

Hong Qiao International School Family Handbook 2018 – 2019

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Introduction

Our Mission

In partnership with our school community, the Mission of HQIS is:

- to build an environmentally conscious community of critically thinking, cooperative, and global-minded citizens
- to develop dynamic life-long learners who are socially responsible and open-minded to meet the demands of the 21st century.
- to inspire compassionate, multi-cultural graduates to be successful in the pursuit of their own personal goals, and to participate in creating solutions for the global community.

History, Values and Vision

Hong Qiao International School (HQIS) first opened its doors in 1997 with two classes serving eighteen preschool students. Over the next fifteen years, the student population has increased, and in 2012 HQIS became an International Baccalaureate (IB) World school authorized to teach the Primary Years Program (PYP) from Preschool to Grade 5 students. HQIS now offers Nursery through High School programs.

At HQIS we understand the value of fostering an international perspective in our students and are committed to cultivating global citizenship. Our students, families and faculty come from over thirty countries. Diverse student, staff and family populations learn from each other, coming together to value and respect cultural differences.

Green initiatives are a cornerstone of HQIS. We have partnered with Roots and Shoots for many years now with one of our main focuses being reforestation in Inner Mongolia. Our campus was designed with a geothermal heating and cooling system and our solar panels harness energy from the sun to help power our school.

HQIS offers a hands-on, inquiry-based curriculum supported through the International Baccalaureate (IB) Primary Years Program (PYP), ensuring our highly mobile student body can assimilate into other learning communities across the city and across the globe. Teachers create secure, nurturing learning environments where students can develop the independent thinking and questioning skills needed for future success in our changing world.

The HQIS Middle School Program opened its doors in the fall of 2014. In 2018 HQIS formed a partnership with the prestigious Hampton Roads Academy School of Virginia, USA. We use American Teaching standards to drive our curriculum. Through this partnership we are able to offer an American High School Diploma and a rigorous academic program designed to prepare students for universities in the USA, Canada, Europe and the South Pacific.

School Contact Information

School Name:	HQIS – RBIS Shanghai Rainbow Bridge International School
Mailing Address:	218 South Yi Li Road Shanghai, China 201103
Telephone Numbers:	+8621 62682074 +8621 62683121
School Website:	hqis.org
Wechat Account:	RBIS-HQIS
School Email:	admissions@hqis.org

School Profile

Building Information

The Hong Qiao International School campus consists of a large, seven storey complex providing 20000 square meters of floor space for classrooms and amenities. The building boasts geothermal heating and cooling with the addition of solar panels that provide an alternative source of operating energy.

The school is located in the Changning/Gubei region of Shanghai.

All traditional classes take place within the school. The campus is also used for other events and gatherings such as community events, sports tournaments and as an SSAT testing center.

There is no parking on the premises with the exception of a few preauthorized vehicles.

School Divisions:

Nursery: An emergent curriculum involves the whole child; meaning the social, emotional, cognitive, and physical realms of development and learning. In emergent curriculum learning groups, children learn to accept, understand, and appreciate the interests, skills, working styles, temperaments, and resources of the other children.

Early Years (PYP Foundations): Pre School and Pre-Kindergarten are introductory grades to the PYP framework in which classes explore 4 units a year. These are developmental years of a child's learning where learning experiences integrate socio-emotional, physical and cognitive development.

PYP Elementary: From Kindergarten to grade 5 students are engaged in an inquiry led, transdisciplinary framework. The PYP challenges students to think for themselves, to take responsibility for their learning, and to explore local and global

issues in real-life contexts. The PYP Framework is supplemented by curricular objectives shaped by AERO and PYP standards.

HQIS HRA Middle School: Middle School program begins in Grade 6, where students have one homeroom teacher for the four core subjects (English, Mathematics, Science, Social studies) before moving to two core subject specialist teachers in Grade 7 and 8. The HQIS Middle School focuses on preparing our students for their High School years and ultimately a successful application and entrance to a College or University of their choice,

HQIS HRA High School Our High School program begins in Grade 9 and runs sequentially and seamlessly through to Grade 12, preparing our graduates for worldwide colleges or universities of their choice. Graduation requirements provide a critical balance between the essential academic areas, including English, Mathematics, Science, History, & Chinese Language; with other areas such as Music, Visual Arts and Physical Education. Students have access to several elective courses and numerous after school activities. We proudly place an emphasis on students having a balance in life between academic, art and sporting programs.

Basic Rights of HQIS Community Members

Basic Rights for Individual Students

- Students will be physically and emotionally safe.
- Students will be able to tell their side of a situation at an appropriate time.
- Students will receive fair and reasonable treatment from other students and adults.

Basic Rights for Classes

- Students will be physically and emotionally safe.
- The class will not be unduly encumbered by the needs of an individual child or small group of children.
- Students will be able to tell their side of a situation at an appropriate time.
- Students will receive fair and reasonable treatment from other students and adults.

Basic Rights for Teachers and Staff

- Teachers and staff will be physically and emotionally safe.
- The teacher will not be unduly encumbered by the needs of an individual child or small group of children.
- Teachers will receive fair and reasonable treatment from students and other adults.

Basic Rights for Parents

- Parents have the right to meet with their child's teacher at an appropriate time, during non-instructional time.
- Parents have the right to talk to the Leadership Team regarding any aspect of school.
- Parents will receive fair and reasonable treatment from students and other adults.

General Policies and Procedures

Hours of Operation

Hong Qiao International School offers instruction five days a week with 180 instructional days per year.

Nursery, Early Childhood & Elementary students arrive at school between 8:00 and 8:30am. Parents of students who do not ride the bus must deliver students to their classroom before 8:30am. The instructional day for full day students is 8:30-3:00 (**with the exception of Middle School and High School who must be in their homeroom no later than 8:10**). Toddler, Early Years and Preschool students have the option of enrolling for a half day or full day program. The half day program runs from 8:30am-12:15pm. Parents are expected to drop off and pick up students at the appropriate times entering and exiting through the front gates.

ID Card Policy

It is the responsibility of each adult HQIS community member to wear a Staff ID, Parent ID, or Caregiver ID when entering the HQIS campus. This promotes campus security by allowing all school personnel to easily identify individuals as a member of the school community. Anyone entering campus without his/her ID card will be required to register at the Security Guard to receive a Visitor ID card then go to Admissions for reception staff to check the photo ID on file.

Each year families are required to register an updated Parent ID and/or Caregiver ID by providing the Admissions Office with current digital passport size ID pictures and a copy of passport or ID card. This process shall be completed the week before the student attends the school.

Absences, Arrivals, Dismissals

Absences

Students must attend school for their entire school day at least 85% of the school days in a quarter. An exception may be granted in the case of excused absence and completion of assignments and evaluations. Families of students with excessive absences (more than 20) will meet with the school principal.

Vacation absences are not excused absences. Classroom learning cannot be recreated or “made up.” Teachers will not design work for students on vacation and have no obligation to provide work in advance. Vacation absences will impact student assessment.

In the event of a student’s absence, parents should telephone the Admissions Office before 8:00 am on the day of the absence. In the event that the school has not been notified of the student’s absence, the school will make every attempt to locate the student.

Late Arrivals Nursery-Grade 5

Teachers take attendance and begin formal instruction at 8:30am. Students should be in the classroom and ready for the day at 8:30 am. Guardians who arrive late with their child must go to admissions to sign the child in and receive an orange slip. Guardians can then take their child to the class and hand the orange slip to the teacher as proof attendance has been taken. This procedure also applies to half day students who return for After School Programs.

Late Arrivals Middle School and High School

Middle School students are expected to be in the classroom and prepared by 8:00am. Late students must sign in at the Admissions Office and receive an orange slip which they will hand to their teacher upon their arrival to class. No slip, no entrance to class.

Dismissal Procedures

Dismissal starts around 2:50 on a regular school day. Bus students are taken to buses whose monitors conduct a roll call at 3:00 before leaving the property. Non-bus students who are being picked up remain in their homeroom or are delivered to pick up areas. Pick up rooms open at 3:00. Guardians must show name-tags to pick up the students. Middle School students can leave once their teacher has dismissed them.

HQIS Early Dismissal Procedures

When it is necessary for a student to leave school early, the guardian is requested to report to the Admissions Office to complete a Student Early Leave Form. Once the classroom teacher or the nurse signs the form, the parent takes the signed form to the Security Guard before leaving campus. Middle School students need advanced permission communicated from guardian to school but can go through early dismissal procedures independently.

