maintains contact with the child and family to provide support and guidance as appropriate
- Provides the child’s teachers and the principal with ongoing support
- Provides resource materials and strategies for teacher use.
- Maintains contact with outside therapists to update the progress of the child in school.

- Interview between child and counselor & division administration
- Observation on campus of child/suspect by counselor
- Interview staff members as necessary and document
- Nurse-documented physical abuse

- Written report by Counselor
- Family-school to communicate concerns
- Consultation with school attorney or other legal services, if deemed necessary
Neglect

Definition: Neglect is failure to provide for a child’s basic needs. These situations do not always mean a child is intentionally neglected. Sometimes cultural values, the standards of care in the community, and poverty may be contributing factors, indicating the family is in need of information or assistance from the school. When a family fails to use information and resources, and the child’s health or safety is at risk, then intervention may be required. Neglect may be:

- Physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision—this would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time.)*
- Medical (e.g., failure to provide necessary medical or mental health treatment)
- Educational (e.g., failure to educate a child or attend to special education needs)
- Emotional (e.g., inattention to a child’s emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs, specific examples may include verbal humiliation, refusing to acknowledge presence of child invasion of privacy for no specific reason, violent threats, a pattern of actions that show contempt)

Indicators of neglect:
- Unkempt appearance
- Often hungry
- Low academic performance
- An unwillingness to go home
- Depression
- Complaints of extended parental absence*

* Concordia Shanghai requires one parent be a full-time resident of Shanghai. Should parents/guardian leave the country for any reason, the responsibility for informing the school of all appropriate contact details lies with the parent or guardian. A form allowing temporary changes of guardian is available from the School and is to be completed prior to parents/guardians leaving the country.
Physical Abuse

Definition: Physical abuse is inflicting injury on a child by other than accidental means or creating a substantial risk of physical harm to a child's bodily functioning. It also includes committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to instances of extreme discipline demonstrating a disregard of a child’s pain and/or mental suffering. Physical abuse is also assaulting or criminally mistreating a child, engaging in actions or omissions resulting in injury, or creating a substantial risk to the physical or mental health or development of a child. Failure to take reasonable steps to prevent the occurrence of any of the above would also fall under the category of physical abuse.

Indicators of physical abuse:

- Unexplained bruises and welts on any part of the body
- Bruises of different sages (various colors)
- Injuries reflecting shape of article used (electric cord, belt buckle, paddle, hand)
- Injuries that regular appear after absence or vacation
- Unexplained burns, especially to soles, palms, back or buttocks
- Burns with a pattern from an electric burner, iron or cigarette
- Rope burns on arms, legs, neck or torso
- Injuries inconsistent with information offered by the child
- Immersion burn with distinct boundary line
- Unexplained laceration, abrasions or fractures
Sexual Abuse

Definition: Undesired sexual behavior by one person upon another. This includes both contact and non-contact forms. Contact action involves intentionally touching (either directly or through clothing) the genitals, anus, or breasts of a child other than for hygiene or childcare purposes or forcing the child to touch the adult in this manner. Non-contact sexual abuse includes making the child listen to or engage in inappropriate sexual talk or view sexually explicit materials.

Indicators of Sexual Abuse:
- Sexual knowledge, behavior, or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas
- Difficulty in walking or sitting
- Refusing to change into PE clothes or fear of bathrooms
- Running away from home and not giving any specific complaint
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age
- Extremely protective parents
Emotional Abuse

Definition: Any pattern of behavior that impairs the child’s emotional development, sense of self-worth, or self esteem such as constant criticism, threats, verbal rejection, name-calling, insults, bullying or put-downs on a regular basis. The non-verbal patterns of behavior can include isolation, ignoring, or rejection on a regular basis.

