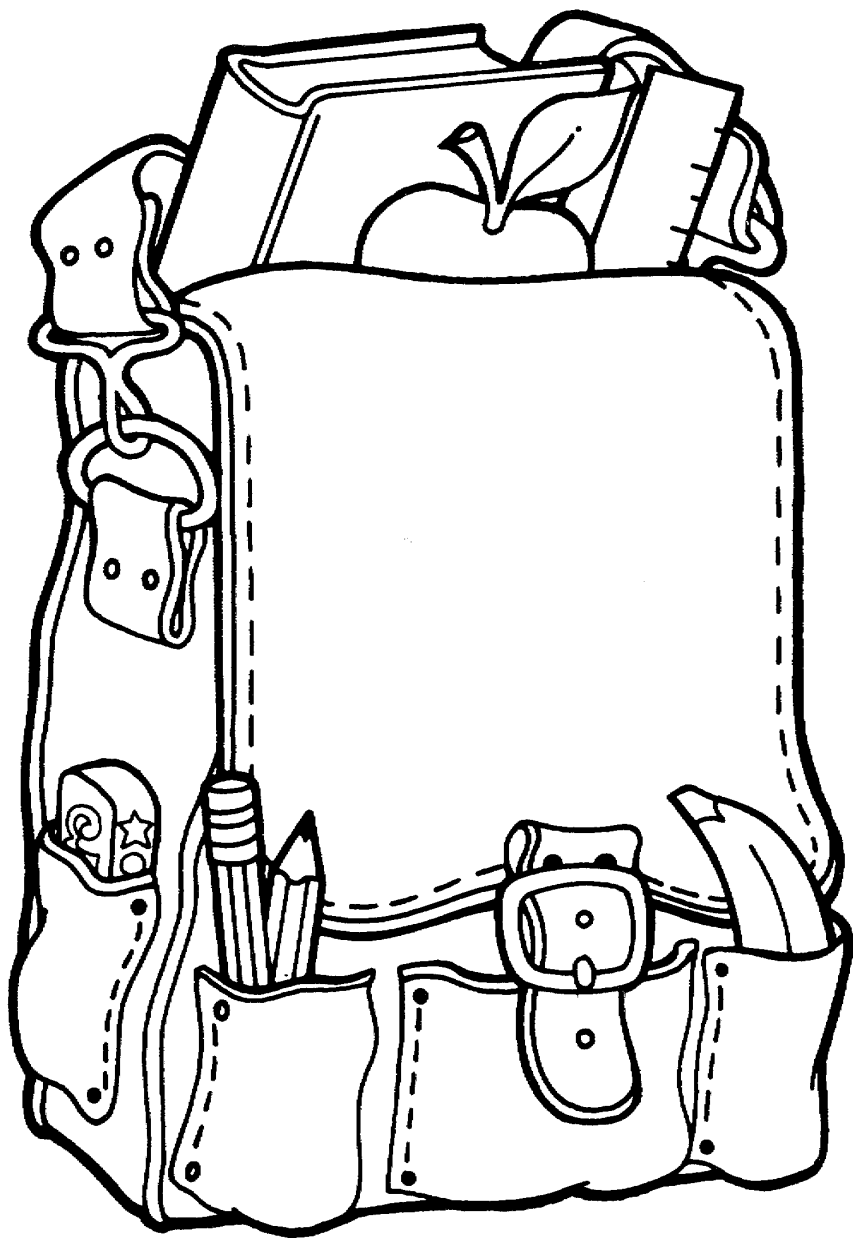


Shanghai Livingston American School

EARLY YEARS HANDBOOK

2026-27





INTRODUCTION

Dear Families,

The faculty and staff here at Shanghai Livingston American School (SLAS) want to welcome you to the 2026-2027 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, 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 homeroom teacher within five days.

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

Welcome to the 2026-2027 school year!

Respectfully Yours,
SLAS Administration and Faculty



COMMUNITY & CULTURE

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...

