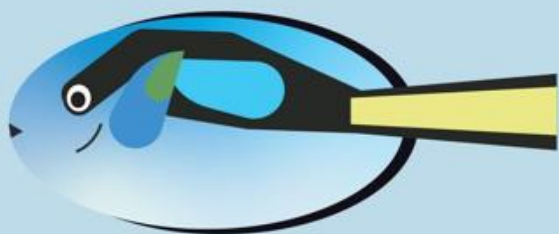
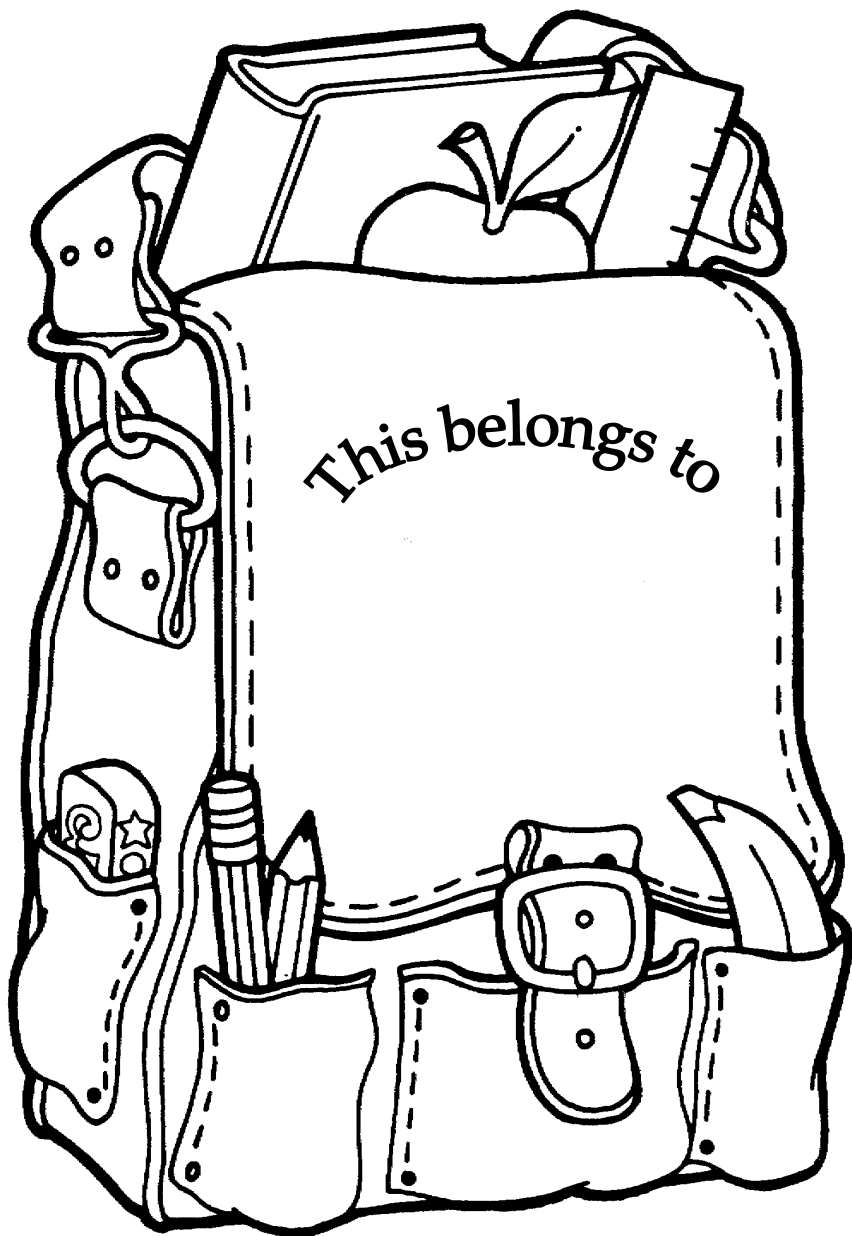


Shanghai Livingston American School

Early Years Handbook 2023-24





INTRODUCTION

Dear Students and Parents:

The faculty and staff here at Shanghai Livingston American School (SLAS) want to welcome you to the 2023-2024 school year! Education is a team effort and we know that students, parents, teachers, and other staff members working together can make this a wonderfully successful year for our students.

The SLAS Code of Conduct and Student Handbook are designed to provide a resource of the necessary information that you will need during the school year. The information contained in this handbook is meant to highlight items that are important to everyday procedures at our campus. We will continuously update the handbook when we see that certain topics affect the entire campus and need clarification. We invite your input.

Parents and students should pay close attention to the SLAS **Student Code of Conduct**, intended to promote school safety and an atmosphere for learning. After reading through the entire handbook with your child, please continue to use it as a reference throughout the school year. If you have any questions about any material in the handbook, contact your child's teacher, counselor, Assistant Principal, or Head of Schools.

Student/Parent Acknowledgement Receipt Form

Please complete and return the required Student/Parent Acknowledgement form in the handbook to your child's first block teacher within five days.

We thank you in advance for your cooperation regarding the education and safety of your child.

Welcome to the 2023-2024 school year!

Respectfully Yours,

SLAS Administration and Faculty



CURRICULUM - A BRIEF OVERVIEW

Our administration and our teachers have devised the curriculum at SLAS. The academic program is based predominantly on the California Preschool Foundational Standards and is enhanced by the latest curriculum materials, resources, and teaching practices from the U.S.A. Students engage in a wide range of interactive learning experiences, both on and off campus. These activities assist each student to develop a sound core of knowledge, a sense of logic, intellectual confidence, and life-long learning skills. SLAS also takes advantage of the many learning opportunities unique to an international school setting and our location in China. Most importantly, the school aims to foster a lasting love of learning.

The Taught Curriculum

Students from Nursery to Pre-Kindergarten study several mandatory subjects. The subjects are:

- | | |
|---|----------------------|
| ✓ Reading and Writing Literacy Development Skills | ✓ Physical Education |
| ✓ Mathematics | ✓ Music |
| ✓ STEM | ✓ Library |
| ✓ Social Studies | ✓ Art |
| ✓ Mandarin Language and Culture | ✓ Pottery |
| | ✓ Dance |

Subject Descriptions

The following paragraphs provide brief descriptions of subjects offered at SLAS.

EARLY YEARS CURRICULUM

Reading

Encouraging the love of reading is a major goal for the Early Years program. In all classrooms, teachers regularly read aloud to the students. Materials for reading instruction include picture books and literacy activities to build letter and phonetic awareness. Examples of reading materials include phonics books or games. Teachers choose reading materials according to student skill level and use centers for ongoing instruction and assessment. Teacher instruction is geared to make students of all levels feel empowered as pre-readers while stretching their abilities and creating reading goals. At the earliest level, teachers model reading and help students acquire pre-reading skills and attitudes through phonics, phonemic awareness, fluency, vocabulary with a strong emphasis on comprehension.

Writing

Like reading, writing is an integral part of the entire early years school curriculum. Students are introduced to writing and print through classroom labels, books, and teacher modelled instruction. As young students, pre-writing opportunities such as drawing, strengthening fine motor skills through use of playdough, and writing letters in sand are utilized even before the student is ready to pick up a pencil. Students are encouraged to approach writing as a process with definable stages and techniques. They learn that the process of writing has intrinsic value as a means of generating, developing, and refining their thoughts. The first step in writing is knowing the alphabet. In nursery and preschool, uppercase letters are the focus and in pre-kindergarten, students learn the lowercase letters in conjunction with their uppercase letter knowledge. Writing experiences permeate the early years classroom, and the varied and gradual progression makes writing a natural and comfortable activity for most children.