Communicating Changes to Your Regular Pick Up Routines

The Admissions office is your point of contact when changing pick up routines for any reason (no school bus, child in the care of another parent, etc). Please make sure to get confirmation of the change from Admissions. Teacher action will be guided by information from Admissions.

ASP Pick up Procedures

ASP drop off (classroom teachers to ASP teachers) and pick up (ASP teachers to Guardians) will happen in a designated area. Guardians must show name-tags to pick up the students. Middle/High School students can leave once their teacher has dismissed them.

Gate Entrance Procedures

Students enter school in two ways: through the pedestrian entrance or by vehicle. The following guidelines help ensure safety when entering and exiting the school:

- Both motor and pedestrians traffic must listen to our staff & HQIS guards

- Both motor and pedestrian traffic must obey traffic laws
- **Only right turns** will be allowed from the exit gate
- Pedestrians should approach HQIS from the south whenever possible.
- Always walk your bike or scooter on designated crosswalks
- Guardians of students in Nursery to Grade 5 classes must walk the child onto school property.

To ensure students' safety, all parents and visitors entering HQIS must wear ID cards. Adults without an ID card will be required to sign-in at the security gate, obtain a visitor ID card and will be guided by the security guard to destination.

Only Vehicles with Vehicle permits are allowed to enter into the school campus during the traffic hours to drop off or pick up students. The regular traffic hours are: 8:00-8:30am, 3:00-3:30pm.

Vehicles must place the HQIS Vehicle Permit pass in the front right side of the vehicles windscreen (for easy visibility) when entering the school campus so that the guard and teachers on traffic duty can identify you. Student name and Grade Class must be written in English. Vehicles are only allowed to enter the school from the school gate on Yi Li Nan Lu, No parking is allowed on campus.

Parents are able to register a Vehicle Permit pass at the Admission Office with a completed Vehicle Permit Application form in one week before student starts the school.

Traffic safety is an issue that the school takes very seriously. HQIS staff members will assist drivers in adhering to the policies stated above. If a driver chooses to ignore any of the stated regulations, he/she will receive a warning from the school. After receiving three warnings, the HQIS Vehicle Permit will be revoked and the vehicle will be denied entry. Drivers displaying aggressive or inappropriate behavior will have the HQIS Vehicle Permit revoked immediately.

Bus Transportation

Our school provides morning, half-day, and afternoon bus service for HQIS students. Our buses stop only at HQIS -arranged drop-off and pick-up locations, and any change of schedule or route will be facilitated through the Admissions Office. Contact the Admissions Office at 62683121 or 62682074*8107 or email busservice@hqis.org before 2pm (with any issues and questions related to bus transportation. Guidelines for bus transportation are as follows:

- The school bus route is determined two weeks before the start of each term. Parents must submit the School Bus Application Form four (4) weeks in advance before the new term starts.
- Transportation rearrangements typically take up to one week to finalize, so if there is any change of residential address, a written notice of change of pick-up and drop-off address must be submitted to the Admissions Office ten days to the start of the new address service. If a change of request for pick-up or drop off creates a drastic change in a bus route, the school will not be able to accommodate the request.

- For urgent changes of bus service, parents must inform the Admissions Office at 62689773 or 62682074*8107 or email busservice@hqis.org by 11:00 am for mid-day bus service and 2:00pm for end of day bus service.
- Parents are responsible for notifying the Admissions Office when someone other than the parent will pick up the child at the afternoon bus stop.
- The school will provide parents with a bus schedule indicating pick-up and drop-off locations and times. To help ensure students arrive at school on time, buses will not wait for students to arrive after the assigned pick-up time. Arrive at the pick-up and drop-off location on time.
- Parents/caregivers are responsible for supervising their children while waiting for the bus.
- For purposes of security and safety, adults are required to show the bus monitor the child's student ID card and responsible for picking up the child at the bus stop.
- If an individual other than the parent/caregiver does not show the student ID at afternoon bus stops, the child will return to school.
- If parent/caregiver is not available to pick up the child at the bus stop, the child will be brought back to school.
- Students must not walk home by him/herself without parents' written permission submitted to the Admissions Office(MS/HS student Only).
- All bus students are required to wear a school bus tag while riding the bus.
- Bus service is not provided for after school activities. Parents of students enrolled in the after school program are responsible for arranging transportation.
- Students must be over two years of age to ride the bus.
- If a bus is running later than fifteen minutes, the Admissions Office or the bus monitor will contact the parents.

Bus Student Conduct

Students are expected to be safe, reasonable, and respectful at all times. Parents can help ensure an enjoyable and safe journey by encouraging the following bus behavior expectations:

- Students should treat the bus monitor and driver with the same respect as any member of the school community.
- Students should remain seated and wear seatbelts at all times. Even when the bus is stationary, seatbelts should be tightly fastened.

- Students should use quiet voices during their bus travels. This allows the bus monitor to distinguish the voices of distressed students requiring assistance.
- Throwing objects, shouting, standing, or abusing other pupils, the bus monitor, or the driver—physically or verbally—is prohibited.
- Students may only travel on their designated bus.
- Students cannot bring friends, other people, or pets on the bus.
- An incident report will be completed for any student who fails to comply with bus conduct regulations. The principal will contact parents after an incident report is filed. Students with repeat misconduct will be prohibited from riding the school bus for a determined period of time, including permanently. Parents will then be responsible for transportation and no financial reimbursement will be offered for the suspension of bus privileges.
- Students may not eat or drink on the bus.

Cancellation of School Day

In case of severe weather or other emergency, official information about school closings will be posted on our school website—www.hqis.org. A school wide email will be sent to families as early as possible. HQIS will not make up the days if the Chinese government announces mandatory school closures. The school has the right to make decisions on all other make up dates based on what is best for student learning. Make up dates are identified on the HQIS school calendar.

Change of Address

It is the responsibility of the parent to immediately inform the school of any changes in address, work phone number, home phone number, email address, or emergency contact information within 24 hours of the change by completing and submitting the Emergency Information Update form to the Admissions Office.

Emergency Information

In case of emergency, the HQIS Admissions Office keeps a record of the following important information for each student:

1. Parent or guardian name(s)
2. Shanghai residential address details
3. Mobile, home phone, and parent work phone numbers
4. Emergency contact phone numbers—friends or family members to contact if parents cannot be reached
5. Medical alert information- To ensure the best care possible, parents should inform the school of a child's specific medical conditions and health requirements (i.e. allergies, persistent illness, etc.)

Parents must complete the Emergency Information Update Form and submit to Admissions Office within 24 hours if any of the Emergency Information changes.

Insurance

The school is under Public Liability insurance that covers all sums that the school shall become liable at law to pay as compensation for:

- a) accidental bodily injury to any student of the School whilst in attendance at the School's premises or at any games, sports, camps, outings or functions arranged under the auspices of the School;
- b) accidental injury to any other person and/or loss of or damage to their material property caused in connection with the activities of the Insured happening during the period of insurance with the Territorial Limits specified in the Schedule of the Public Liability insurance policy.

The Public Liability insurance does not cover:

- a) loss of or damage to student's property;
- b) student's liability against other student;
- c) the student's intentional self-injury;
- d) the activity of the School which is not in connection with the school business.

It is hereby understood that the School will only be liable for any student's or third party's reasonable treatment expenses incurred as a result of the School accidental bodily injury in the hospital described as below: The hospital is located in P.R. China (excluding Hong Kong, Macao, and Taiwan).

Hospital means a place that:

- a) holds a valid license as a hospital;
- b) operates primarily for the care and treatment of sick or injured persons as inpatients;
- c) has legally registered professional physicians and nurses and
- d) has organized diagnostic and surgical facilities;
- e) is not, except incidentally, a clinic, nursing home, rest home or convalescent home, a place for alcoholics or drug addicts or similar establishment.

The insurance company reserves the final explanation of whether the loss is covered. In order to make sure each student is insured, it is parents' responsibility to buy an insurance policy before the student attends the school to cover any accidents that may happen during school time which are not covered by the Public Liability Insurance

Grievance Procedure

Positive relationships are maintained when individuals work towards constructive solutions in an atmosphere of courtesy and cooperation. The purpose of this procedure is to direct parents to the appropriate school personnel who will make every effort to provide solutions to the problems, which arise from time to time.