Work

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.

PTA

Join us in strengthening our school community by becoming a member of the PTA. Creating the best possible learning environment for our students takes the support, partnership, and involvement of all families.

Throughout the school year, the PTA may work together with the school to organize fundraisers and community events. These efforts help provide additional financial support for academic programs, student activities, classroom needs, and other initiatives that directly benefit our students.

Your involvement, whether through membership, volunteering, participation, or support of PTA events, makes a meaningful difference. We greatly appreciate your partnership and commitment to helping our students and school community thrive.

Open House

This is an annual event held at the beginning of each school year. It provides an opportunity for teachers to introduce themselves, share information about their classroom, and explain expectations, routines, and learning goals for the year ahead. Parents are invited to attend through an official letter from the Head of School. The event is intended to help build a strong connection between home and school and give families a clearer understanding of their child's learning environment.

Fall Festival & International Festival

All students and families are required to attend and participate in these two school-wide events. These annual events are an important part of our school calendar and are designed to strengthen our school community by bringing together students, families, teachers, and staff.

Families are encouraged to take part in as many games and activities as possible. Active participation helps build school spirit, supports positive relationships, and creates a more meaningful experience for everyone involved.

Because these events are official school days, student attendance is required. Students who do not attend will be marked absent, as both days count as assigned instructional days on the school calendar.

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 to 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.

Parent Partnership & Communication

Shanghai Livingston American School believes that students are most successful when families and schools work together in partnership. Open, respectful, and timely communication helps support student growth, academic success, and student well-being.

Parent Partnership

Parents and guardians play an important role in supporting student success. Families are encouraged to:

- Maintain regular communication with teachers and school staff.
- Monitor student progress through GradeLink and school communication platforms.
- Support school expectations regarding attendance, behavior, academic integrity, and responsible technology use.
- Encourage students to take increasing responsibility for their learning, organization, and communication with teachers.
- Attend parent conferences, meetings, and school events whenever possible.
- Work collaboratively with school staff when concerns arise.

Communication Procedures

To ensure questions and concerns are addressed efficiently and appropriately, families are encouraged to follow the communication process below:

Contact the classroom teacher regarding assignments, grades, classroom concerns, or student progress.

Contact the school counselor regarding social-emotional concerns, scheduling questions, academic planning, or student support services.

Contact the Administration or Head of School if concerns remain unresolved after communication with the teacher or counselor.

We are committed to responding to parent questions and concerns in a timely and professional manner.

Respectful Communication

SLAS is committed to maintaining a respectful and professional learning environment for all members of the school community.

Parents, students, and staff are expected to communicate respectfully in person, through email, on social media, and through all school communication platforms.

We encourage students and parents to address concerns through direct communication and established school procedures so that issues can be resolved accurately, fairly, and efficiently.

Concerns regarding students, staff members, or school matters should be addressed directly with the appropriate school personnel rather than through social media, online forums, or public platforms.

In order to help parents to get the necessary and accurate information please follow the chart below to make sure you are contacting the correct person or department.

Contact Person	For	Platform
Classroom Teacher	Classroom questions	Wechat/Email/Gradelink
Mila (Finance)	Tuition Payment	mila@laschina.org
Amy Song	Uniforms	amysong@laschina.org
Hazel Banares	After school/dance/misc payments	hazel@laschina.org
Naomi Kadowaki Rachel Lee Daisy Xie	Translation services/ Admissions	japanese@laschina.org korean@laschina.org info@laschina.org

Cherel Pineda		cherelpineda@laschina.org
Samjhana Sapkota	Student leave forms/ Head of School appointments	sam@laschina.org

Campus Visits and Meetings

To ensure student safety and minimize disruption to instruction, parents are asked to schedule appointments in advance when meeting with teachers, counselors, or administrators. Classroom visits should be arranged through school administration.

All visitors must check in with the school office upon arrival and follow established visitor procedures while on campus.