Math

Math instruction in Nursery and preschool begins with simple counting and number recognition activities. From there, patterning, graphing, and grouping is a natural progression. Nursery focuses on numbers 1-10, preschool, 1-20, and Pre-kindergarten 1-30. For math instruction in Pre-kindergarten, SLAS uses Frogstreet Math developed by Frogstreet press. The SLAS Mathematics curriculum provides students with opportunities to participate in a variety of individual, small-group, and whole-class learning situations. The typical lesson is set up to encourage interest in, and exploration of, mathematical concepts and problems using a variety of problem-solving strategies and encourages students to apply their work to real-life situations. Our students are learning above-level math concepts with extra assistance provided for students as needed. There are elements of literacy woven into the introduction of each new math concept in grades Pre-Kindergarten through 5th grade. Activities are planned to help students experience

success and develop a positive attitude towards Math and to themselves as mathematicians.

STEM

STEM is an acronym which stands for: science, technology, engineering, and math. When we break down the acronym into its parts, we see that early childhood programs practice STEM activities every day.

Science activities include exploring water and sand, comparing natural materials like rocks and soil, rolling balls across the room, or looking through a magnifying glass to count how many legs are on the bug that was caught during outdoor play.

Technology activities include computers, but also identifying simple machines like gears and wheels and pulleys. In Early Years, technology refers to using tools and developing fine and gross motor skills. Tools can help children develop eye-hand coordination and strengthen their hand and finger muscles for writing, typing, cutting, and drawing.

Engineering in Early Years happens most often in the block area. There children are planning and designing structures every day with little teacher direction.

Math activities include counting and matching shapes and making patterns. Measuring is easy too, especially with unit blocks where two of one size equal one of the next size up.

As Early Years educators, we expand children's science learning and lead them toward discovery by encouraging their natural curiosity; noticing what they are doing during play with water, shadows, or sand; and asking the right questions. We get involved by asking children open-ended questions: "Tell me what you are working on now." "What do you notice about how it's moving?" "What else have you seen other kids try?" Writing down their thoughts and ideas is a good way we can document their growth in STEM curriculum and share with their families.

Social Studies

Social studies in early years focuses on introducing the idea of where we are in the world. Understanding the world around us begins at the classroom level with our family and community. From there, broader subjects are broached to include where we are from, our home country, language, and culture. In Pre-Kindergarten, the study of each continent takes place in the later part of the year. Each week a different continent is studied to include place on the globe, famous landmarks and people, culture, and landforms. This provides students a basic understanding of social studies as they move into the rigors of the primary department curriculum.

Modern Languages

The study of Mandarin Language and Chinese Language Culture is offered to students at SLAS starting in Nursery. Beginning in Kindergarten, native speakers of Japanese, are offered a chance to continue developing reading and character writing skills. The school's

goal with the Modern Language and Culture Program is to expose students to the language and assist them in learning enough spoken language to achieve a minimum of conversational level for the beginners and foster native like reading and character writing skills for the more advanced student. In Primary Years, we offer four levels of Mandarin to accommodate students just learning to those who are native speakers. The cultural aspect of the program is designed to promote cultural insight and understanding of Chinese culture.

Music

In an international school setting, music can serve as a window to other cultures. It also offers a channel for self-expression which is not dependent on English language proficiency. At SLAS, a music specialist offers students a rich Music program which seeks to develop in students an appreciation of musical concepts and traditions. The Music curriculum uses the cultural diversity of LAS as a springboard for studying different musical styles and forms, past and present, including those of our host country. A range of musical resources enhances the learning activities at all levels of instruction.

Visual Arts

Art activities may be related to topics being covered in other disciplines, made as a response to a specific experience, or inspired by a style, technique, or culture. Students are given opportunities to use a range of processes and media and study the techniques and style of famous artists. Also, students are encouraged to develop an appreciation of art from different periods and cultural heritages.

Physical Education

The SLAS Physical Education program offers all students opportunities to improve their physical fitness, well-being, and motor skills. For this purpose, the SLAS campus is equipped with a gym, a hardtop area, track, and playing field. In early years, we have implemented the SPARK program. SPARK EC is a program developed to involve all children, be highly active, incorporate school readiness skills, and develop more confident and competent movers. Children participate in enjoyable, developmentally appropriate activities. In these lower grades, an emphasis is placed on the development of fine and gross motor coordination and sportsmanship.

Computer Education

In Pre-Kindergarten, students are introduced to the desktop computer. There is opportunity to use one in the classroom and students also attend a computer class starting in April. Basic computer technique is taught as well as learning about each of the parts. This pre-primary exposure to a desktop computer prepares students to use a computer for primary testing and assessment, as well as to utilize programs such as RAZ Kids, more effectively.

Library

The SLAS Library functions as a center of learning and enjoyment for students weekly. The Library program encourages students to use the library for both learning and leisure. Students become familiar with proper use and care of the library systems and resources. Through literary appreciation, students build awareness and appreciation of different literary forms.

If a book is damaged or lost, the librarian will impose a fine. The librarian is always available to review the details in case you have questions.

Afterschool Activities Program

In addition to the academic program, SLAS also runs a comprehensive Activities Program for all students from Preschool to Grade 5.

HOURS OF OPERATION

The school day starts at 8:00 AM and ends at 3:45 PM. Students are expected to arrive to school between 8:00 – 8:15 AM so that they are prepared to begin classes promptly. Buses leave school at approximately 3:55 PM. After school activities run on a schedule that varies according to grade level and activity. The school is generally open from 8:00 – 5:00, Monday – Friday. All children and parents, drivers and ays are expected to leave the campus by 3:50 PM unless they have a specific school-related business or are involved in a school activity.

PROCEDURES AND SYSTEMS

Attendance Policy

There is no substitute for the uninterrupted personal contact between teachers and students in a classroom environment where learning experiences are carefully planned. Attendance on a consistent basis is critical to your child's success in school. We ask that you do not plan vacations during the regular school year as this will cause your child to lose valuable academic time. Students are expected to attend all classes every day. Students who miss more than 16 days over a complete school calendar are subject to retention. Retention will be determined based on student's report card grades, level of academic progress, and teacher's recommendation. Students who miss greater than 16 days in one school year may be required to attend summer school to be promoted to the next grade.

If your child is absent, please contact the teacher via WeChat. You can also call or email the school office in the morning. If your child rides the bus, please contact the bus teacher as early as possible.

Students returning to school after an absence due to illness of two or more days, or one day after a fever, are required to bring a doctor's note stating any concerns of which the school should be made aware to school with them when they return and submit the note to either their classroom teacher or the school office.

Tardy Policy

It is important for all students to arrive on time as part of a consistent routine. Students need to understand the importance of attending school on time as it sets a foundation for expectation and accountability as they move into higher grade levels. Arriving on time also allows students to participate in the morning meeting time, which is an essential teaching period within the school day. By arriving prior to 8:30am, students will also have opportunity to interact socially with their peers and begin to develop strong, lasting friendships.

PROGRESS REPORTS

Progress Reports are sent home three times during the year to SLAS Early Years students. The California Preschool Foundational Standards cover eight domains—learning self-regulation; social and emotional development; language and literacy development; English-language development; cognition, including math and science; physical development and health; history and social science, and visual/performing arts.