For concerns about academic, social and developmental progression please email your classroom teachers. Teaching staff will respond via email to address your concerns and set up a meeting if needed.

For concerns about transportation, enrollment, school fees, and special events please email the Admissions Office at admissions@hqis.org.

If the level of the grievance is extremely serious or highly confidential, contact the principal. The principal may refer you to the most suitable member of staff, or will deal with your issue or concern directly. To contact the principal, phone the Admissions Office at 62689773 or 62683121 to leave a message and/or schedule an appointment. You may also reach them through email.

If you have difficulty contacting any of these individuals, please call the Admissions Office and they will take a message. The appropriate personnel will make contact in a timely manner and schedule an appointment.

Passport and Visa Requirements

In compliance with Chinese government regulations, HQIS can accept applications from foreign passport holders or residents from Hong Kong, Macau and Taiwan. Applications can also be received by any Chinese passport holder who has one or both parents holding a foreign passport, or those who qualify to apply under the regulations of Shanghai Education Committee.

Chinese law asserts that all students accepted and enrolled in international schools must abide by Shanghai Municipal Education Commission regulations. Parents or guardians of eligible students must provide evidence of the following at the time of registration:

Passport and Visa Requirements

- Student's birth certificate
- The Work Permit issued by Shanghai Labor Bureau or Shanghai Expert Bureau
- Chinese Residence Permit
- Overseas Residence Permit
- Original passport and visa of the student and parent

Parents shall provide the Admissions Office an updated copy once any of these documentations is renewed.

All students accepted and enrolled at HQIS must also abide by the following Shanghai Municipal Education Commission guidelines:

1. Student is holding a valid foreign passport (the foreign passport has a valid Chinese Visa) and one of the parents is working in Shanghai.
2. Student is Chinese with at least one of the parents holding a foreign passport (includes Taiwan, Hong Kong, and Macao) with a valid work permit and residence permit. Both the work permit and the residence permit shall be issued by Shanghai governing office.

3. A foreign born child whose parents are both Chinese and are now working in Shanghai (student's foreign birth certificate is required). This includes Taiwan, Hong Kong, and Macao.

Local government requirements in regard to proper guardianship of students allows HQIS to accept students who are: a) resident with at least one parent, or b) resident with an approved guardian (with power of attorney). Students are not permitted, under local regulations, to be under the supervision of non-resident guardians. Students who are not living with at least one parent or authorized guardian cannot be enrolled at HQIS.

Tuition and Fees

The school utilizes tuition and fees to finance a variety of operating costs. Some of these expenses include supplying learning materials such as books, computers, software, and classroom toys; maintaining and improving facilities; paying utilities; and employing highly qualified teachers and staff. All questions regarding tuition and fees should be directed to the Admissions Office.

The school reserves the right to refuse admission or continued enrollment when the full amount of school fees are not paid as scheduled and/or scheduled installment payments are not paid as per agreement. If the school does not receive payment or written notification that payment is in transit by the due date, and/or has not received the required faxed copy of a wire remittance identifying the name of the student, the school will need to assume that the student does not plan to return and may make the seat available to new applicants.

In cases of non-payment, the school may suspend the student and/or withhold all school records for the student until fees are paid in full.

Tuition Fee Refund Policy

The School makes advance commitments related to staffing, purchasing, and other resources based on confirmed enrollment, all of which have financial implications. Accordingly, should a parent decide to withdrawal from the School, it is necessary for the School to be compensated for the early termination of the educational services contract between the School and the parent in order to mitigate any indirect financial impact. Depending on the Withdrawal Effective Date, the amount of compensation for early termination required by the School may vary.

- 1) A refund request will not be processed unless the School's Admissions Office receives a written notification of withdrawal.
- 2) Withdrawal Effective Date:
 - a) If a student does not attend any days of school, the Withdrawal Effective Date will be regarded as the date of receiving the notification of withdrawal.
 - b) If a student attends the School and a notification of withdrawal is received after the student's last day at the School, the Withdrawal Effective Date will be regarded as the date of receiving the notification of withdrawal.
 - c) If a student attends the School and a notification of withdrawal is received before the student's last day at the School, the Withdrawal Effective Date must

be written in the notification of withdrawal and serves as the student's last day of attendance at the School.

- 3) If a student withdraws from the School and the Withdrawal Effective Date is before July 1, fees paid for the fall term or the year, less the application fee, and the non-refundable deposit/cancellation fee will be refunded.
- 4) If a student withdraws from the School and the Withdrawal Effective Date is after June 30, but before the first day of the fall term, fees paid for the fall term or the year, less the application fee, the non-refundable deposit/cancellation fee, and a penalty equivalent to 20% of the total fall term tuition fee will be refunded.
- 5) If a student withdraws from the School for the spring term and the Withdrawal Effective Date is before December 1, fees paid for the spring term, less application fee and the non-refundable deposit/cancellation fee will be refunded.
- 6) If a student withdraws from the School for the spring term and the Withdrawal Effective Date is after November 30, but before the first day of the spring term, fees paid for the spring term, less application fee, the non-refundable deposit/cancellation fee, and a penalty equivalent to 20% of the total spring term tuition fee will be refunded.
- 7) Once a term is underway, no refund for that term is possible, regardless of whether the student has attended classes or not.
- 8) Refunds will not be offered to students who are dismissed from the School for academic or behavioral misconduct, or to students who have not disclosed learning issues which HQIS- RBIS cannot address.
- 9) School bus fee paid for a term will be refunded on a pro-rated basis for each day of a term that the student is not registered at HQIS less RMB 700 handling charge. The pro-rated amount per school day will be $1/90^{\text{th}}$ of the bus fee for the full term.
- 10) School fees are not transferable.
- 11) The School reserves the right to deduct any outstanding obligation such as charges for lost or damaged textbooks, library books, etc. from a refund.
- 12) Refunds are processed after the Withdrawal Effective Date, once the return of school materials has been verified.
- 13) Refunds will be transferred to the Party making the fee payment within fifteen working days.

Grade Level Placement

It is the policy of HQIS that children are placed with their chronological peers. In rare instances, a student vastly excelling his peers academically, socially and developmentally may be considered for placement ahead of his or her chronological peers

When this occurs, the classroom teachers, Learning Support Team (LSS) and a member of Leadership will assess the student's academic performance and social behaviors over a period of time. After discussing the assessment with the parents and the principal, the student's grade level placement will be determined.

In some cases the teacher and staff will recommend that a student be retained at grade level for the following school year.

When a concern about a student is reported, the teachers, Learning Support Team (LSS) and leadership will meet to discuss the child's academic performance, learning

behaviors, and social interactions with peers. Retention is only recommended when it is in the best overall academic and social interest of the child.

Promotion to a higher grade or retention in a lower grade is based on a student's ability and achievement. Our Early Childhood program is designed to offer developmentally appropriate curriculum for children in each age level, therefore students in **Nursery and Preschool will not be considered for promotion.**

Grade level placement is determined through the aforementioned processes by the school administration; while parent input is considered, the administration's decision is final.

Class Placement Procedures

Creating appropriate class assignments requires a mixed grouping of students by peer groups, gender, nationality, language development, learning ability, and social behavior. We consider all of these factors to ensure that classes are balanced and the learning environment is optimal for student growth and development.

Class Assignment procedures are carried out by the students' current grade level teachers, Learning Support Staff, and leadership. Classes are designed in a way that fosters a community of active learners in a class and involve multiple factors. The class construction procedure includes, but is not limited to the following factors: gender, academics, behavior, English proficiency, teachers, etc.

While we listen and be open to parent requests, the school's responsibility is to ensure that class assignments are appropriate for all students. **Please understand that in some cases we will be unable to honor these requests and the HQIS Leadership Team decision is final.**

The school will only consider changing a student's class assignment during the semester when it has been determined by the HQIS Leadership Team that the new classroom environment will benefit the social and academic needs of the child.

Class Sizes

(Nursery, Preschool, Pre-kindergarten and Kindergarten) classrooms are limited to eighteen students. Each classroom has a classroom teacher and a Chinese teacher. Nursery classes also have a life teacher in each class, making the adult to student ratio 3:18.

Elementary (G1-5) is limited to twenty five students. Each classroom has a classroom teacher and a Chinese teacher.