Together, families and school staff create a positive learning environment where students can thrive academically, socially, and emotionally.

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 Frog Street Print 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
- ✓ Mathematics
- ✓ STEAM
- ✓ Social Studies
- ✓ Mandarin Language and Culture
- ✓ Social-Emotional Learning
- ✓ Physical Education
- ✓ Music
- ✓ Library
- ✓ Art
- ✓ Pottery
- ✓ Dance

EARLY YEARS CURRICULUM

Subject Descriptions

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

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, listening stories and literacy activities and games to build letter and phonetic awareness. 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 print awareness, 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 modeled instruction. As young students, pre-writing opportunities such as drawing, strengthening fine motor skills through use of play dough, 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 uppercase letters are the focus, and in preschool and 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

For math instruction in Early Years, SLAS uses Frogstreet Math developed by Frogstreet press. Math instruction in Nursery begins with simple counting and number recognition activities. From there, one-to-one correspondence, patterning, and classification is a

natural progression. In Preschool students continue to develop these skills as well as introducing spatial relationships, graphing, and order and sequencing. Nursery focuses on numbers 1-10, Preschool are expected to know 1-10 in depth and have the goal of counting up to 30 by the end of the year, and Prekindergarten focus on the number 1-30. 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.

STEAM

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

Art helps students explore their senses with activities such as painting, drawing, pretend play, and music. A creative mindset is key to problem solving and innovating in STEM subjects.

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 STEAM 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 which students will learn through topics throughout the year. In the latter half of the year students will learn about a specific country in preparation for International Festival, with each Friday being dedicated to learning about this country.

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.

Social-Emotional Learning

Social Emotional Learning is an integral part of the Early Years classroom. Students are learning how to interact with each other and the world around them and at SLAS we are here to support and guide them as they start their school life in early years. In the Early Years classrooms we use Conscious Discipline by Dr. Becky Bailey from our Frogstreet Curriculum and We Thinkers! Social Explorers Curriculum, which create a classroom where the students feel safe and loved. Students learn ways to cope with negative emotions or overwhelming situations through different breathing techniques, as well as learning language tools to help express themselves and reading story books, role-playing, and individual and group activities to prepare them in different situations.

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 and iPads. In the weekly centers students get an opportunity to use iPads for eStories and Frogstreet's interactive games. Pre-Kindergarten 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

In each classroom we have a small library set up in a comfortable corner to encourage our students to explore books. The books are frequently updated and replaced to correlate with the monthly theme. The SLAS Library functions as a center of learning and enjoyment for students. Pre-Kindergarten students attend the library weekly and can borrow books, Preschool students start attending the library weekly from January. 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.

GRADE LEVEL PLACEMENT

Students are generally placed according to their age and developmental readiness. SLAS recognizes that children grow and develop at different rates, and placement decisions are made with careful consideration of each child's academic, social, emotional, and developmental needs.

In rare circumstances, a student may be considered for retention when it is believed that additional time at a particular grade level would better support long-term success. Retention recommendations are made only after careful review of the student's progress, teacher observations, assessment data, and parent input.

Teachers and administrators carefully consider the academic, social, emotional, and developmental impact of retention before making a recommendation. Retention is considered only when it is believed to be in the student's best overall interest. Final grade placement decisions are made by the school administration.

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).

STUDENT CONDUCT AND BEHAVIOR

EARLY YEARS SCHOOL BEHAVIOR MANAGEMENT

Our Philosophy

At Shanghai Livingston American School, we believe young children learn best in an environment where they feel safe, supported, respected, and valued. Early childhood is a time when children are learning how to communicate their needs, manage emotions, solve problems, build friendships, and make responsible choices.

Behavior is viewed as an important part of the learning process. Our goal is to teach and guide children toward positive behaviors rather than simply punish inappropriate behaviors.

We recognize that young children are still developing self-control, emotional regulation, and social skills. Teachers work closely with students and families to help children develop these important lifelong skills.

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.