Indicators of Emotional Abuse:

- Speech disorders
- Delayed physical development
- Substance abuse
- Asthma or severe allergies
- Sucking, rocking, biting or head banging
- Antisocial or destructive behaviors
- Sleep disorders
- Inhibition of play
- Passive or aggressive behaviors
- Developmental delay in academics
- Delay in fine or gross motor skills

The severity of an indicator or statements by the child as to the non-accidental nature of the injury may indicate possible abuse. Staff members, as a guideline for reporting, should use these indicators of abuse and neglect. It is not necessary to know the details of the possible abuse or to be certain whether or not an indicator means that abuse has taken place in order to report. A report should be made when a staff member has reasonable cause to believe that a child has suffered abuse or neglect. Reasonable cause/suspicion exists when it is objectively reasonable for a person to entertain a suspicion based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse.
Breaking the Cycle

Warning Signs

- You may be crossing the line into abuse if:
- You can’t stop the anger
- You feel emotionally disconnected from your child
- Meeting the daily needs of your child seems impossible
- Other people have expressed concern

Tips for Change

- Learn what is age appropriate
- Have realistic expectations of your child
- Learn how to get your emotions under control
- Develop new parenting skills
- Take care of yourself
- Get professional help

Remember

You are the most important person in your child’s world. It is worth the effort to make a change and you don’t have to do it alone. Help and support are available.

Resources

UN Convention on the Rights of the Child
http://www.everychild.ca/uncrc
http://www.unicef.org/rightsite/484_s40.htm
Student Suicide Attempt, Suicidal Ideation and/or Self Harm Policy

Self-harm occurs when an individual chooses to inflict wounds upon themselves because of psychological distress. Although it is difficult to understand this behavior, it becomes a coping mechanism for some people. Feelings of anxiety and distress, feeling outside of one’s body, and the need for self-punishment are among the reasons self-injurers site for their behavior. Self-Harm left unaddressed may lead to more serious suicidal ideations and/or suicidal attempts.

Suicidal ideation refers to when someone has suicidal thoughts. Most people who have suicidal thoughts do not take action. A student with suicidal thoughts may be dealing with abuse, depression, anxiety, eating disorders, or gender confusion. Families with medical histories of mental illness could be prone to suicidal ideation.

Ideation can be vague (simply a wish) to a more serious degree with a specific plan. The following factors can be risks adding to the situation: intrapersonal thoughts, social context (family system), and cultural norms (regarding mental health).

Here are some of the symptoms a student might express to a teacher, peer, or counselor:

TEACHER RESPONSIBILITY

1. Any staff member who is informed by a person that a student may be suicidal is to immediately notify the school counselor or an administrator and assure that the student is not left alone. The school encourages that any concern regarding suicide or self harm be shared with the school counselor or administration.

2. A school counselor or school administrator will see the student immediately and continue to ensure constant supervision of the student.

3. If the student is violent and is in danger of hurting him/herself or others, the school administrator is notified.

4. The school counselor or school administrator will attempt to conduct an interview. The purpose of the interview is to provide staff with information to determine how to best ensure the safety of the student. The student is informed that appropriate actions will be taken and that confidentiality can and will be breached. The students may be given appropriate choices on how the suicidal ideation, action, and or plan is disclosed.

* The counselor may adjust the procedures in emergency situations if in professional judgment modifications are necessary to ensure the safety and welfare of the student or student body.
SCHOOL COUNSELOR/ ADMINISTRATOR RESPONSIBILITIES

Based on the interview, one of the following procedures is initiated:

A. If the student’s responses indicate that he/she may not be at imminent risk: 29

1. The school holds a Signs of Safety Meeting with parents to create a safety plan. Parents are advised of the need to supervise and support their child. School team shares resources with the parents. The meeting is documented and follow up meetings are set.

2. The grade level principal and the assistant head of school or the head of school are notified.

B. If the student admits to being suicidal or his/her responses result in suspicions of immediate risk, the following steps are suggested to ensure the student safety:

1. The parents are notified immediately of the seriousness of the concern and informed that the student is not allowed to leave the school unless accompanied by a parent or guardian or another person for whom the parent permits to pick up the student. Parent’s permission to release the student to another person is documented.

2. The grade level principal and the assistant head of school or the Head of School are notified.

3. The student is not to be left alone and remains with the support staff member until a parent/guardian or person identified in an emergency takes charge of the student. The parents are advised to take the student immediately to the nearest emergency room and/or to a licensed mental health provider for a crisis evaluation.

4. Before the student is discharged, school staff deliver the child to the caregiver and advise for continued supervision and support for the student.

5. The student can safely return to school only after being evaluated by a licensed professional mental health provider. The school team holds a Signs of Safety meeting and an action plan is established prior to the student’s return to his or her classes. The school administrator is aware of students return and re-entry/safety plan. The safety plan must be completed which advises parents of the school’s concern for their child and their responsibility to ensure the safety of every student. The plan is then signed by the parent and the school official and serves as documentation of the consultation and the parent’s acknowledgment of the school concern for their child suicidal ideation, suicidal threats and or self-harm. A copy is kept by the school. The plan notes if the family is resistant to school safety processes.