The Progress Report is primarily a form of communication from teacher to student and parent regarding their child's progress. At the end of the school year, a comprehensive report card is sent home. This serves as communication between SLAS and another school to which the student might transfer. SLAS considers the first more important but must be aware of the differing systems to which its students will transfer, and thus the Interim Report must ensure a high degree of clarity. Additional means of home-school communication includes parent-teacher conferences, held in the fall and spring, informal meetings between teachers and parents, as well as letters and notes. Nursery to Pre-Kindergarten will send home information and newsletters weekly as well as have a WeChat class group chat to keep parents informed and updated.

GRADE LEVEL PLACEMENT

Upon enrollment, students are placed in a grade or section based upon their previous academic history and their chronological age. For younger grades, greater emphasis is placed upon age. Students who will turn two years old by 31 September of the school

year starting in August will be eligible to enter the Nursery program. In some cases, students will be considered for placement ahead of their chronological peers if they have a previous academic history which justifies such placement. However, even in such cases, it is the policy of SLAS for the new student to begin with placement with his or her chronological peers.

After a period of teacher assessment, this placement may be reviewed. Social, developmental, and academic progress and status are equal factors in this assessment. In some cases, the SLAS staff will recommend that a student be retained at a grade level for the next school year. Teachers are fully cognizant of the various social and psychological ramifications of retention and make this recommendation when they feel it is in the best overall academic and social interests of the child.

When a teacher makes a recommendation for retention, a Grade Placement Committee (GPC) will meet to discuss the student's social and language development as well as the academic progress to make the final recommendation to Administration. Grade placement is the purview of the school administration. While parent input will be considered; the school determination will be final.

PROMOTION AND RETENTION

Nursery to Pre-Kindergarten

Promotion is based on mastery of the curriculum. Expectations and standards for mastery are established for each grade level, content area, and are coordinated with compensatory/accelerated services. Nursery through Pre-Kindergarten students receive grades of 3 (consistently Demonstrates), 2 (Progressing Satisfactorily), 1 (Emerging), or NO (Not Observed).

LEAVING CAMPUS

Students are not allowed to leave campus before the end of the school day without permission from the Head of Schools. Parents, who know that a child will have to leave school before the end of the school day, should send a note to the office in advance. In an unplanned situation, parents should report to Room 109 or Room 310 offices to gain assistance from the school staff for dismissal of their child.

Children who are being collected during the school day must have parents or guardians sign the child out with the school secretaries before they are picked up from the classroom or lobby.

CAMPUS SAFETY AND SUPERVISION

While on campus, it is imperative parents and guardians always monitor their child. Students are not to wander around campus unaccompanied and are not to be inside the building after dismissal unless they are with a responsible adult. When supervising children on the play equipment and field area, it is an expectation that all parents and guardians are monitoring their child without distraction to ensure safe and appropriate behavior.

COMMUNICATION/NEWSLETTERS/WECHAT

We strive to maintain strong communication between home and school. With many social media and electronic venues available we utilize them to capitalize on the need of our stakeholders. We will be providing a newsletter weekly with pertinent information and dates of events. Always check our school website page for constant updates. If you have questions or concerns, email us at info@laschina.org

We have found the class WeChat to be very effective in communicating with parents and students. All Early Years and Primary Years homerooms will have class WeChat. It will be required for all parents to sign up and monitor for announcements and reminders from the teacher. The class WeChat is only to be used for school related business, not for promoting personal beliefs, issues, or to inform teachers of information pertaining solely to their child. Weekly class updates, sent through Gradelink, are used in Early Years to 5th grade to communicate and inform to parents.

STUDENT OR PARENT CONCERNS

Usually, student or parent concerns can be addressed simply—by a phone call or a conference with the teacher. We invite you to stay in contact with the teacher at all times. Teachers are available to meet with you during their planning time. Teachers can also meet with you before and after school if both of you agree. We want to continue to promote a strong school-home relationship. Should your concern not be resolved to your satisfaction, please contact Administration.

Any concerns about a student's progress at school should first be communicated to the teacher involved. After such communication, if a parent feels that further attention is advisable the parent should contact Administration to discuss the matter further.

CHANGE OF CONTACT INFORMATION

Please advise the school office of any change of address as soon as you can. One simple change of address can set a complex chain of route changes into motion for the bus system, and it may take more than just a day or two to confirm new pick-up times. We use email as a primary means of communication, so please make sure we have the correct address on file in the main office.

It is absolutely essential that the school have accurate phone numbers, emergency contact information, and email addresses for all children!

PASSPORT AND VISA REQUIREMENTS

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

BUS TRANSPORTATION

Shanghai Livingston American School, through a contracted bus service, provides bus service to many parts of Shanghai and Pudong. The school reserves the right to refuse service to any part of the city which is impractical because of its location relative to other pick-up points. In the event a school bus is not available for your area, you will be offered the option of a private car at an added expense and without a bus teacher. The school also reserves the right to suspend or remove students from the bus service should they not adhere to the rules.

BUS DISCIPLINE

Students shall obey the rules of conduct while on a school bus, as well as established safety rules and regulations. Students shall not delay the bus schedule, damage the bus, distract the driver, or get off at an unauthorized stop. Riding a bus is a privilege. A rider who fails to follow the rules may have his/her riding privileges removed.

RULES OF CONDUCT FOR SCHOOL TRANSPORTATION

- The school offers a bus service as an option for those who desire transport to and from school.
- Parents are asked to review with students the regulations governing the bus service. Students who do not adhere to these rules are subject to suspension and ultimately expulsion from the bus service.
- Misconduct on the buses will be reported by the Bus Monitor, a student, or a parent to the Office, and may also be reported to the Assistant Principal and Head of Schools.
- Of primary concern to parents and the school administration is the safety of each child. Rude or disruptive behavior which might distract the driver cannot be tolerated.

THE BASIC RULE: There is one basic rule which supersedes all others in importance and simplicity - REMAIN IN YOUR SEAT WITH THE SEAT BELT FASTENED AND DO NOTHING WHICH MIGHT DISTRACT THE DRIVER.

The basic rule can be expanded upon as follows:

- Remain in your seat. All movement on a moving bus is forbidden.
- Seat belts must always be worn. (If you follow this rule, it will be easy to avoid breaking rule #1!)
- Do not do anything which might distract your driver. The actions which might distract the driver include the following:
 - ✓ Loud noises.
 - ✓ Throwing any item inside the bus.
 - ✓ Fighting or otherwise inappropriate behavior.
- Music shall not be played on the bus, either via the van's radio/cassette, or via your own device UNLESS it is a personal iPod- type appliance which will not bother others.
- Eating and drinking are not permitted on the bus.
- Windows stay closed at all times (unless there is a breakdown in the AC). No purchase from, or communication of any kind with, street vendors or other pedestrians is allowed.
- To minimize distraction to the driver, students are requested to leave the front seats vacant unless there is no other seat available in the rear. If no space is available, only older children can sit in the front, as they are less

likely to distract the driver. Younger students are required to sit nearest to the bus monitor and the door of the bus.

- The bus driver is the “Captain of the Ship.” His/her primary responsibility is the safety of the passengers. Children must be respectful towards and obey any requests made by the driver and the bus monitor.
- If there is an accident or the bus breaks down, students should listen for instruction from the driver or monitor. If you are told to leave the bus, stay together with the other students as far from the road as possible until a service vehicle and another bus arrive. The preceding nine rules, and of course, The Basic Rule, are the ones we are most concerned with as they affect safety.