Our Expectations

At SLAS, we encourage children to:

- Use kind words and actions.
- Follow directions from teachers and staff.
- Treat classmates, teachers, and school property with respect.
- Keep their hands, feet, and objects to themselves.
- Use safe choices during indoor and outdoor activities.
- Practice sharing, cooperation, and problem-solving.
- Take responsibility for their actions in age-appropriate ways.
- Demonstrate compassion and respect for others.

These expectations are taught, modeled, practiced, and reinforced throughout the school day.

Positive Behavior Support

Teachers use a variety of positive behavior strategies to help students develop appropriate social and emotional skills. These may include:

- Modeling expected behaviors.
- Teaching classroom routines and expectations.
- Positive reinforcement and encouragement.
- Visual supports and reminders.
- Social stories and role-playing.
- Conflict-resolution support.
- Problem-solving discussions.
- Emotional regulation strategies.
- Classroom jobs and leadership opportunities.
- Conscious Discipline and Social-Emotional Learning activities.

Our focus is helping children learn the skills they need to be successful members of the classroom community.

When Challenging Behaviors Occur

When a child demonstrates inappropriate or unsafe behavior, staff will respond in a calm, consistent, and supportive manner.

Depending on the situation, staff may:

- Redirect the child to an appropriate activity.
- Review classroom expectations.
- Help the child identify and express feelings.
- Provide opportunities to practice more appropriate behavior.
- Assist students in solving conflicts peacefully.
- Provide a supervised calming or reflection space.
- Offer additional support and guidance from school personnel.

Consequences are intended to teach and guide rather than punish.

Parent Communication

SLAS values strong partnerships with families.

If behavior concerns arise, teachers will communicate with parents to discuss:

- The behavior observed.
- Strategies being used at school.
- Ways families can support at home.
- Next steps for helping the child be successful.

Most behavior concerns can be successfully addressed through consistent communication and collaboration between home and school.

Ongoing Behavior Concerns

If a child experiences ongoing difficulties despite classroom interventions, additional support may be provided.

This may include:

- Teacher observations and documentation.
- Meetings with parents.
- Individual behavior support plans.
- Consultation with school support personnel.
- Developmentally appropriate interventions designed to support student success.

The purpose of these supports is to help each child develop the skills necessary to participate successfully in the classroom environment.

Serious Safety Concerns

The safety of all students and staff is our highest priority.

Behaviors that place the child or others at risk of harm may require immediate intervention by school administration.

Examples may include:

- Aggressive physical behavior.
- Intentional harm to others.
- Repeated unsafe actions.
- Significant destruction of property.
- Behavior that presents a danger to the student or others.

In these situations, parents may be contacted immediately and a collaborative plan developed to support the child's success and ensure the safety of the school community.

Bullying

Because Early Years students are still developing social skills and understanding of relationships, conflicts between children are typically addressed as opportunities for teaching and learning.

SLAS takes all concerns regarding repeated unkind behavior seriously. Teachers work proactively to help children learn empathy, kindness, friendship skills, and respectful communication.

Parents are encouraged to contact their child's teacher if concerns arise so that situations can be addressed promptly and appropriately.

Partnership Between Home and School

Children are most successful when families and schools work together.

We ask families to support school expectations by:

- Reinforcing respectful behavior at home.
- Encouraging independence and responsibility.
- Supporting problem-solving and emotional regulation.
- Communicating concerns promptly.
- Working collaboratively with school staff when additional support is needed.

Together, we can create a safe, nurturing, and positive learning environment where all children can thrive.

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 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 be worn at all times. (If you follow this rule, it will be easy to avoid breaking rule #1!)
- Do not do anything which might distract your driver. The actions which might distract the driver include the following:
 - ✓ 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.
- In order to minimize distraction to the driver, students are requested to leave the front seats vacant unless there is no other seat available in the rear. If no space is available, only older children can sit in the front, as they are less likely to distract the driver. Younger students are required to sit nearest to the bus monitor and the door of the bus.
- The bus driver is the "Captain of the Ship." His/her primary responsibility is the safety of the passengers. Children must be respectful towards and obey any requests made by the driver and the bus monitor.
- If there is an accident or the 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 arrives. The preceding nine rules, and of course, The Basic Rule, are the ones we are most concerned with as they

affect safety. Here are a few additional rules, which are more procedural in nature.