6. If the student returns to school without evidence that an evaluation occurred, the support staff member immediately consult the administrator. Supervision of the student is reinstated until the parent/guardian picks the student up and/or provides a safety clearance document from a licensed mental health professional. The student may not return to school unless the parents/guardians seek out a licensed mental health professional.
APPENDIX 3

Tech Code for HS Students

Purpose: Concordia students are expected and encouraged to use various technologies and information systems as tools to enhance learning. The Concordia Technology & Information Use Code (Concordia Tech Code or Tech Code) is a guide to help ensure that use of technology and information, both at school and at home, is a positive and productive part of the learning experience. The Tech Code also highlights the fact that technology and information use at Concordia is a privilege, not a right, and that this privilege comes with responsibilities. Concordia seeks to partner with parents in all aspects of school. Supporting the Technology Code is one of the places we appreciate parent support. Each student and his/her parent/guardian must agree to the Tech Code each year.

Definition of Technology & Information: Technology covered under this Tech Code includes, but is not limited to, computers, networks, & applications (computer or internet-based programs, etc.); cameras, phones, tablets (e.g., iPads), lab equipment; TVs, projectors, visualizers, interactive whiteboards; microphones, sound systems, CD/DVD recorder/players; and any physical infrastructure (classroom facilities, buildings, and grounds) related to the above. Information includes information/data (digital and non-digital files of any kind including text, audio, imagery, video, etc.). The Tech Code applies to all devices used at Concordia whether they are personal or School-owned.

Summary: The Concordia Tech Code can be summed up in a few key points.

• I commit myself to think before I act, to learn the implications of my actions, and to willingly take responsibility for my actions, including making appropriate apologies and restorations
• I commit myself to the Golden Rule, that is, to treat other persons as I would have them treat me
• I commit myself to acting harmoniously within the Concordia community, by which I voluntarily place certain restrictions on my own behavior for the benefit of the group

Details: The Concordia Tech Code seeks to help ensure respect for self, other persons, and Concordia. The Tech Code also explicitly provides for Concordia Administrative control over student devices while on campus or school-related trips.

Respect for Myself: I will have respect for myself. I will not visit objectionable Internet sites (e.g., pornographic, hate-based, or offensive to our host country China). I will be vigilant when using the Internet because I understand that the Internet is neither private nor secure.
(e.g., websites or applications that appear harmless may, in fact, collect information that compromises my privacy and/or might install software that compromises the security or integrity of digital devices or the school network). I will regularly make a backup copy of my data. I will not waste time playing computer games during times set aside for schoolwork.

**Respect for Other Persons:** I will be respectful, encouraging, and helpful to each person. I will only use technology and information for purposes that are beneficial, that are not harmful (emotionally, physically, financially or otherwise) to another person or their property, and that are within the law. I will respect the right to privacy of each person (individual, organization, or company). I will not access (look at, copy, transfer, share, post, use, alter, or delete) applications or information that belong to another person unless that person gives me permission. I will respect the physical property of each person. I will not damage or take another person’s property or prevent them from using it. I will respect the electronic property of each person. I will not access, attempt to access, make changes to, block, or delete applications or information belonging to another unless that person gives me permission. I will respect the intellectual property of each person. I will obey Copyright law, including giving proper payment and attribution. [Note: one may not simply share “ripped” software, music, or video with another; each person requires a legitimate license.]

**Respect for Concordia:** I will only participate in activities and access, display, or divulge materials that do not compromise the integrity of School technology, information, community, or reputation. I will not attempt to circumvent school network security or system/software access policies and will not attempt to access or tamper with the Concordia Administrative account on School or student devices, including my own, if any. I will not add, upgrade, or modify software on School or student devices, including my own, if any, without permission of the Director of Technology. I will not waste school resources (e.g., use school bandwidth to download/play non-school related materials such as network games, music, or video). I will properly maintain and use School facilities and School and personal technology and information. I will not eat or drink in Tech facilities or near School or personal equipment. I will avoid technology-related distractions while at School. I will only use school technology & information when authorized and will not modify these unless given permission to do so by the Director of Technology. I will exercise good judgment in selecting and changing passwords and will never disclose my password(s) to anyone other than my parent or a teacher or administrator. I will not use Concordia technology or information for personal financial profit. I will not hide my activities or act in secret.