Be on time. The driver will not wait after the scheduled pickup time. After that, the driver has been instructed to leave as scheduled. If your bus is often late or very early, please report this to the transportation coordinator so that the driver can be reminded to maintain the posted schedule. Also, please check with the office if there is any doubt about your pick-up time. If your bus comes too early, it will wait until your scheduled pick-up time, but check to make sure of that time.

Schedules change every time a new student is added to the bus system! If your bus does not arrive, please telephone the bus teacher to see if it is simply late. Please understand that the drivers cannot control unusual traffic conditions such as weather, road work, or accidents. If the bus has missed your house due to a substitute driver unfamiliar with the route or some such reason, the office can make other arrangements to come and collect your child. Due to limited space, you may not join a different bus than your regular scheduled bus.

SCHOOL BEHAVIOR MANAGEMENT POLICY

EARLY YEARS BEHAVIOR MANAGEMENT

Definition

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behavior policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe, and secure. Active behavior management endeavors, to instill a sense of responsible behavior, occurs when clear and consistent expectations and consequences are in shared partnership with home and school.

Most aspects of our School Discipline Policy are encompassed in the following statement.

At SLAS, We Respect:

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

Rationale

Students can learn from the earliest age how to behave appropriately in any given situation. This learning is a vital part of their personal, social, and emotional development. *Shanghai Livingston American School*, in the development and safety of all its students, has high expectations of each child and his/her behavior.

Values

We here at *Shanghai Livingston American School* hold these values with the utmost regard: Responsibility, Empathy, Assertiveness, Cooperation, Honesty, Dignity, Respect, Compassion, Understanding, and Self-Worth.

Policy Statement

All behavior is purposeful and has consequences. Appropriate behavior is an expectation. All students have the right to learn and work in a secure empowering, success-oriented environment and should feel safe, confident, and supported. Any student not following the rules by being unsafe or disruptive is taking away from not only their own education but the education of their peers as well. Taking responsibility for behavior builds respect, self-worth, and supports a positive happy environment, which reflects *Shanghai Livingston American School's* standards.

DISCIPLINE PROCESS

All adults who are working in the school are expected to support the discipline process. This is to say that teachers are not responsible only for the students in their class. As an example, if a particular staff member happens to see inappropriate behavior occur by a student, it will be that staff member's responsibility to address that behavior. If it is of a serious nature, the homeroom teacher should be involved, but most of the behaviors that staff will experience with our students can be handled with friendly reminders and clarification of our expectations. We expect that teachers will try a variety of progressive interventions and consequences before they involve Administration in their discipline process. Warnings, withholding of privileges (such as recess), and parent contacts, are all

examples of interventions that a teacher might try before involving Administration. If after these attempts have been tried the student is still having difficulties making good behavioral choices the involvement of the Administration for discipline will be encouraged. When the Administration conducts a discipline conference with a student, this is the general process that will be used.

Step 1: Identify the Problem

Why are you here?

What choices did you make that got you in trouble?

Do you understand why this behavior is inappropriate?

Step 2: Clarification of Expectations and Problem Solving

At SLAS, we expect students to . . .

The reason we expect this is . . .

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

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

Step 3: Assigning of Consequences

Because of your choice today, your consequences will be as follows:

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

First Time: Warning and clarification of expectations

Second Time: Withdraw privileges and contact parents

Third Time: Withdraw more privileges and contact parents

Fourth Time: Possible short-term in school and out of school suspension

Consequences will be assigned based on the seriousness of the offense, the frequency of the student's inappropriate behavior, and the student's attitude during the discipline process. In the case of serious misbehavior, the Administration and parent will be notified immediately.

All interventions for discipline by the Administration will be documented in the Guidance office for possible future reference. Teachers are required to also document any interventions with students.

MINOR OFFENSES

Behavior	Definition
Absenteeism/Truancy	Lack of regular attendance to school or individual classes
Disturbances/Disorders	Actions that disrupt the classroom/school environment and the day-to-day operations of the school. Examples include, but are not limited to, breaking in line, horseplay/ roughhousing, talking out of turn in class.
Electronics	<p>The use of electronic devices, including but not limited to, cell or satellite phones, smart watches or other smart devices, MP3 players of any kind and electronic dictionaries are prohibited on campus during school hours (8:30 a.m. – 4:00 p.m.).</p> <p>Failure to adhere to the above policy will result in confiscation of the device. Device will be placed in the student backpack and sent home at the end of the day.</p>
Tardiness	Arriving at school or class after the designated time.

Students must be in uniform daily. Students not in uniform will be required to purchase the missing uniform piece from the uniform shop immediately. No exceptions. Refer to the web page for information on what are appropriate pieces for the student uniform (<http://www.laschina.org/uniform/>). School Uniform components consist of:

Student's must always be wearing the uniform School Polo or House shirt. In addition, students who need extra layers may only wear the school sweater, school warm-up jacket or school hoodie, solid color navy, beige khaki, black or blue jean trousers, and short, or skirts, no shorter than fingertip length.

NO flip-flops or shower shoes.

Dress Code	<p>Shanghai Livingston American School specifies that each student must come to school appropriately dressed according to the school Dress Code.</p> <p>Personal appearance directly affects student's self-respect, conduct, and pride in their school; therefore, dress should be appropriate for the learning environment. Students who are inappropriately dressed will be referred to the Administration and dealt with on an individual basis. Students with repeated or extreme dress code violations will be subject to Detention.</p> <p>Examples of unacceptable attire include:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pants with holes, tears, or rips. <input checked="" type="checkbox"/> Any head apparel including hats, scarves, etc. (the exception being for religious purposes). <input checked="" type="checkbox"/> Skirts shorter than the tips of fingers when hands are placed down at one's side. <input checked="" type="checkbox"/> Shorts shorter than the tips of fingers when hands are placed down at one's side. <input checked="" type="checkbox"/> Halter/tube-tops, tank tops (or dresses of like nature), strapless tops or dresses, muscle shirts or tank tops with straps which are narrower than three of your fingers. <input checked="" type="checkbox"/> Sunglasses. <input checked="" type="checkbox"/> Unbuttoned shirts and or bare midriffs. <input checked="" type="checkbox"/> Mesh, fishnet, low-cut, or see-through tops. <input checked="" type="checkbox"/> Unsafe laboratory clothes and jewelry.
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Any visible undergarments and any ill-fitting attire. <input checked="" type="checkbox"/> Excessive makeup or hair color that could be distracting. Natural hair color only. <input checked="" type="checkbox"/> Any article of clothing or jewelry that displays, depicts, or promotes alcohol, drug or tobacco products, violence or sexual innuendo, is prohibited during the school day and at school-sponsored activities.
Tardiness	Arriving at school or class after the designated time.

Electronics	<p>The use of electronic devices, including but not limited to, cell or satellite phones, smart watches or other smart devices, MP3 players of any kind and electronic dictionaries are prohibited on campus during school hours (8:30 a.m. – 4:00 p.m.).</p> <p>Failure to adhere to the above policy will result in confiscation of the device. Device will be placed in the student backpack and sent home at the end of the day.</p>
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SERIOUS OFFENSES

Stealing/Theft	The taking of items not belonging to the student
Violence	Physical or Verbal threats or violence against another student or teacher.