Middle School and High School classes are limited to twenty five students. Each classroom has a primary instructor and classes are often taught in teams or pairs.

Facility Usage

The library and the outside play area are school facilities available for families throughout the school year.

The outside playground, football pitch and basketball court are open from 3:00pm to 4:30pm daily (while no after school programs are functioning in any of these areas). Because there are no staff members on duty at these locations after 3pm, it is the **parents' responsibility to effectively supervise their child**. Playground toys, balls, and PE equipment are not for family use.

The HQIS library is open to students from 8:00am to 3:45pm (3:30pm Friday). Students are welcome in the library at any time throughout the day to exchange books, read, and conduct research. Parents are invited to visit the library from 8:00-8:45am, 12:00-12:30pm, and after school from 3:00-3:45pm (3:30pm on Friday) A parent or caregiver must accompany any student who visits the library after school.

All other school facilities are closed to families, unless otherwise indicated by leadership.

Playground Policy

The HQIS playground policy is implemented to ensure the safety of HQIS children during outside play periods. Any students on the playground areas from 3:00 pm onward **must be closely supervised by a guardian**.

Student Expectations

The following student actions are required to promote student safety.

General Playground Guidelines

- Listen to teacher and follow directions.
- Put away playground equipment.
- Keep hands and feet to yourself.
- No kicking balls on the upper playground.
- Line up at the end of playtime.

Playground Equipment Guidelines

- Playground equipment is reserved for students from preschool and up
- No climbing on the outside of slide.
- Always go down the slide.
- Walk up and down the steps.

Library

The HQIS library is a dynamic space with a growing collection of books and media for all HQIS students and staff.

Hours of Operation- The HQIS library is open to students from 8:00am to 3:45 pm (3:30pm on Friday). Students are welcome in the library at any time throughout the day to exchange books, read, and conduct research. Parents are invited to visit the library from 8:00-8:45am, from 12:00-12:30pm, and after school from 3:00-3:45 pm (3:30pm on Friday). A parent or caregiver must accompany any student who visits the library after school.

Borrowing Library Books- Students may borrow a number of books based on their grade level. Students may exchange books on any day, regardless of their scheduled class visit. Books are due back in the library one week from the date of borrowing;

however, book loans can be renewed if students want to keep the books for up to another two weeks. The library issues friendly reminders regarding overdue books.

Class	Maximum Number of Books Borrowed at One Time
Toddler	Books may be checked out under the parent's account
Early Years	Books may be checked out under the parent's account
Preschool	1 book
Pre-K	1 book
Kindergarten	2 books
Grade 1	2 books
Grade 2	2 books
Grade 3 and up	3 books

Parent Library Accounts- Parents of HQIS students may borrow five items at a time. They should submit their email addresses and mobile phone numbers when applying for a library account.

Online Library Catalogue- The HQIS library catalog is accessible from the HQIS website. Parents and students can search all the books available in the library and view books currently on loan.

Lost Books- Occasionally library books are lost or misplaced. Parents are asked to inform the classroom teacher if a book is lost. School staff will check the library shelves, the classroom, and other probable locations for the book. If the book is not located, parents will be asked to pay the replacement fee. All library fees must be paid before students can receive final progress reports and portfolios.

Textbooks and School Materials

Classroom textbooks, library books, and other school materials are loaned to students throughout the year and should be returned within the allotted borrowing time. Students who lose textbooks, library books, and other school materials will be responsible for their replacement fees. Progress reports and student portfolios will be held until payment is received.

Dress Code / School Uniforms

Middle/High School Dress Code:

The following is a list of clothing that **must not be worn**:

- Short shorts, skirts and dresses that are 10 cm or more above the knee

- Clothing that is transparent or see-through
- Clothing that is low cut
- Clothing with advertising or suggestions of anything relating to drugs, sex, or violence

M/H School Students are expected to wear the *green* HQIS Polo shirt (long or short sleeved) and appropriate *black* shorts, trousers or skirts of their choice.

Sensible footwear (shoes or strong sandals) – no high heels.

M/H Students must have a change of clothing (shorts or track pants, & t shirt) and appropriate footwear for PE classes (no skirts).

Discipline Policy

HQIS holds accountability as a learned skill that has a positive effect on development. Discipline is not a means to punish. The purpose of discipline is to promote a classroom and school environment conducive to learning, to promote character development, and to increase respect for adults and for peers. We want children to become socially responsible adults who make morally defensible choices. At HQIS we focus on reflecting on the behavior and work towards students improving actions and decisions.

School-Wide Essential Agreements

All essential agreements at HQIS should fall within the following guiding principles. By keeping the agreements simple, children are given the opportunity to consider and discuss the behaviors that fall under each heading.

1. Be safe.
2. Be responsible.
3. Be respectful.

Students who exhibit harmful behavior to themselves or others will be referred to the Principal's Office. The principal will contact the parent or guardian to discuss an appropriate course of action.

Bullying

Bullying is when someone hurts or scares another person on purpose and the person being bullied has a hard time defending him or herself. Often, bullying may occur over and over. This can include physical altercations (punching, shoving, etc.), verbal altercations (teasing, spreading rumors etc.), cyberbullying, among other things. Bullying will not be tolerated at HQIS. In line with our discipline policy and philosophy on student development, discipline will be constructed in a manner to nurture the child's development while still holding the child accountable via documentation.

Individual Behavior Plan

Where patterns of disruptive or inappropriate behavior occur that repeatedly prevent the child from learning and/or disrupt the learning of others teachers, leadership, student and family will work together to create a behavior system for improvement. For students on a behavioral plan, a lack of sustained, measurable progress toward positive behavior goals will result in the dismissal of the student from the school. Flagrant disrespect or harmful behavior may result in immediate suspension or dismissal.

Suspension from School and Expulsion

A student will be suspended or expelled from school if he or she engages in severe violations such as, physical or acute verbal conflict with another person, bullying, skipping class, vandalism, theft, possession of alcohol, tobacco, or illegal substances, academic honesty malpractice, computer/network hacking, possession of weapons and so on.

If the violation does not threaten the safety and security of the campus, or if this is the first or second time a student has been suspended from school, the student will usually be assigned one or more days of *in-school suspension* at the principal's discretion. Parents will be consulted and a counseling plan can be set in place if appropriate.

If the violation threatens the safety and security of the campus, persistently disrupts the education of other students, or if this is the third time a student has been suspended from school, a meeting with the Head Principal will be arranged immediately. The result of this meeting will either be *out-of-school suspension* (student does not attend school for a certain number of days) or *expulsion* (immediate de-enrollment from HQIS).

Suspension and expulsion from school is under the authority of the Head Principal.

Search and Seizure

Principals and teachers may make a reasonable search of a student or any member of the school personnel if there is reasonable belief that the person has in his/her possession an item or evidence of activity which is contrary to the school rules or in breach of law or the person's contract with the school. The search of a person shall be made by a person of the same gender as the person being searched and in the presence of one (1) additional person entitled to make a search.

Principals and teachers may make a reasonable search of the electronic information and systems, and anything or part of the school premises. They may make reasonable search of lockers, book bags, desks, laptops, cupboards, and any other place or thing on or electronically passing through the school premises.

Parent Committee and Volunteers

Parent volunteers are warmly invited and encouraged to become involved in the HQIS community and HQIS Parent Teacher Board (PTB). Parents interested in volunteering with the school can complete a Volunteer Application Form located in the Admissions

Office. Parents who are interested in joining the PTB can email ptbcomments@hqis.org.

Communication

Open communication between school and families is highly valued at HQIS. It is our belief that communication should be timely, appropriate and run through proper channels. Teachers will respond to communication from families between the hours of 7:45-5:00pm when they are not supervising students. Expect a response within 1 working day. Official channels of communication at HQIS include:

Family Orientation Day- Family Orientation Day occurs each fall for parents and children together to meet with teachers and explore school grounds. Teachers will explain curriculum, grading practices, homework policies, and general expectations.

Green Books – students, parents and teachers often on a daily basis use green books. Content may include: student reflections, homework assignments, teacher notes, parent queries, etc.

Friday Letters-Every Friday teachers send an email informing parents of special activities, announcements, learning objectives, and skills to practice at home throughout the week.

Weekly Newsletter-Each week, the principal will send out an electronic newsletter informing the HQIS community of upcoming school events and interesting classroom projects, lessons, and/or activities.