Be on time. The driver will 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 move along to the next house on 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.

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.

DAILY SCHOOL LIFE & OPERATIONS

Hours Of Operation

The school day starts at 8:00 AM and ends at 3:45 PM. Students are expected to arrive at school between 8:00 – 8:15 AM so that they are prepared to begin classes promptly at 8:20 AM. 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 ayis are expected to leave the campus by 3:50 PM unless they have specific school-related business or are involved in a school activity.

Attendance Policy

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. 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. See sick policy for school missed due to sickness.

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 8:20am, 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 in their binders. The Progress Report is primarily a form of communication from teacher to student and parent regarding their child's progress. At each grade level the basic domains of cognition, physical, social emotional, and literacy development are covered. As the students grow and progress through the Early Years department, more topics and skills are introduced and explored.

In Nursery the progress report covers the following domains – language and literacy; cognitive development, including math, science and fine arts; social emotional development, physical well-being and motor development; and approaches to learning.

In Preschool the progress report covers the following domains – approaches to learning, including self-regulation and executive functions; social emotional development; language and literacy; cognition, including math and science; perceptual, motor and physical development.

In Pre-Kindergarten the progress report covers the following domains – social emotional development; language and literacy, including communication, emergent reading, and emergent writing; cognitive development, including mathematics, science, social studies, and fine arts; physical development; and technology and devices skills.

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.

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.

Sickness/Accident

School office staff and our qualified, on-campus nurses 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 your child is absent, please contact the teacher via private 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. If your child is absent due to fever or is sent home from school with a fever (temperature over 37.3C), your child must rest at home and may return to school after 24 hours of no fever or other symptoms presenting. In certain cases students may be required to bring a doctor's note stating any concerns of which the school should be made aware of, to school with them, when they return and submit the note to their classroom teacher. The doctor's note requirement includes but is not limited to contagious illnesses, for example influenza and hand foot and mouth disease. If a note is not sent to school on the returning day after the parents have been informed it is required, the student will be

kept in the nurses' office until a note can be provided or the student is picked up by the parent. This strict policy is set to protect the other students in the class. This policy is subject to change based on any updated information released by the local government. Please refer to the attendance policy for information about days missed during the school year.

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 the 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 the 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.

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.

Recess and Playground Expectations

Recess is an important part of the Early Years program and provides opportunities for children to develop social skills, physical coordination, creativity, and friendships through play.

Students are supervised by school staff at all times during recess and outdoor activities.

To help ensure a safe and enjoyable experience for everyone, children are encouraged to:

- Use kind words and actions.
- Play safely and follow teacher directions.
- Keep their hands, feet, and objects to themselves.
- Take turns and share equipment with others.
- Include classmates in play whenever possible.
- Respect school equipment and playground spaces.
- Use problem-solving and communication skills when conflicts arise.
- Ask a teacher for help when needed.

Teachers will support students in learning appropriate playground behavior and conflict-resolution skills. Recess is viewed as an opportunity for children to practice cooperation, friendship, responsibility, and respectful interactions with others.

At SLAS, we believe children learn some of their most important lessons during play. Recess provides daily opportunities to practice kindness, cooperation, problem-solving, and friendship in a safe and supportive environment.

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.

Communication Platforms

SLAS utilizes several communication platforms to keep families informed throughout the school year.

Parents should regularly monitor:

- **Class WeChat groups for announcements and reminders**
- **GradeLink for student progress and classroom updates**
- **Weekly school newsletters for important information and upcoming events**
- **The school website for school-wide announcements and resources**

Questions regarding a specific student should be directed to the classroom teacher through private communication rather than the class WeChat group.