Disciplinary Options

The following are examples of disciplinary actions for the above behaviors: time out, loss of recess, loss of item or activity, verbal reprimand, notifying parents, Administrative detention, loss of school privileges. **Please note:** *The above actions are to be used at the discretion of the teacher and/or administrator.*

ENSURING A SAFE AND EFFECTIVE SCHOOL FOR ALL

ANTI-BULLYING AND HARASSMENT POLICY

This document represents our Shanghai Livingston American School Anti-Bullying and Harassment Policy, which is meant to be readily accessible to administrators, students, teachers, and parents.

The school prohibits the bullying of any student:

- During any educational program or activity conducted by the school;
- During any school-related or school-sponsored program or activity or on a school bus;
- Using any electronic device or data while on school grounds or on a school bus or using computer software that is accessed through a computer, computer system, or computer network of the school. The

physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated,

- Through threats, using any of the above methods, to be carried out on school grounds, which includes threats made outside of school hours that are intended to be carried out during any school-related or school-sponsored program or activity, or on a school bus.
- Though an incident of alleged bullying may occur off campus and may not entail threats of acts to occur during school hours, if a student's ability to receive an education or a school's ability to provide an education is significantly impaired, as determined by the school administration, disciplinary sanctions may be imposed. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

1. Prohibition against Bullying and Harassment

Bullying and harassment are prohibited in Shanghai Livingston American School.

2. Definition of Bullying

"Bullying" means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities by placing the student (or students) in reasonable fear of physical harm. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion or any other distinguishing characteristics. This also includes association with a person or group with one or more of the characteristics mentioned above, whether actual or perceived.

3. Definition of Harassment

Harassment means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe and persistent. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion or any other distinguishing characteristics. This also includes association with a person or group with one or more of the abovementioned characteristics, whether actual or perceived.

4. Scope

This policy covers conduct that takes place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles, and at bus stops. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, on school property, at school-sponsored functions and activities, on

school buses or vehicles, at bus stops, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, and school staff, students, parents, and volunteers.

5. Notice

This policy will be distributed annually and will also be included in any student codes of conduct, disciplinary policies, and parent/student handbooks.

6. Reporting Bullying and Harassment

All allegations of bullying or harassment shall be reported a teacher, counselor, administrator, or staff member. Prior to notification of any parent or guardian regarding any incident of bullying, harassment or cyber-bullying, school authorities must consider the issue of notification as they would any other educationally relevant decision, considering the health, well-being, and safety of any students involved in the incident. The Principal will receive complaints and be responsible for investigating the allegation in a timely manner and determining appropriate disciplinary action. The administration, teachers, counselors, and staff members will be held accountable for doing everything possible, within reason, to resolve the situation.

7. Anonymous Reports

Reports may be filed anonymously. However, disciplinary action cannot be taken solely based on an anonymous report. Anonymous reports will be investigated with the same procedure, timeliness and vigor as other reports and disciplinary action can occur based on the results of the investigation.

8. False Reports

Students who file false reports of bullying or harassment will be subject to disciplinary action.

9. Parental Reports

Reports alleging bullying or harassment may be filed with a teacher, counselor, administrator, or staff member by parents and school volunteers.

10. Responsibility of Students

Any student who observes an act of bullying or harassment should report the bullying or harassment to a teacher, counselor, administrator, or staff member.

11. Responsibility of Staff

All staff members will take reasonable measures to prevent bullying and harassment and are required to report any such acts that come to their attention.

12. Retaliation

Retaliation or threats of retaliation meant to intimidate the victim of bullying or harassment or toward those investigating the incident will not be tolerated.

13. Investigation of Bullying and Harassment

Once reported, any allegation of bullying or harassment will be promptly investigated by an Administrator or a designated staff member. Proper disciplinary action will be taken immediately following the conclusion of the investigation.

14. Discipline and Remediation

Disciplinary actions for bullying and harassment may include but are not limited to warnings; counseling; detention; loss of opportunity to participate in extracurricular activities; school social events or graduation exercises; loss of school bus transportation; community service; in-school suspension; short-term suspension, or expulsion. The specific consequences should be consistent, reasonable, fair, age-appropriate and match the severity of the incident.

If necessary, counseling will be recommended for the target and/or the student perpetrating the bullying or harassment.

15. Training and Prevention

Students and staff will be instructed on how to prevent bullying and harassment. This will also include instruction on the process for filing complaints and the process/consequences that will result from the complaint.

Policy Statement

All behavior is purposeful and has consequences. Appropriate behavior is an expectation. All students have the right to learn and work in a secure, empowering, success-orientated environment and should feel safe, confident, and supported. Any student not following the rules by being unsafe or disruptive is taking away from not only their own education but the education of their peers as well. Taking responsibility for behavior builds respect, self- worth and supports a positive, happy environment, which reflects *Shanghai Livingston American School's* standards.

FIRE DRILL AND EVACUATION PROCEDURES

Evacuation drills are vital to ensure the safety of the students entrusted to the school's care. At least two drills will be held annually. The cooperation of all adults on campus is needed and will be appreciated. Teachers will review these procedures and the evacuation routes (available from facilities) with their classes and stress the seriousness

of emergency evacuation drills. Teachers are to ensure that an evacuation map is posted in their classrooms.

- In the case of a fire, the office will call the fire department and notify the local education authorities.
- Silence must be maintained during the evacuation. Teachers are responsible for reminding students to be quiet.
- A secretary will remain on the switchboard unless there is an evacuation of the school. Everyone else on campus, including parents and other guests, will participate in the evacuation drill.

SICKNESS/ACCIDENT

School office staff and our qualified, on-campus nurse are responsible for caring for children who become ill at school, and for dealing with accidents. Students who are ill should not be sent to school as they pose a health risk to other students. If a child comes to school sick, the office staff will telephone the parent and request that a parent/guardian/ driver is sent to return the child home. If a child has a fever of 37.9 degrees Celsius or above, they will be sent home and require a doctor's note to return to school, even if absent for one day or less. Children who have been absent due to illness for two days or more are required to bring a doctor's note to school with them when they return and submit the note to either their classroom teacher or the school office. We will attempt to notify the parent as soon as there is any situation of which you should be aware. To this end, it is extremely important that parents provide the office with up-to-date telephone numbers including home, office, cellular phone, and the number of a friend in case we cannot reach you.

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

EMERGENCY MEDICAL TREATMENT

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment and information about allergies to medications, etc. Therefore, parents are asked each year to complete an insurance form and Emergency Contact form. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the Registrar to update any information.

HEAD LICE

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

OPEN HOUSE

This is an annual event at the beginning of each school year when teachers can introduce themselves and their classroom to you. Parents are invited to attend through a letter from the Head of Schools.

BACK TO SCHOOL BASH & INTERNATIONAL FESTIVAL

All students and families are required to attend and participate in these two school-wide events. These two events are held annually with the intention of building school community among all families and staff members. We request that each family participate in as many games as possible at the events to build school spirit. Students who do not attend will be marked absent. Both days count as a part of our school calendar assigned days.