**Respect for the Concordia Laptop Program:** I will follow all the requirements of the Laptop Program. I will only purchase a laptop model and configuration that is approved by the School, register my laptop
with the School, not use a non-registered laptop while at School, and not add or alter software or configurations on the laptop without permission from the Director of Technology. I will submit my laptop to administrative control of the School. I will bring my laptop to the Tech Hub to delete School-supplied software from my laptop when I no longer use it as my primary computer at Concordia or when directed to do so by a School administrator.

Administrative Control: Administrative control means in part that teachers and administrators may, when deemed necessary, search the data on any personal device or account of a student (such as files and browser, chat, and Skype history, etc. on a phone, iPad, and/or laptop) and on Concordia systems (such as email, photo/video galleries, class websites, etc.) and/or temporarily impound a personal device pending a discussion with parents. I agree to Concordia administrative control of my personal devices when I am on campus or school-related trips.

Consequences of Violating the Tech Code

Violation of the Tech Code will result in appropriate consequences that might include:

- apology to injured parties
- monetary payment to repair/replace lost/damaged equipment/systems/data/facilities
- deletion of software, videos, etc. if there is sufficient doubt that these were legally obtained
- loss of privileges, e.g., email, network, system account, iPad/laptop/computer/camera use
- suspension or expulsion from Concordia (for severe violations)

In any specific instance, the School administration makes the final determination as to what is and is not a violation of the Tech Code and also decides the consequences of a violation.

Questions?

Submit questions to tech@concordiashanghai.org
Boarding School and Private School Application Process
Concordia encourages students to continue through graduation. However, we recognize that some families choose to make applications for boarding schools or private schools. The counseling departments and faculty provide limited support for students applying to boarding schools or private schools. The following guidelines must be followed at Concordia:

- Students and parents must set an initial appointment with their counselor to discuss boarding school applications and process. The required meeting is to take place prior to the request for recommendations from Concordia teachers or counselors. The meeting is for the family and school officials only.
- This appointment must be scheduled for no later than November 15.
- Recommendation requests and paperwork must be given to the divisional counseling office and/or teacher no later than December 1 and allow 10 working days for the recommendation to be written.
- Concordia has a limit of 3 recommendation requests total for boarding schools and/or private schools per student. (this may include Gateway or SAO as one request)
- All transcripts requests must be sent through Concordia’s Admissions Office.

Parents may not make requests after these deadlines.

Withdrawal Process
It is always difficult when families depart from Shanghai! To assist in the withdrawal process, please follow the guidelines below:

- Parents are to respond to the re-enrollment survey to indicate if they are returning or departing for the following school year.
- Parents are to notify the admissions office if they are withdrawing during the year or for the next school year.
- The admissions office will send notifications to the divisional offices and finance office.
- Parents will be sent by email an electronic copy of the check-out form.
- Middle and high school students will be responsible for this check-out form. Elementary’s form will be completed by parents. This needs to be completed before the last day of enrollment.
- Parents are requested to fill out an exit survey at the admissions office.
- Middle, elementary and early childhood parents’ request for copies of transcripts sent to any school, is to be made at the admissions office.
- High school transcripts will be sent through the high school counseling office.
• If parents request a confidential teacher recommendation to be sent, this request may be made to the teacher directly however a hard copy recommendation MUST be sent to the receiving school through the admissions office. If this is an electronic recommendation, the teacher will notify admissions after sending directly to the receiving school.

• Parents must allow 5 working days for a recommendation to be completed by a teacher. There is a maximum of 3 recommendations requests per student allowed.