For general school inquiries, families may contact the school at info@laschina.org.

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.

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's Commitment

At Shanghai Livingston American School, we recognize that the Early Years are a critical time in a child's growth and development. As Early Years educators, we commit to providing a safe, nurturing, engaging, and developmentally appropriate learning environment for every child.

As a member of the SLAS Early Years team, I commit to:

- Creating a classroom where every child feels safe, valued, respected, and loved.
- Building positive relationships with students and families.
- Teaching using developmentally appropriate practices and educational best practices.
- Supporting each child's academic, social, emotional, physical, and creative development.
- Encouraging curiosity, exploration, independence, and a love of learning.
- Helping children develop problem-solving, communication, and self-regulation skills.
- Modeling kindness, patience, respect, and empathy.
- Communicating regularly with families regarding student progress and classroom activities.
- Working collaboratively with colleagues to support student success.
- Maintaining a safe and healthy learning environment.
- Protecting the safety, dignity, and well-being of every child entrusted to our care.
- Upholding the mission, values, policies, and expectations of Shanghai Livingston American School.

By working together, we help build a strong foundation for lifelong learning and success.

Teacher Signature: _____

Parent's/Guardian's Commitment

At Shanghai Livingston American School, we believe children are most successful when families and schools work together in partnership.

As a parent or guardian, we commit to:

- Ensuring our child attends school regularly and arrives on time.
- Supporting our child's learning, development, and growth both at home and at school.
- Reading with our child regularly and encouraging a love of learning.
- Maintaining consistent routines that support our child's success and well-being.
- Communicating openly and respectfully with teachers and school staff.
- Informing the school when our child is absent or when important changes occur that may affect our child's well-being.
- Reviewing school communications and staying informed about school activities and events.
- Attending parent conferences and school meetings whenever possible.
- Supporting school expectations regarding behavior, safety, and respectful interactions.
- Working collaboratively with teachers and administrators when concerns arise.
- Modeling kindness, respect, responsibility, and positive citizenship.
- Helping our child develop independence, self-regulation, and problem-solving skills.
- Supporting the mission, values, and goals of Shanghai Livingston American School.
- Contributing positively to the SLAS community through respectful communication and partnership.

Together, we will help create a safe, caring, and supportive environment where every child can learn, grow, and thrive.

Parent/Guardian Signature: _____

EARLY YEARS STUDENT CODE OF CONDUCT AND STUDENT HANDBOOK CONTRACT CAMPUS COPY

I acknowledge that I have received and reviewed the SLAS Early Years Handbook and understand the policies, procedures, and expectations outlined within. I agree to work in partnership with the school to support my child's learning, development, safety, and well-being.

- 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.

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 2026-27 school year.

Date

Grade

Name of Student

Name of Parent

Parent’s/Guardian’s Signature





Holiday
School Start/End
New Student Orientation

Student Assessment
Professional Development
End of Grading Period

Bad Weather Make Up
Parent TC
Special Event

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

03 Administration Reports
05 New Teachers Start Date
10 Returning Teachers Start Date
14 New Student Orientation
14 EY, PY & Secondary Orientation
17 Students Start Date
31 DNA Assessments G1-5

Mo	Tu	We	Th	Fr	Sa	Su
S	7	8	9	10	11	12
E	14	15	16	17	18	19
P	21	22	23	24	25	26
	28	29	30			

1-18 DNA Assessments G1-5
19 Progress Reports Quarter 1
14-20 MAP testing K-12
17 EY Demo class
23 Professional In-service & Early Dismissal
24 Progress Reports Trimester 1
25 Mid-Autumn Festival
28-30 G5 Service Learning Trip