BIRTHDAYS AND CLASSROOM CELEBRATIONS

Classroom celebrations, although fun for students, can distract a great deal from the academic program, and take undue time away from the main mission of the school. Classroom teachers are asked to plan no more than a total of three class parties per school year and to structure them around educationally relevant themes. Birthday celebrations may be held in addition to classroom parties, but for the same reason class parties are restricted to celebrations of no more than 30 minutes time and in conjunction with the snack period or the end of the school day. We celebrate birthdays on the last Friday of the month. Parents are asked to keep celebrations simple and to first clear all plans with the classroom teacher in advance. Teachers will recognize student birthdays as appropriate for the age in question. Invitations to private parties may be distributed at school ONLY if all children in the class are to be invited.

CLASSROOM VISITS

Parents and/or guardians wishing to visit a classroom during instruction or for a conference must make arrangements in advance. Please obtain a visitor's pass at the front entrance of the building. An ID is required.

PTA

Join us in collaborating as a school community and become a member of PTA. It takes all of us to provide the best learning environment for our students. Periodically our PTA will conduct fundraisers along with the school to provide additional financial support for academic needs. Your support is greatly appreciated.

FIELD TRIPS

Field trips are an important part of our school program. Field trip goals include exposure to the culture and geography of this country and learning experiences for the students.

All class/grade members are encouraged to participate in field trips. Students not attending a field trip must stay home on that day as there is no care provided on campus. PERMISSION FORMS: Details of the trip and its justification will be sent via a letter from the sponsoring staff member. This letter will include a permission form which must be signed by the parent and returned to the teacher if the student is to participate in the trip. The school uniform is required on field trips unless expressly indicated otherwise on the permission slip. SLAS expectations and understood codes of behavior are in effect on all field trips, just as they would be on the campus.

The school will provide transportation for approved local trips in the general Shanghai area. Parents will pay any entry fees or other related costs necessary for your child to attend the field trip. All field trips are tied to curricular and grade level goals.

REQUESTING PROFESSIONAL QUALIFICATIONS OF TEACHERS AND STAFF

You may request information about your child's teachers' state qualifications, license status, degree major(s), and certification of undergraduate and graduate degrees, including fields of study. You also have the right to request information about the qualifications of any paraprofessional who provides services to your child. This information may be obtained by making a request to the Head of Schools.

COMMITMENT TO EXCELLENCE

Teacher Commitment

I fully commit to Shanghai Livingston American School in the following ways:

- I will arrive at school every day by 8:00 A.M.
- I will always teach using educational best practices and will do whatever it takes to meet individual student needs.
- I will attend and participate in all staff meetings and professional development so that there is continuous improvement.
- I will always make myself available to work with students and parents and to address any concerns they might have including off-hours communication.
- I will respond to communications from colleagues, administration, students, and parents within 24 hours.
- I will uphold school and organizational values as I work with members of the SLAS team.
- I will actively seek and utilize data on student achievement and school improvement.
- I will always protect the safety, interests, and rights of all individuals in the classroom.
- I will model and enforce all codes, policies, and Core Values of Shanghai Livingston American School.

Failure to adhere to these commitments can lead to my removal from the SLAS Family.

Parent/Guardian Commitment

We fully commit to Shanghai Livingston American School (SLAS) in the following ways:

- We will make sure our student arrives every day on time and is there until the end of the instructional day on the school calendar unless my student is sick or there is an emergency.
- We will make arrangements so our child can remain at school past the school day for tutoring, detention, or other after school support services.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night.
- We will support all codes, policies and Core Values of SLAS.
- We will always make ourselves available to our children, the school, and any concerns they might have.
- We will notify the school when our child is absent or call in advance when we know our child will be absent.
- We will read carefully all the papers that the school sends home to us and sign them if necessary and return within two school days.
- We will attend all parent meetings and conferences related to our child.
- We will support the school as it administers consequences in response to student behavior in accordance with the school policy.
- We will allow our child to go on school field trips, including out-of-town field trips.
- We will support SLAS's mission, values, and strategic objectives toward their achievement, as described on SLAS's website.
- We will assume the best intentions of the actions of teachers, staff, students and other parents.
- We will use the proper channels of communication established by SLAS when seeking resolution to a problem or concern. This includes making initial contact with the team or person closest to the issue, and then, if necessary, communicating the issue to the relevant Assistant Principal, and finally, if needed, to the Head of Schools.
- We will be an active member of the SLAS community by participating in school activities, events, and volunteerism.
- Our student's acceptance at Shanghai Livingston American School grants us membership in SLAS's Parent Teacher Association (PTA), and we understand there will be expectations of PTA members to support SLAS to the best of their ability.
- We will contribute to a positive school environment, promote understanding and harmony among the school community, and refrain from behavior or comments that may damage the image of the school, staff, or any member of the SLAS community.
- We will become familiar with and gain an understanding of the various academic, co-curricular, and athletic programs by attending parent events, parent conferences,

and by reading communications from SLAS, such as the weekly parent newsletter and school WeChat postings.

- We understand Shanghai Livingston American School encourages parents to set and maintain high ethical standards in their use of social networking, including but not limited to WeChat. Our posts and comments should help build and support the SLAS community. Our online behavior should reflect honesty, respect, and consideration. SLAS and support your student at home in order to assist the student to meet SLAS's academic and behavioral expectations.

We understand that we as parents must follow the rules to protect the safety, interests, and rights of all individuals in the classroom. We also understand that our child must follow the rules to protect the safety, interests, and rights of all individuals in the classroom. Failure to adhere to these commitments can cause my child to lose various privileges and can lead to my child's removal from Shanghai Livingston American School. As the student's parent, I have read, understood, and agreed to support the Shanghai Livingston American School values and expectations as stated in the Student Handbook.

Parent Signature: _____

Date: _____

STUDENT COMMITMENT

I fully commit to Shanghai Livingston American School in the following ways:

- I will arrive at school every day by 8:15 A.M.
- I will attend tutoring, detention, or any other support services that are needed as required by school officials.
- I will work and behave in accordance with the school's Core Values.
- I will be respectful and responsive to any parent's or teacher's concerns.
- If I make a poor choice, I will take ownership and accept responsibility for my actions.
- I will follow all school codes.
- I will always behave to protect the safety, interests, and rights of all individuals in the classroom and the school community.
- I will do whatever it takes for my fellow students and me to learn.
- I will be a caring member of my learning community who will show empathy, compassion, and respect towards my teammates.
- I will attend each day of the mandatory afterschool program and Saturday program if necessary, for my academic or behavior success.
- I will maintain academic honesty ensuring my work is my own.

Failure to adhere to these commitments can cause me to lose various Shanghai Livingston American School privileges and can lead to removal from Shanghai Livingston American School.

As the student, I have read, understood, and agreed to support the Shanghai Livingston American School values and expectations as stated in the Student Handbook.