Emails- To support our school's green initiatives, most communication will be sent home via email. If you are not receiving emails from the Admissions Office or the classroom teacher, communicate the issue in your child's green book and provide a current email address.

Website- The school website features content about HQIS programs, teachers, special events and announcements, and general information about the school. Parents may regularly check the school website www.hqis.org for any urgent announcements.

ManagBac – HQIS will be opening the parent portal of ManagBac in due course. There will be parent information sessions on how ManagBac operates in first semester.

Parent- Teacher Meetings - Parents and/or teachers may wish to set up meetings throughout the school year. Meetings are to be set up via email and teachers will have the final right on setting an appropriate meeting time which does not interfere with the learning of the classroom.

Parent – Leadership Meetings – Parents and/or leadership may wish to set up meetings throughout the school year. Meetings are to be set up through admissions or by emailing leadership directly. Leadership have the final right on setting an appropriate meeting time that does not interfere with school operations.

Parent Teacher (Student) Conferences – PT(S)Cs take place between 10-12 weeks into the school year. These conferences are used to discuss the academic and social achievements of your child as well as look at areas to focus on.

Nursery Communication Policy – Classroom communication will be daily for the first month of the school year to help ease the transition for both students and parents. As classes settle Nursery will move towards bi weekly or weekly communication.

School Events

Family Orientation Day- Family Orientation Day occurs each fall for parents and children together to meet with teachers and explore school grounds. Teachers will explain curriculum, grading practices, homework policies, and general expectations.

Open House – Open House occurs approximately a month into the school year. It is a time. Open House is run as a family scavenger hunt in which parents and children work together to see whom, where, what and how their child is learning at HQIS.

Family Picnic- Each September the HQIS community joins together to celebrate the beginning of the new school year. Family picnic is a community building event with activities such as teacher led activities, picnic areas, parent led booths, etc.

Parent Teacher (Student) Conferences – PT(S)Cs take place between 10-12 weeks into the school year. These conferences are used to discuss the academic and social achievements of your child as well as look at areas to focus on.

Literacy Week - Literacy Week is a week devoted to the love of literacy. Everything from storytelling, pajama day read-ins, writing our hearts out, and dressing up as our favorite book characters brings our school community together to celebrate and promote literacy. Literacy week culminates with Literacy Day which is a carnival-like day of fun in which families come to school to participate in a wide variety of literacy activities.

Chinese New Year Celebration- Chinese New Year is a special time of year with important traditions. During this celebration, the community comes together and engages in traditional Chinese activities such as cooking dumplings and writing Chinese characters.

Earth Day- Each spring, HQIS presents Earth Day—a unique event that encourages environmental and cultural awareness. Teacher-lead activities, student driven action and performances by teachers, students, and local talents help to educate both expatriate and local communities.

Sports Day – Sports Day is set up as a fun day for students to work together to complete physical activities and challenges. Parents and families are invited to join in the fun.

Festival of the Arts- The Festival of the Arts is a showcase of dance, music, film, multi-media, and visual art from the school’s specialist classes and after-school programs. The festival displays the talent and creativity of students, parents and staff at HQIS to foster an appreciation of the Arts.

Winter and Spring Performances- Each year all students participate in a winter and spring performance. Performances vary based on the age of students but generally feature an array of songs, dance, reader's theater, poetry readings, and plays.

Field Trips

Classes will be participating in educational field trips during the year. It is the policy of HQIS to acquire parental permission before allowing students to travel with members of his/her class. If parents would like their child to participate, they must carefully read and sign the Field Trip Permission Form.

We seek the following student to adult ratios for all field trips:

- Early Childhood ratio is 4:1
- Kindergarten and Grade 1 ratio is 8:1
- Grade 2 and up ratio is 10:1

Parents who wish to assist by chaperoning a field trip may volunteer by contacting the teacher. Due to a variety of factors (e.g. participant restrictions at field trip sites, space on the school bus, etc.) additional family members or friends may not accompany a volunteer chaperone on field trips. Parents are not permitted to accompany students on middle/high school field trips.

Language Policy

Language Philosophy

Language promotes social integration, personal identity and expression of culture. Language skills empower individuals to solve problems, think critically, interpret and make connections to the world. Language acquisition encompasses and expands each individual's ability to express thoughts, feelings and ideas, through different mediums. The acquisition of language allows individuals to become active and involved members of society by developing effective communication skills.

Principles of Language Learning at HQIS

Hong Qiao International School:

- Promotes authentic inquiry-based language learning.
- Incorporates the teaching and learning of language into all programs.
- Develops and interrelates the skills of listening, speaking, reading, writing and media literacy.
- Promotes consistency of practice in the teaching and learning of languages.

Language Profile

HQIS students come from diverse language backgrounds with a strong Chinese Heritage population. We acknowledge that many of our students use English as an additional language. There is a range of English proficiency across the school.

English at HQIS

The Language of Instruction at HQIS is English. In order to access the curriculum at HQIS, all students need to continually develop their English proficiency. At HQIS, all teachers, parents, and community members are teachers of language. We believe that all stakeholders, including parents, play an important part in children's language acquisition. As a school community, we value a collaborative approach in helping all children access the curriculum through literacy development.

Mandarin at HQIS

The host country language is Mandarin. For a large portion of our students, Mandarin is also their Mother Tongue. Therefore, all students at HQIS learn Mandarin to bridge their understanding of the local and national community in which our school sits. During their time at HQIS, all students will continually develop their Mandarin proficiency at their level.

The Nursery, Preschool and Pre-Kindergarten Mandarin language program focuses on the development of oral communication through play-based activities. When children enter the Pre-Kindergarten program, they continue to develop their oral language skills and are introduced to basic Chinese characters through reading and writing.

The Elementary (K-5) and Middle School, the Mandarin Language program focuses on developing oral language skills and the reading and writing of Chinese characters. When children enter the elementary program, they are challenged to develop their oral language skills, read and comprehend the meaning of Chinese characters as well as pinyin, and write Chinese characters and pinyin to express thoughts and ideas. Students are grouped according to Chinese language ability. Students are assessed throughout the year.

Mother Tongue at HQIS

HQIS and the IB value Mother Tongue because it is important for the development of students' thinking, sense of identity, and culture. Mother Tongue development also increases the success outcomes of additional language learning. Therefore, HQIS encourages families to continue the reinforcement of written and spoken Mother Tongue language. As stated above, many students at HQIS are receiving support for their Mother Tongue language through the Mandarin Program. All students are encouraged to use their Mother Tongue as a *support for learning*.

English as an Additional Language

The English as an Additional Language (EAL) program provides students support in learning English. The program helps students access the curriculum, communicate, express themselves, socialize and fully engage in the learning environment through the different strands of language.

When a non-native English speaking student enrolls at HQIS from Grade 1 and up, an assessment is administered to determine the student's language proficiency. The EAL Program offers both out-of-class instruction and flexible in-class support for students. EAL Teachers also collaborate with homeroom teachers to ensure the curriculum is accessible to all students.

Assessment Policy

Philosophy of Assessment

Assessment is integral to all teaching and learning. The prime objective of assessment is to provide feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Assessment is a continuous process that drives instruction and allows us to reflect on our practice in order to best meet the needs of each of our students.

Principles of Assessment

Teachers at HQIS are committed to the following principles when assessing students

- Assessments are planned and structured to ensure that all students have a clear understanding of the reason for the assessment, what is being assessed, and the criteria for success.
- Assessments allow students to apply their new skills and understanding in a variety of ways and provide them with information about their performance that will enable them to establish goals for improvement.
- Assessments are frequent and ongoing.
- Assessments are designed to challenge and extend thinking.
- Effective assessments are planned and built into the learning, not added after the event.
- Teachers provide ongoing feedback on the learning process allowing students to gain an understanding of their progress and areas that require further development.
- Assessments are differentiated and are used to adjust learning experiences to support individual differences.
- Student, peer, group and teacher self-assessments are incorporated into teaching and learning to promote reflective practices.
- Assessments provide parents with a holistic picture of their child by identifying strengths and areas that require further development.

Homework Policy

Homework supports learning by providing students with opportunities to exercise newly acquired skills and knowledge as well as support the development of time management and responsibility. Assignments should connect to concepts taught in class and take into account students' learning abilities and interests. On occasion, teachers may need to modify homework assignments to meet students' needs and parent expectations.