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

01-09 National Holiday
12-13 EY/K-G2 Parent Teacher Conferences
13-15 Fall Photos schoolwide
16-17 Fall Family Festival (18 Make-Up Day)
17 Fall Family Festival (18 Make-Up Day)
21-23 EY & PY Potlotion (11/16-19 Make-Up Days)
24-25 Secondary Parent Teacher Conferences & Early Dismissal
26 Professional In-service & Early Dismissal
30 Halloween Celebration

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

09-13 Author's Tea
13 Progress Reports Quarter 2 & End of Trimester 1
15-16 Anti-Bullying Week
16-20 Anti-Bullying Week
20 Secondary Sports Olympics
25 Professional In-service & Early Dismissal
26 Early Years Family Day
27 American Thanksgiving / School Closed

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

02 EY-K & G1 Christmas Concert
03 EY-K & G1 Christmas Concert
04 Secondary Christmas Music Concert
07-09 ELD Level-up Tests
10 EY Demo Concert
10 G2-3 & G4 Christmas Concert
11 G5 Christmas Concert
14 End of Quarter 2
21-23 Student Exams
21-31 Winter Holiday

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

01-08 Winter Holiday
11 New Student Orientation & Teacher Work Day
12 Classes resume
13-29 DNA Assessments K-5
15 Progress Reports Trimester 2
18-20 MAP testing K-12
27 Professional In-service & Early Dismissal

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

03 Primary Years Chinese New Year Performance
19 Progress Reports Quarter 3
05-07 New Year Holiday
22-23 EY/K-G2 Parent Teacher Conferences
24-25 G3-5 Parents Teacher Conferences

Mo	Tu	We	Th	Fr	Sa	Su
M	1	2	3	4	5	6
A	8	9	10	11	12	13
R	22	23	24	25	26	27
	29	30	31			

05-04 Parent Classroom Observations
05-06 Parent Teacher Conferences
06-10 PY Science Fair
18-19 K, G1, G5 & G9 Open House
19 End of Quarter 3
22-26 Secondary PPA Community Service trips
27-28 EY & PY Parent Teacher Conferences
30 Professional In-service & Early Dismissal

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

01-02 Secondary History Fair
02 Early Years Family Day
03-04 Spring Break
05-06 Spring Break
13-14 Spring Photos schoolwide
14-16 Spring Photos schoolwide
19-30 MAP testing K-12
22 EY Demo Class
23 Progress Reports Trimester 3
23 Talent Show
26 G5 Buddy Day
28 Professional In-service & Early Dismissal

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

03-04 Labor Day Holiday
10-28 DNA Assessments K-5
05-14 AP Testing Week TBA
05-06 AP Testing Week TBA
06 Secondary Spring Concert
07 Secondary Spring Concert
07 Progress Reports Quarter 4
14 G2-3 & G4-5 Spring Concert
22 International Festival (23 Make Up Day)
24-26 ELD Level-up Tests
28 Professional In-service & Early Dismissal

Mo	Tu	We	Th	Fr	Sa	Su
J	7	8	9	10	11	12
U	14	15	16	17	18	19
N	21	22	23	24	25	26
	28	29	30			

08 G1-3 Students Last Day
09 EY Demo Class
09-08 Semester 2 Exams - Grade 12
09 End of Quarter 4
09 Dragon Boat Holiday
09-10 Secondary Parents Teacher Conferences - Grades 6-11
04 Kindergarten Graduation
11 Grade 12 (Senior) Graduation
14 Grade 5 Graduation
15 End of Trimester 3
16-17 Student Exams
17 Students Last Day / Report Cards go home
18 Teachers Last Work Day

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

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Lunch

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Nap

_____ Hour _____ Minutes _____ Did not sleep

P.M. Snack

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Parent/Teacher Comments:

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



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EARLY YEARS



DAILY REPORT

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

Activities

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- ☐ Not interested

Lunch

- ☐ Ate well
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Nap

- Hour
- Minutes
- Did not sleep

P.M. Snack

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EARLY YEARS



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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

- ☐ Ate well
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Nap

- Hour
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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:



Shanghai Livingston
American School

2026-27