Student Signature: _____





SLAS

Shanghai Livingston American School



	Mo	Tu	We	Th	Fr	Sa	Su
A	1	2	3	4	5	6	
U	7	8	9	10	11	12	13
G	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			

	Mo	Tu	We	Th	Fr	Sa	Su
S					1	2	3
E	4	5	6	7	8	9	10
P	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	

	Mo	Tu	We	Th	Fr	Sa	Su
O	2	3	4	5	6	7	8
C	9	10	11	12	13	14	15
T	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

	Mo	Tu	We	Th	Fr	Sa	Su
N		1	2	3	4	5	
O	6	7	8	9	10	11	12
V	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

	Mo	Tu	We	Th	Fr	Sa	Su
D	4	5	6	7	8	9	10
E	11	12	13	14	15	16	17
C	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

08 New Teachers Start Date	08 New Teachers Start Date
15 Returning Teachers Start Date	15 Returning Teachers Start Date
21 New Student Orientation	21 New Student Orientation
21 EY & PY Open House / Secondary Pick up schedules	21 EY & PY Open House / Secondary Pick up schedules
22 Students Start Date	22 Students Start Date

07 Secondary Open House	07 Secondary Open House
15 Mid Autumn Festival Holiday	15 Mid Autumn Festival Holiday
23 Progress Reports Quarter 1	23 Progress Reports Quarter 1
23 BGSB 2023 (24 Make Up bad weather day)	23 BGSB 2023 (24 Make Up bad weather day)
27 Professional In-service & Early Dismissal	27 Professional In-service & Early Dismissal
28 Progress Reports Trimester 1	28 Progress Reports Trimester 1
28 EY & PY ELD Level Up meeting window	28 EY & PY ELD Level Up meeting window
29 Mid Autumn Holiday	29 Mid Autumn Holiday

02-06 Mid Autumn Holiday	02-06 Mid Autumn Holiday
09-13 Spirit Week	09-13 Spirit Week
17-20 EY & PY Jogathon	17-20 EY & PY Jogathon
20 End of Quarter 1	20 End of Quarter 1
24-27 EY & PY Jogathon (11/1-3 Make Up bad weather days)	24-27 EY & PY Jogathon (11/1-3 Make Up bad weather days)
25 Professional In-service & Early Dismissal	25 Professional In-service & Early Dismissal
31 Halloween	31 Halloween

07-08 Secondary Parent-Teacher Conferences	07-08 Secondary Parent-Teacher Conferences
09-10 Secondary Science Fair	09-10 Secondary Science Fair
14-17 EY/PY Parent-Teacher Conferences	14-17 EY/PY Parent-Teacher Conferences
17 Progress Reports Quarter 2 / End of Trimester 1	17 Progress Reports Quarter 2 / End of Trimester 1
18 Make-up Bad Weather Day	18 Make-up Bad Weather Day
22 Professional In-service & Early Dismissal	22 Professional In-service & Early Dismissal
24 American Thanksgiving / School Closed	24 American Thanksgiving / School Closed
27-30 Anti Bullying Week	27-30 Anti Bullying Week

01 Anti Bullying Week	01 Anti Bullying Week
06 EY & K-G1 Christmas Concert	06 EY & K-G1 Christmas Concert
08 Secondary Christmas Concert	08 Secondary Christmas Concert
15 G2-3 & G4-G5 Christmas Concert	15 G2-3 & G4-G5 Christmas Concert
13-15 ELD Level-up Tests	13-15 ELD Level-up Tests
15 End of Quarter 2	15 End of Quarter 2
18-21 Semester 1 Exams	18-21 Semester 1 Exams
22-30 Winter Holiday	22-30 Winter Holiday

	Mo	Tu	We	Th	Fr	Sa	Su
J	1	2	3	4	5	6	7
A	8	9	10	11	12	13	14
N	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

	Mo	Tu	We	Th	Fr	Sa	Su
F				1	2	3	4
E	5	6	7	8	9	10	11
B	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29			

	Mo	Tu	We	Th	Fr	Sa	Su
M					1	2	3
A	4	5	6	7	8	9	10
R	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

	Mo	Tu	We	Th	Fr	Sa	Su
A	1	2	3	4	5	6	7
P	8	9	10	11	12	13	14
R	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					

	Mo	Tu	We	Th	Fr	Sa	Su
M			1	2	3	4	5
A	6	7	8	9	10	11	12
Y	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

	Mo	Tu	We	Th	Fr	Sa	Su
J						1	2
U	3	4	5	6	7	8	9
N	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	

2023-2024

Student Calendar

01-12 Winter Holiday	01-12 Winter Holiday
15 Classes resume	15 Classes resume
15 New Student Orientation	15 New Student Orientation
19 Progress Reports Trimester 2	19 Progress Reports Trimester 2
29-31 PY ELD Level Up meeting window	29-31 PY ELD Level Up meeting window

01-03 PY ELD Level Up window	01-03 PY ELD Level Up window
07 Primary Year Chinese Performance	07 Primary Year Chinese Performance
09-16 Chinese New Year Holiday	09-16 Chinese New Year Holiday
21 Professional In-service & Early Dismissal	21 Professional In-service & Early Dismissal
23 Progress Reports Quarter 3	23 Progress Reports Quarter 3

05-08 EY/PY Parent-Teacher Conferences	05-08 EY/PY Parent-Teacher Conferences
12-13 Secondary Parent-Teacher Conferences	12-13 Secondary Parent-Teacher Conferences
16 Make-up Bad Weather Day	16 Make-up Bad Weather Day
19-22 PY Science Fair	19-22 PY Science Fair
20 Professional In-service & Early Dismissal	20 Professional In-service & Early Dismissal
22 End of Quarter 3	22 End of Quarter 3
26-27 Secondary History Fair	26-27 Secondary History Fair

01-05 Tomb Sweeping Holiday/ Spring Break	01-05 Tomb Sweeping Holiday/ Spring Break
16-19 EY & PY Sports Days (22-26 Make Up bad weather day)	16-19 EY & PY Sports Days (22-26 Make Up bad weather day)
24 Professional In-service & Early Dismissal	24 Professional In-service & Early Dismissal
26 Progress Reports Trimester 3	26 Progress Reports Trimester 3
26 Talent Show	26 Talent Show

01 Labor Day Holiday	01 Labor Day Holiday
03 Progress Reports QT 4	03 Progress Reports QT 4
08 EY & K-G1 Spring Concert	08 EY & K-G1 Spring Concert
08 G2-3 & G4-5 Spring Concert	08 G2-3 & G4-5 Spring Concert
14 Secondary Spring Concert	14 Secondary Spring Concert
14-15 Secondary Parent-Teacher Service Trips	14-15 Secondary Parent-Teacher Service Trips
20-24 PY ELD Level Up meeting window	20-24 PY ELD Level Up meeting window
22 Professional In-service & Early Dismissal	22 Professional In-service & Early Dismissal
25 International Festival/26 Make Up bad weather day)	25 International Festival/26 Make Up bad weather day)
29-31 ELD Level-up Tests	29-31 ELD Level-up Tests

04-07 Semester 2 Exams – Grade 12	04-07 Semester 2 Exams – Grade 12
11 EY & K-G1 Spring Concert	11 EY & K-G1 Spring Concert
12-17 Semester 2 Exams – Grades 6-11	12-17 Semester 2 Exams – Grades 6-11
13 Senior Graduation	13 Senior Graduation
18 Kindergarten / Grade 5 Graduation	18 Kindergarten / Grade 5 Graduation
14 End of Trimester 3	14 End of Trimester 3
19 Grade 8 Graduation/ Students Last Day	19 Grade 8 Graduation/ Students Last Day
20 Teachers Last Day	20 Teachers Last Day

SLAS CORE VALUES

PROFICIENT COMMUNICATOR

Skilled at reading, writing, speaking, able to think and communicate clearly and express concepts and ideas in a variety of forms.



CONFIDENT INDIVIDUAL

Self-confident and able to demonstrate the assertive characteristics necessary to succeed in a competitive global community.



COMPASSIONATE CITIZENS OF THE WORLD

Responsible and act with integrity, empathy, and dignity, and exhibit international understanding by bridging cultures and having respect for and tolerance of others.



CREATIVE THINKER

Creative and open-minded in developing a passion for learning.