Homework is given at the discretion of the teacher to support the individual learning goals of the student. The amount of time spent on homework will vary depending on the students' age and understanding of concepts taught in class as well as the specific assignment.

School Departments – Policies and Procedures

Admissions Procedures

School Tour The first step for families who are interested in joining the HQIS community is to set up a school tour. Tours will be booked 48 hours after requested. On a tour you will see the facilities and be granted viewing of classrooms via a walkthrough. If more information is wanted a meeting with the principal can be arranged.

Student Applications Parents who are interested in enrolling their child are asked to fill out an application form. Final date for enrollment is late April each year. The following forms must be completed before the next step can be taken:

- Completed** application form
- Copy of passports of student and parents/guardians
- Copy of visa/residence permit of student and parents/guardian
- Copy of parents' Chinese Work Permit and business card(s)
- Copy of student birth certificate
- Copy of student's current immunization record
- Official school report in English from last two years required for K and up (not letters of recommendation)
- 2000 RMB application fee
- Digital photos of student and each parent

Student Interview Day *Once the application is complete with all the documentation, a half-day will be scheduled with appropriate members of the admissions committee, the parents and child to take place within 2-5 business days for an interview and admissions testing.*

Student Application Review An Admissions Committee of leadership and learning support services will review the application and send a letter of acceptance or letter of denial. This process will take between 2-5 business days.

Student Placement If the child is accepted the admissions committee will go determine the best placement for the student. Once determined the child will be asked to come back in before his or her first day. IF the child is a non native English speaker he or she will be asked to come at 1:00 so our EAL team can administer a WIDA test. All families will meet the teacher on this day at 3:00.
Admissions Committee talks with applicable grade levels to place student in a class.

Learning Support Services Program

HQIS offers a Learning Support Services (LSS) program for students who experience significant challenges in the classroom setting. Learning Support provides alternative approaches to traditional methods of education in order to address the specific learning needs of individual students. The Learning Support Services (LSS) embrace the broader mission and values of HQIS by creating an environment that helps students fully function in our ambitious learning environment. The LSS Coordinator works with students, families, outside services, and teachers to assure each student is able to access the curriculum at their educational capacity.

The **LSS Mission** is as follows: Learning Support Services (LSS) at Hong Qiao International School assist students in realizing the school's mission and values through:

1. Limited *pre-determined* educational support and services,
2. Creating inclusive learning environments that support diverse students, and
3. The promotion of academic independence.

While LSS can successfully meet the learning needs of most students, HQIS cannot accept all students who apply for enrollment into this program. As such, HQIS has been successful helping students beginning in Preschool through Grade 5 with diagnoses like:

- Dyslexia
- Dyspraxia
- Dysgraphia
- Assisted Mobility
- Articulation
- Hearing/Visual Impairments
- Sensory Integration (Mild)
- Speech/Language Disorders
- Attention Deficit Disorder
-

Learning Support Services (LSS) at HQIS starts with the application process. HQIS applicants must disclose any previous diagnosis or concerns so that our LSS team can best support the child. Students will be supported through the creation of a collaborative plan involving teachers, LSS, parents, students and leadership. This plan may include limited shadow support. Below is information on the Child Study Team Referral Process

Once accepted as an LSS student, families meet with LSS personnel to finalize their individualized program moving forward. There are periodic meetings to provide general updates, and more formal meetings to provide more formal feedback. Annually, the LSS plan is re-evaluated and new goals are established.

To best meet the needs of all students, HQIS expects that all parents will provide 100% disclosure as to a child's needs. If a parent withholds information that may impact enrollment into school or the LSS program, or the

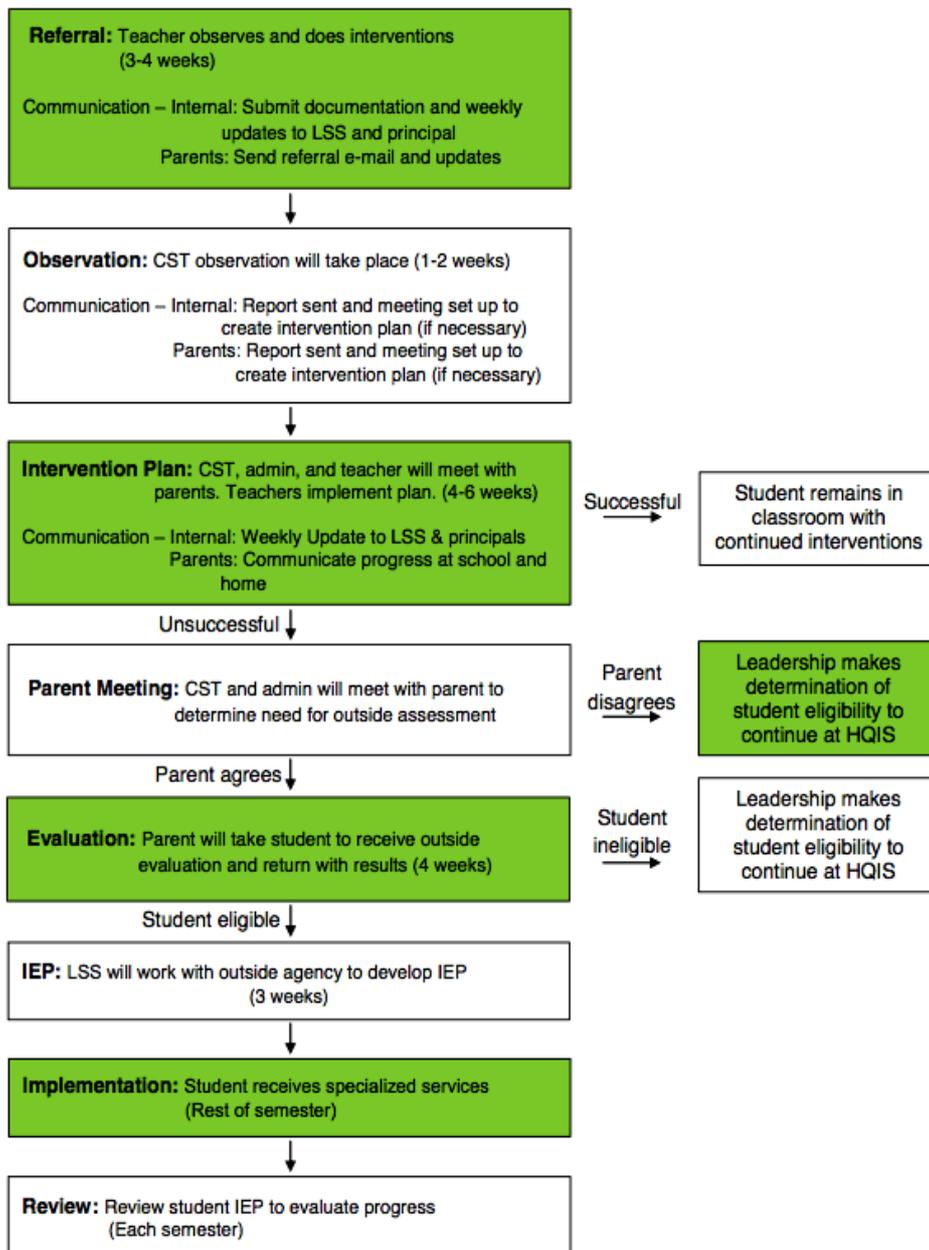
student does not fully participate in the program as determined by HQIS, the school reserves the right to withdraw the student as it sees fit.

The school will make every reasonable effort to accommodate the special needs of individual students; however, *some children may require services that are not provided at HQIS. In these instances, the school will request that the child withdraw from HQIS and enroll in another educational institution. The HQIS refund policy will apply if this situation occurs.*

On-Site Support from an Outside Agency

HQIS offers the opportunity for students who receive additional support from an outside agency to receive the support on campus. Additional support services may include, but are not limited to, speech and language support, physical therapy, occupational therapy, and counseling services. Parent interested in on-site support should contact the LSS to discuss possible options. Support services from an outside agency can be provided outside of instructional time. Special exceptions can be made for extreme circumstances. HQIS reserved the right to make all final decisions in regards to on-site support services from outside agencies

Child Study Team (CST) Referral Process



English as an Additional Language (EAL)

The English as an Additional Language (EAL) program provides students support in English literacy. At HQIS the majority of our population is non-native English speaking with varying levels of development in English. The EAL team helps facilitate literacy learning in English to a student population with varying needs.