**Summer School Recommendation Requests**

Students often want to continue learning over the summer months. Requests for summer school recommendations must be made by April 1. Families are limited to five recommendation requests per student.
# 2019-2020 School Calendar

**Updated May 22, 2019**

## IMPORTANT DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 29</td>
<td>Arrival Date for New Faculty</td>
</tr>
<tr>
<td>August 5</td>
<td>First Day for All Faculty</td>
</tr>
<tr>
<td>August 9</td>
<td>New Student Orientation &amp; Testing</td>
</tr>
<tr>
<td>August 12</td>
<td>New &amp; Returning Student Orientation</td>
</tr>
<tr>
<td>August 14</td>
<td>First Day of School/All School Opening Assembly</td>
</tr>
<tr>
<td>September 4</td>
<td>Half Day for EC/ES Students/Faculty Collaboration</td>
</tr>
<tr>
<td>September 13</td>
<td>Mid-Autumn Festival</td>
</tr>
<tr>
<td>September 27</td>
<td>Early Release for Students and Staff</td>
</tr>
<tr>
<td>September 30</td>
<td>Chinese National Day Holiday</td>
</tr>
<tr>
<td>October 1-6</td>
<td>Chinese National Day Holiday</td>
</tr>
<tr>
<td>October 7</td>
<td>Employee Retreat (No School)</td>
</tr>
<tr>
<td>October 23</td>
<td>Half Day for EC/ES Students/Faculty Collaboration</td>
</tr>
<tr>
<td>October 30</td>
<td>Faculty Collaboration (No School)</td>
</tr>
<tr>
<td>November 20</td>
<td>Half Day for EC/ES Students/Faculty Collaboration</td>
</tr>
<tr>
<td>November 29</td>
<td>Faculty Collaboration (No School)</td>
</tr>
<tr>
<td>December 16-31</td>
<td>Christmas Holiday</td>
</tr>
<tr>
<td>January 1-5</td>
<td>Winter Holiday</td>
</tr>
<tr>
<td>January 17</td>
<td>No School for MS/HS (CISSMUN)</td>
</tr>
<tr>
<td>January 23</td>
<td>Early Release for Students and Staff</td>
</tr>
<tr>
<td>January 24-31</td>
<td>Chinese New Year Holiday</td>
</tr>
<tr>
<td>February 1-2</td>
<td>Chinese New Year Holiday</td>
</tr>
<tr>
<td>February 3</td>
<td>Faculty Collaboration (No School)</td>
</tr>
<tr>
<td>February 26</td>
<td>Half Day for EC/ES Students/Faculty Collaboration</td>
</tr>
<tr>
<td>March 6</td>
<td>Faculty Collaboration (No School)</td>
</tr>
<tr>
<td>March 25</td>
<td>Half Day for EC/ES Students/Faculty Collaboration</td>
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<tr>
<td>March 30-31</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 1-5</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 4</td>
<td>Qing Ming Tomb Sweeping Day</td>
</tr>
<tr>
<td>April 12</td>
<td>Easter Sunday</td>
</tr>
<tr>
<td>May 1</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>May 4</td>
<td>Faculty Collaboration (No School)</td>
</tr>
<tr>
<td>May 23</td>
<td>HS Graduation (Faculty Work Day)</td>
</tr>
<tr>
<td>May 27</td>
<td>Half Day for EC/ES Students/Faculty Collaboration</td>
</tr>
<tr>
<td>June 10</td>
<td>Last Day of School</td>
</tr>
<tr>
<td></td>
<td><strong>LEGEND</strong></td>
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<tr>
<td></td>
<td>- First Day of School/Last Day of School</td>
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<tr>
<td></td>
<td>- Holiday, No School for Students and Staff</td>
</tr>
<tr>
<td></td>
<td>- Early Release for Students and Staff (11:30 AM)</td>
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<tr>
<td></td>
<td>- EC/ES Students Only Early Release (11:30 AM)</td>
</tr>
<tr>
<td></td>
<td>- Students No School/Faculty Collaboration</td>
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<tr>
<td></td>
<td>- EC/ES Students Only Early Release; No School for MS/HS; Staff work day</td>
</tr>
<tr>
<td></td>
<td>- Faculty Collaboration (no school)/School closure exchange day</td>
</tr>
</tbody>
</table>
APPENDIX 6

School Bus Policy

Morning and 3:35pm Regular Bus:

Government Policies about Bus Stops and Bus Routes

- Approximate three months are needed for arranging/rearranging the school bus routes.
- If you are moving, please contact the transportation office at transportation@concordiashanghai.org once you know your new address.
- School ONLY changes the bus routes two times a year during Christmas and Summer holiday.
- Parents/guardians or other adults are NOT allowed to take school bus. Exceptions include school staff who are required to be registered as bus monitors and parents who chaperone divisional approved field trips.
- Every individual school bus route will be monitored and recorded with the related government department. Any request of changing a bus stop temporarily by parents/guardians/responsible adults will NOT be considered without the consent of Concordia’s transportation office.
- Bus monitors and bus drivers DO NOT have the authority to make temporary changes to bus stops or bus routes.
- There is no guarantee that parents can pick a specific pickup or drop off spot. If you have an issue with your assigned Regular drop off or pickup spot, please contact the Transportation office.
- There will be no buses on “non-school” days; including Faculty Work Days, Parent-Teacher Conference Days and Holidays.