As a member of the SLAS community, I will strive to...**W**ork

with integrity, empathy, and dignity.

Have respect for and tolerance of others.

Exhibit international understanding by bridging cultures.

Innovative

and informative.

Be creative and open-minded.

Develop a passion for learning.

Learn

Things I don't know.

Responsibility for doing your own work.

Determine

to be the best I can be!

Demonstrate what I have learned and what I can do.

Communicate

constructively with each other and be polite.

Have confidence in myself and others.

Come together at hard times and use my problem solving skills to help.

Apply

knowledge and use leadership skills,

to build supportive relationships.

To recognize the interests, aspirations, and needs of others.

Think

creatively and be open minded in developing a passion for learning,

Applying a variety of technology and internet-based research.

Synergize

cooperate and work together to create a better solution.

Explore new ideas.

EARLY YEARS**DAILY REPORT**

Date: _____

A.M. Snack

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Activities

- ☐ Enjoyed the activities ☐ Mildly interested ☐ Not interested
- _____

Lunch

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Nap

- ____ Hour ____ Minutes ____ Did not sleep
- _____

P.M. Snack

- ☐ Ate well ☐ Ate a little ☐ Ate nothing

Parent/Teacher Comments:

EARLY YEARS**DAILY REPORT**

Date: _____

A.M. Snack

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing
-

Activities

- ☐ Enjoyed the activities
 ☐ Mildly interested
 ☐ Not interested
-

Lunch

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing
-

Nap

- ____ Hour
 ☐ Minutes
 ☐ Did not sleep
-

P.M. Snack

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing

Parent/Teacher Comments:

EARLY YEARS**DAILY REPORT**

Date: _____

A.M. Snack

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Activities

- ☐ Enjoyed the activities ☐ Mildly interested ☐ Not interested
- _____

Lunch

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Nap

- ____ Hour ____ Minutes ____ Did not sleep
- _____

P.M. Snack

- ☐ Ate well ☐ Ate a little ☐ Ate nothing

Parent/Teacher Comments:

EARLY YEARS**DAILY REPORT**

Date: _____

A.M. Snack

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing
-

Activities

- ☐ Enjoyed the activities
 ☐ Mildly interested
 ☐ Not interested
-

Lunch

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing
-

Nap

- ____ Hour
 ☐ Minutes
 ☐ Did not sleep
-

P.M. Snack

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing

Parent/Teacher Comments:

EARLY YEARS**DAILY REPORT**

Date: _____

A.M. Snack

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Activities

- ☐ Enjoyed the activities ☐ Mildly interested ☐ Not interested
- _____

Lunch

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Nap

- ____ Hour ____ Minutes ____ Did not sleep
- _____

P.M. Snack

- ☐ Ate well ☐ Ate a little ☐ Ate nothing

Parent/Teacher Comments:

EARLY YEARS**DAILY REPORT**

Date: _____

A.M. Snack

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing
-

Activities

- ☐ Enjoyed the activities
 ☐ Mildly interested
 ☐ Not interested
-

Lunch

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing
-

Nap

- ____ Hour
 ☐ Minutes
 ☐ Did not sleep
-

P.M. Snack

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing

Parent/Teacher Comments:

EARLY YEARS**DAILY REPORT****Date:** _____**A.M. Snack**

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Activities

- ☐ Enjoyed the activities ☐ Mildly interested ☐ Not interested
- _____

Lunch

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Nap

- ____ Hour ____ Minutes ____ Did not sleep
- _____

P.M. Snack

- ☐ Ate well ☐ Ate a little ☐ Ate nothing

Parent/Teacher Comments:

EARLY YEARS**DAILY REPORT**

Date: _____

A.M. Snack

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing
-

Activities

- ☐ Enjoyed the activities
 ☐ Mildly interested
 ☐ Not interested
-

Lunch

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing
-

Nap

- ____ Hour
 ☐ Minutes
 ☐ Did not sleep
-

P.M. Snack

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing

Parent/Teacher Comments:

EARLY YEARS**DAILY REPORT****Date:** _____**A.M. Snack**

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Activities

- ☐ Enjoyed the activities ☐ Mildly interested ☐ Not interested
- _____

Lunch

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Nap

- ____ Hour ____ Minutes ____ Did not sleep
- _____

P.M. Snack

- ☐ Ate well ☐ Ate a little ☐ Ate nothing

Parent/Teacher Comments:

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Date: _____

A.M. Snack

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Activities

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Lunch

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Nap

- ____ Hour
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EARLY YEARS



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 ☐ Ate nothing
-

Nap

- ____ Hour
 ☐ Minutes
 ☐ Did not sleep
-

P.M. Snack

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing

Parent/Teacher Comments:

EARLY YEARS**DAILY REPORT**

Date: _____

A.M. Snack

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Activities

- ☐ Enjoyed the activities ☐ Mildly interested ☐ Not interested
- _____

Lunch

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Nap

- ____ Hour ____ Minutes ____ Did not sleep
- _____

P.M. Snack

- ☐ Ate well ☐ Ate a little ☐ Ate nothing

Parent/Teacher Comments:

EARLY YEARS**DAILY REPORT**

Date: _____

A.M. Snack

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing
-

Activities

- ☐ Enjoyed the activities
 ☐ Mildly interested
 ☐ Not interested
-

Lunch

- ☐ Ate well
 ☐ Ate a little
 ☐ Ate nothing
-

Nap

- ____ Hour
 ☐ Minutes
 ☐ Did not sleep
-

P.M. Snack

- ☐ Ate well
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Parent/Teacher Comments:

EARLY YEARS**DAILY REPORT****Date:** _____**A.M. Snack**

- ☐ Ate well ☐ Ate a little ☐ Ate nothing
- _____

Activities

- ☐ Enjoyed the activities ☐ Mildly interested ☐ Not interested
- _____

Lunch

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- _____

Nap

- ____ Hour ____ Minutes ____ Did not sleep
- _____

P.M. Snack

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Parent/Teacher Comments:

EARLY YEARS**DAILY REPORT**

Date: _____

A.M. Snack

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Activities

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Lunch

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Nap

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EARLY YEARS**DAILY REPORT****Date:** _____**A.M. Snack**

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Activities

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Lunch

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Nap

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EARLY YEARS**DAILY REPORT**

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Activities

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Parent/Teacher Comments:

EARLY YEARS



DAILY REPORT

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Activities

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EARLY YEARS



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EARLY YEARS



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EARLY YEARS



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EARLY YEARS



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EARLY YEARS**DAILY REPORT**

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EARLY YEARS



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Parent/Teacher Comments:

STUDENT CODE OF CONDUCT AND STUDENT HANDBOOK CONTRACT CAMPUS COPY

As the parent/guardian of the student listed below, I hereby confirm that I have been given a copy of the Shanghai Livingston American School Student Code of Conduct and that:

- I accept the responsibilities expected of me as a parent/guardian of a student.
- I acknowledge receipt of the policies, procedures, rules, regulations, and practices as presented in this document.
- I have read the procedures listed in the appeal process.
- I accept the consequences should my child fail to abide by these provisions.

This form is to be signed and returned by the student within five days of the time this handbook is distributed and discussed. The signature sheet will be placed in the student’s permanent record folder filed in the guidance office for the 2020-21 school year.

Date

Grade

Name of Student

Name of Parent

Parent’s/Guardian’s Signature