EAL Assessment Procedures

At the beginning of the school year every student entering grade 1, new to the elementary school, or who has not graduated out of the EAL pull out program is tested using a WIDA assessment. Late enrollments to HQIS who are non-native English speakers are administered a WIDA test prior to their first day of school.

Pull Out Support

Students who score less than 3.5 on the WIDA are placed in pull out classes with peers at a similar level of instruction with priority being either first thing in the morning or at the end of the school day. These hours have been chosen as it allows the students to be with their homeroom class during the prime learning hours of the school day. EAL teachers will collect the students and bring them back to their class. Classes are run by an EAL specialist and range in size from 2 students to 8 students.

Students who are eligible for the pull out program pay a one-time EAL fee, regardless of how many semesters pull out is needed. This is the only additional cost for EAL during the school day.

EAL pull out students will receive weekly communication via a Friday EAL Letter and an EAL progress report for each semester in the program.

At the end of each semester there will be a review period to determine what's best for each individual. These meetings will involve homeroom teachers, EAL, LSS and leadership and use data including WIDA testing, DRA results, and anecdotal notes to determine where to place the student in the next semester (pull out, exit the program, etc.)

Tracking Development

Our EAL team, in conjunction with leadership and curriculum coordinators, has developed the following markers for students who enter the EAL program. Students who do not achieve these basic markers will be referred to LSS who will work with teachers to start the CST process on that child. The reason for this is to investigate the needs of the child are being met and use information gained to implement best practice. Students who do not graduate out of the EAL program in one full school year will also be referred to LSS.

Expected WIDA growth during one school year: + 1 overall composite score

Expected DRA growth during one school year: +4 to + 12

Below are DRA scores we believe the student's need to achieve in order to interact with the curriculum at the start of each grade and what HQIS targets

	Minimum need to access curriculum	HQIS targets
Grade 1	1	4
Grade 2	4	12
Grade 3	12	24
Grade 4	18	34
Grade 5	24	40+

Push In Support

Every student at HQIS from grades 1-5 receives EAL support. Each classroom has an EAL specialist dedicated for a 45-minute learning block each day. During this time there are three teachers in the room assuring an average of 1 teacher for 5 students. This learning block focuses on literacy, which is the cornerstone of learning languages. There is no fee for push in support, as we believe its best practice to support all of our students, especially as our school population has many learners with a native tongue other than English.

After School Program Support

Some programs in our EAL ASP are designed and run by our EAL team geared towards specific needs they find in our population. HQIS continues to develop ASP programs which are EAL specific with a goal of classes specific to student needs (as guided by specific student data) by Spring 2019-2020.

After School Programs (ASP)

Students at HQIS have the opportunity to enhance Pre-kindergarten to Grade 12 students' academic experience by enrolling in our after school program. Programs are offered in semester one and semester two. Courses cover a variety of topics, including academic support, arts, drama, and sports. The admissions office will send the After School Program Enrollment information forms to students at the beginning of each semester.

ASP General Timelines:

- **Registration Period:** Information on all ASPs are sent to families who then have a period of time to sign their child up (approximately 3-4 weeks)
- **Construction Period:** Classes with enough registered students will be confirmed. Students whose ASP may be canceled due to lack of numbers are allowed to change ASPs (1 week)
- **Invoice and Payment Period:** Once classes are confirmed invoices will be sent out to parents to pay for classes (1 week)
- **ASP Semester**– Each ASP semester runs for 12 classes with an open week and an end of semester performance

Specialist Classes

Specialist classes at HQIS start in preschool who attend 30 minute classes each week in art, music and physical education. Pre- Kindergarten specialist class time is increased to 45 minute classes. From Kindergarten and above technology is added as a specialist class. All students from kindergarten to high school will attend specialist classes in art, music, physical education and technology.

Nursery and Early Childhood

Our Image of the Child

At HQIS, we believe each child is a naturally curious individual. In order to promote self-discovery, children are given the freedom to explore and create independently, with peers, and with teacher guidance. We respect each child's values, cultural background, and family dynamics, as we believe these are a critical part of shaping a child's character.

How Young Children Learn Best

At HQIS we understand that an environment rich in open-ended, play-based activities help children develop an understanding of the world and foster positive social development and emotional well-being. Young children learn best through active, hands-on interactions with a variety of age appropriate classroom materials. Our learning engagements focus on building strong peer group relationships while also providing a positive environment in which each child can express his or herself as a unique individual.

How the Environment Supports Learning

The physical environment at HQIS supports learning in a variety of ways. The size and arrangement of classroom furniture is age-appropriate and designed with safety in mind. In addition, there are specific areas within the classroom, such as dramatic play and art areas that are set up to guide children in their play. We believe that using open-ended materials supports individual and social play, stimulates imagination and inquiry, and encourages natural exploration of a child's environment. In order to provide a comfortable environment that promotes responsible use of classroom resources, we introduce learning materials gradually and in a progressive sequence.

Establishing a Classroom Community

One of our main objectives as Early Years educators is to build a strong learning community within our classrooms. To support this goal, an informal orientation is held at the beginning of the school year so that families, teachers and students have an opportunity to meet and get to know one another prior to the first day of school. During this orientation, parents will learn more about the school curriculum while students will have a chance to explore and become familiar with the classroom environment. To help children transition from home to school and make connections with peers, teachers display family photographs in the classroom, facilitate friendship-building activities, sing greeting songs, and play games.

To build a community among parents, there will be an optional class directory, a Bi-weekly email between teachers and parents with a weekly email update with photographs on Friday.

Throughout the year, teachers will also conduct informational meetings that focus on topics relevant to parents of Nursery students.

Behavior Policy: Dealing with Conflicts in the Classroom

Conflict is a natural part of childhood socialization. Young children are still developing a sense of ownership, willingness to share, and an understanding of peer's feelings. We feel that a classroom with adequate materials, defined rules and expectations, and supportive teachers will help reduce conflict. In cases of conflict, we seek to understand the source and provide methods to resolve the issue. Many conflicts with young children stem from an inability to properly communicate one's feelings.

When a conflict occurs, we will assist the children involved in resolving the issue. At times, a child may need to be separated from the activity for a short period of time until they are ready to join the group and play appropriately.

Early childhood is a time when children often negotiating in their first social setting outside of a home dynamic and an important developmental gain in learning to manage emotions and behave appropriately. All children will display undesirable behavior at some time. To help children learn how to manage their behavior, teachers will use positive guidance and discipline. Positive guidance and discipline techniques help children learn self-control, independence, responsibility, and respect.

Assessment

Nursery: Teachers assess children's learning and development through observation, anecdotal records, checklist, collecting children's work, and completing twice-yearly progress reports. Teachers also meet twice a year with parents to conference and discuss the child. Teachers gather evidence of children's development in a student portfolio, which is used to guide and support planning and provide parents with an observation of their child's learning, interests, friendships, and development over the course of the year.

Early Childhood: Early Childhood assessment builds on Nursery assessment as it adds the PYP curriculum and assessment. Assessment of PYP curriculum takes place through formative assessment of each line of inquiry and summative assessment of the units. Teachers also meet in first semester for Parent Teacher Conferences and second semester for Student Led Conferences. .

Lunch

Independence is encouraged during lunch. Children are encouraged to try foods, but are not forced to eat them. Both forks and spoons are available for students. If children need support using the utensils, they are guided with hand-over-hand assistance, but are not spoon-fed. Children's portions and preference for food is communicated through emails. Bibs are provided for nursery. In Nursery students eat in their classroom while Early Childhood teachers are the first to use the cafeteria.

Sleep and Rest

We know and value that children of all ages require a period of rest during their busy day. Rest time at HQIS refers to a period of inactivity where children have time to themselves to feel calm and relaxed. All children in Nursery will be offered a 2 hour rest period. Students in pre-school rest for 1.5 hours, while pre-kindergarten students rest for 1 hour. If after a given time a child does not fall asleep, they will be offered quiet solitary activities. During rest time, staff will ensure:

- Children are properly supervised.
- Children's beds are not touching.
- Bedding is not covering children's faces.
- Quiet music/stories are playing.
- Beds are clean and in good order.

Parents should provide safe bedding for students (no zippers), and a soft toy if necessary. Teachers will return children's bedding every other week on Friday.