Boarding and drop off

- **Morning Regular Bus pick up**
  - Students should be at the bus stop at least FIVE minutes BEFORE the scheduled pick up time.
  - The bus monitor has NO responsibility to call for late students.
  - The school buses are NOT obligated to wait for late students. The buses are on very tight schedules.
- **Afternoon Regular Bus dismissal**
  - All school buses leave at 3:35PM on regular school days and 11:45AM on early release days.
  - MS and HS students should go directly to school buses and are to remain seated.
  - EC and ES students will be picked up from an assigned area.
• Seating assignments
  • Front seats are reserved for the youngest students, while older students sit in the rear.
  • If requested, older siblings can sit together with the younger siblings.
• Drop off
  • EC and ES parents/guardians/home ayis are asked to wait for the student(s) at the bus stop FIVE minutes before the scheduled drop off time.
  • If parents wish for a non-family member to pick up their students, parents must specify which adults are able to pick up their students by notifying the Transportation Office by email.
  • Any EC or ES student not met at the bus stop by a responsible adult will be kept on the school bus until we reach the responsible adult unless we receive permission from parents by email. Meanwhile, the school bus will go on to the next stop. That student will be dropped off after the route is completed if we are able to reach a responsible adult, otherwise the student will be brought back to campus for the parents/guardian to pick up.
• MS and HS students can go directly their home when school buses arrive at the stop.

**Temporary Regular Bus changes (Bus Riders Only)**

<table>
<thead>
<tr>
<th>Go home with friends/classmates</th>
<th>Early Childhood and Elementary School students</th>
<th>Middle School &amp; High School students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requested by a parent/guardian SIX hours or more in advance</td>
<td>Approved by division offices or requested by parents/guardians FOUR hours or more in advance</td>
<td></td>
</tr>
</tbody>
</table>

| Go ALONE to another bus stop or bus route | Requested by a parent/guardian SIX hours or more in advance transportation office SIX hours or more in advance | Approved by division offices or requested by parents/guardian FOUR hours or more in advance. Bus route and Bus stop must be specified by division office or parent/guardian |
Expected behaviors

- Waiting at the bus:
  - Use the sidewalk and crosswalks whenever possible.
  - Always walk and stay away from the edge of the street.
  - Be at the bus stop five (5) minutes before the scheduled arrival time.
  - Always use caution and do not play games or run near the bus stop.
  - When the bus approaches, stand away from the street until the bus comes to a complete stop.

- Boarding the bus:
  - Form a line and enter the bus with the younger students in the front of the line.
  - Move along carefully and use the handrail when you are entering the bus.
  - Watch your step and go directly to the seat and sit down.
  - Fasten your seatbelt and keep your seatbelt fastened until the journey is completed.

- Riding the bus:
  - Always use a considerate tone and volume when communicating on the bus.
  - Be courteous to the driver and monitor and listen carefully for their instructions.
  - Always keep your arms, legs and belongings inside the bus.
  - Animals, including pets on leashes are not allowed on the bus.
  - Keep your feet directly in front of you on the floor.
  - Keep your hands and feet to yourself and do not bother your neighbor.
  - Do not eat snacks and do not drink anything except water.
  - Keep sharp objects like pens, pencils and makeup tools in your bag. Only reading is allowed.
  - Always treat others with respect and kindness. Unkind behavior is not tolerated.

- Exiting the bus:
  - Always look both ways for pedestrians, bikes, or cars before exiting the bus.
  - If you drop something, notify the bus driver so they know where you are and can wait for you to clear the area before they leave. The bus driver cannot see you directly in front of or behind the bus.
  - Always remain at least 10 steps away from the bus to be out of the “Danger Zone” where the driver cannot see.
  - Never speak to strangers at the bus stop or get into a car with a stranger. If you feel uncomfortable leaving the bus, notify the bus monitor and they will notify the Transportation Office.
  - Always go straight home and be aware of your surroundings.
• Only exit the bus at your assigned bus stop. The driver and monitor are not allowed to allow students off at another stop without written permission from a parent / guardian or notification from the division office.
• Parents should wait for students at the assigned bus stop location five (5) minutes before the bus is scheduled to arrive.
• Parents should wait on the same side of the street as the bus stop. Students often get excited and may dash across the street without thinking.

Consequences

<table>
<thead>
<tr>
<th>Offence</th>
<th>Action Steps</th>
</tr>
</thead>
</table>
| 1st     | • Written warning using bus discipline form.  
         | • Give copy of the form to the divisional office for discipline record.  
         | • Note sent home and phone call to parents from division office. |
| 2nd     | • Written warning using bus discipline form.  
         | • Give copy of the form to the divisional office and student to see the Assistant Principal.  
         | • Note sent home and phone call to parents that the next issue will result in one-week suspension from the bus. |
| 3rd     | • Written warning using bus discipline form.  
         | • Give copy of the form to the divisional office and student to see the Assistant Principal.  
         | • Student receive one-week suspension from the bus.  
         | • Note sent home and phone call to parents that the next issue will result in expulsion from the bus for the rest of the school year. |
| 4th     | • Written warning using bus discipline form.  
         | • Give copy of the form to the divisional office and student to see the Assistant Principal.  
         | • Student expelled from the bus for the remainder of the semester with NO refund. |

4:35PM & 5:40PM Activity Bus:
• Activity Bus routes will run at 4:35 PM and 5:40 PM every school day except Wednesday
• Elementary School students are only allowed to ride the 4:35 PM Bus during the CCA period specified on the school calendar.
• Elementary School CCA participants will have first priority so our youngest riders have a reserved seat on the bus during the CCA period.
• MS and HS students MUST book a seat by 1 PM on the day they wish to ride the bus. If no seats are reserved on a bus by 1 PM, the bus may be cancelled.
• Booking a spot using the Bus APP can be made up to one month in advance.
• Please use the Bus APP to find the bus route closest to your location. If you need any help choosing a bus drop off point, please notify the Transportation Office transportation@concordiasshanghai.org.
TRANSPORTATION AGREEMENT FORM

This form must be signed and returned into the respective school office during the first week of school in order for you/your child to ride school transportation.

NOTE: This form must be returned for every student as these rules also apply for all school transportation; including, but not limited to, field trips, athletics, etc.

Students: Name (Print Style): ________________________________

• I, the undersigned, agree to follow the bus conduct and safety rules established by the school. I agree to be respectful to students, bus/van drivers and monitors, and to others who may ride school transportation.

• I understand that if I am not respectful or if I do not abide by the bus conduct and safety rules,

• I may be suspended and/or removed from use of school transportation without refund of fees.

Student Signature ________________________________

Grade_____________________ Date _________________________

Parents:

As parent or legal guardian of a school transportation user, I, the undersigned, understand the bus conduct and safety rules, as well as the need for respect for all riders, drivers and monitors.

I further understand that if my child is not respectful of all riders, drivers and monitors or does not abide by the bus conduct and safety rules, s/he may be suspended and/or removed from use of school transportation without refund of fees.

Parent/Guardian Signature ________________________________

Date _____________________
STUDENT ACKNOWLEDGEMENT

I acknowledge that I have received, read, and understood my responsibilities as a student at Concordia International School Shanghai as explained in the Student Handbook and its Appendices and I agree to abide by the principles stated therein and to accept the consequences for not honoring those principles.

Student First Name (Print):

_______________________________

Student Last Name (Print):

_______________________________

Grade Level: ___________________

Student Signature:

_______________________________

Date: _________________________
PARENT ACKNOWLEDGEMENT

I acknowledge that I have received, read, and understood the responsibilities of my student at Concordia International School Shanghai as explained in the Student Handbook and its Appendices* and I agree to support the principles stated therein.

* Due to the costs associated with the laptop program, please carefully review the laptop purchase section of the Tech Code to make sure you purchase a school-approved laptop.

Parent First Name (Print):

_______________________________

Parent Last Name (Print):

_______________________________

Parent Signature:

_______________________________

Date: __________________________