What to Bring to School

We would ask that you bring the following items for your child:

- Backpack or small bag
- Water bottle
- Diapers – either sent daily or weekly
- Wet wipes (if you have special ones you prefer to use)
- A change of clothes (shirt, pants, underwear, socks, and shoes) in a labeled ziploc bag
- Comfortable and casual clothing. While teachers take steps to ensure that clothing does not get stained, children do play, explore, and get messy in the school environment.
- If necessary, a comfort toy can be brought to school, and should be labeled with your child's name. Other toys brought to school will remain in children's bags so as to avoid loss, damage, or disruption to the classroom environment.

Supporting Your Child's Transition to School

The first day of school is an exciting milestone in a child's life. As wonderful as this day may be, it can also be stressful for a young child. This may be your child's first time being separated from you for an extended period of time.

Some tips to help make an easier transition:

- Talk to your child about starting school. Have a positive attitude about school, as your child can sense any anxiety you may have. Express enthusiasm for the exciting and fun experiences your child will have at school.
- Set a consistent routine. Both a bedtime and morning time routine will help your child feel more comfortable in new situations.
- Clearly explain to your child where you will be and when you will return to pick them up.
- Maintain a clear good-bye routine. This may include letting your child know in advance that you will be leaving in 3 minutes, give a kiss and hug, or a wave from the window. Once you tell your child you are leaving, it is important to follow through. Extending the good-bye with “OK, just one more kiss, and then I really, really have to go,” tends to heighten anxiety rather than relieve it. Avoid sneaking out, as this seems to encourage children to become less trusting and makes the second day of school even harder.
- Understand that parents will not be allowed to stay in the classroom. We realize that it is also difficult for parents to leave their little ones at school, but it is important that parents trust teachers to love and care for their children during the school day. The teachers and principal(s) can offer support to parents who are having anxiety about leaving their child.

Additional Programs

Throughout the school year, teachers in the Nursery program provide parents with regular information sessions. These information sessions focus on a range of topics relevant and interesting to parents of young children. They include, but are not limited to:

- Toilet Training Basics
- Discipline – positive guidance for young children
- Developmental Milestones
- How Does My Child Learn Through Play?

At the beginning of the school year a survey is sent to parents inquiring about topics, preferred dates, and times for sessions. Once sessions are confirmed, information pamphlets are sent to parents.

Toileting Policy

Nursery Toilet training is a big step in young children’s lives. At HQIS we recognize that effective toilet training requires communication between staff and families. When a child is ready to begin toilet training, staff and parents will communicate the child’s individual needs. Children who are not yet toilet trained will have regular diaper changing times during the day. Staff will follow our diaper changing procedures with all children. We ask that parents provide diapers on a daily basis.

Early Childhood Children in Pre-kindergarten must be toilet trained before the start of the school year. Children in Preschool are expected to be toilet trained.

Communication Policy

Nursery Classroom communication will be daily for the first month of the school year to help ease the transition for both students and parents. As classes settle Nursery will move towards bi weekly or weekly communication.

Elementary School

Elementary Discipline Philosophy

Teachers and students will work together to negotiate essential agreements for the classroom. Co-construction helps in the creation of developmentally appropriate and clear agreements, which all class members have an investment in. Students are still developing social skills and will need extra support with appropriate behavior at times. If patterns of disruptive or unconstructive behavior occur an individual behavior plan may be constructed.

Elementary Assessment Policy

Assessment in Elementary builds off of assessment in PYP foundations. Teachers assess children's learning and development through observation, anecdotal records, checklist, collecting children's work, and completing twice-yearly progress reports. Assessment of PYP curriculum takes place through formative assessment of each line and summative assessment of the units. Teachers also meet in first semester for Parent Teacher Conferences and second semester for Student Led Conferences. Teachers gather evidence of children's development in a student portfolio, which is used to guide and support planning and provide parents with an observation of their child's learning, interests, friendships, and development over the course of the year. Starting in Kindergarten the school starts tracking reading and writing data on each student to measure progression. This takes place via DRA testing (once a semester) and 6+1 writing assessments (once a semester). Starting in grade 1 all non-native English speaking students are also assessed, via the WIDA, by our EAL department. Starting in Grade 3, ISA (International School Assessment) standardized testing will begin.

HQIS - HRA Middle School and High School

Discipline Policy

All middle/high school students are responsible for abiding by the school-wide Essential Agreements at all times while on campus, while on field trips, and while wearing school dress code (on or off campus). Students are expected to act with integrity and show respect to others. Inappropriate behavior may result in the following:

- First occurrence Teacher discusses actions with student; can be referred directly to the M/HS Principal if needed; may notify parents if deemed necessary.

- Second occurrence Student referred to M/HS Principal, parents notified; can be referred directly to the Head Principal for disciplinary action if severe.

- Third occurrence Student referred to the Head Principal for disciplinary action, parents notified.

Academic Honesty

Academic honesty will be taken very seriously at HQIS-HRA. Any form of plagiarism, collusion, misconduct, communication during exams, or duplication of work will be taken seriously by the school. The breaching of academic honesty may also result in students being withdrawn from HQIS. Any breach of academic honesty will involve parent meetings and may result in a zero grade. Any incidents of academic policy will be recorded by teachers and Leadership.

Assessment at HQIS-HRA

Teachers will use a wide variety of techniques and evidence gathering when assessing the progress achieved by students. The assessments will ensure the tasks set for students are well matched to their individual needs and abilities. Each course will be divided into four quarters with summative assessments four times a year, at the end of each quarter. Each quarter will be assessed with a minimum of two formative assessments throughout which will inform teacher planning and guide further instruction. Formative assessments are not counted towards the final grade. A final grade will be given for each course at the end of the academic year.

Semester 1			Semester 2			Final Grade
Quarter 1	Quarter 2	Semester 1 Exam	Quarter 3	Quarter 4	Semester 2 Exam	
20% of total course grade	20% of total course grade	10% of total course grade	20% of total course grade	20% of total course grade	10% of total course grade	100% total course grade

A / A+	93-100	7
B+ / A-	87-92	6
B- / B	80-86	5
C / C+	73-79	4
Ds / C-	60-72	3
High Fs	30-59	2
Low Fs	0-29	1

Formative assessments:

These assessments inform both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it provides information to monitor progress towards meeting the course aims and objectives.

These frequent assessments drive instruction and identify students' learning needs. It provides direct feedback to the learner and informs teachers of student progress. These assessment strategies will include combinations of ongoing assessments (observation and feedback); pre-assessments; self-reflections; performance- and project-based assessments; individual and group projects; portfolios; open-ended tasks; and quizzes. Formative assessment consists of descriptive feedback that supports ongoing learning – formative grades **do not** go towards the final grade.

Assessed formative work

- Numerical grade or descriptive feedback, written or oral, is communicated to students.
- Early on, students are forming understandings about learning, mistakes will be made, opportunities for students to learn from these misunderstandings and errors (make ups) are valuable components of the assessment and reporting process.

Formative is not to be included in the quarterly grades, but must be part of the students' assessment portfolios.

Summative assessments:

These assessments give an overview of previous learning and are concerned with measuring of student achievement. Summative assessments take place at the end of a unit of instruction (quarterly).

A Middle or High School student who receives two or more unsatisfactory grades (below a C-), or one failing grade (F) will be put on academic probation.

Students on probation **might** be limited in their co-curricular participation until academic performance is at the C or better level, as per the principal's discretion.

At HQIS-HRA, students are assessed using a variety of assessment tools and strategies. We agree that **formative** assessment at HQIS:

- is viewed as an essential part of the learning process
- is the foundation of all planning, teaching and learning
- monitors progress toward relevant student goals and provides motivation to learn
- uses a variety of strategies and tools to gather evidence and inform instruction
- allows students to apply learning to real world, authentic situations, not just allow for recall of facts
- promotes student reflection for reporting to parents, teachers and administrators

Formal Exams

All Middle and High School students will undertake formal exams at the end of each semester. These exams will be a cumulative assessment of content taught for each semester. Exams will be held during the first week of December and the first week of June.

Our HQIS College Counselor will be in regular contact with HRA College Counselor – they will each be working to assist your child to find the ‘best fit’ College or University. Students in Grades 9 -12 will have regular contact with our College Counselor. All students (with Parents) will be scheduled to meet to discuss and explore courses, activities and updated opportunities (College Fairs, college information) from G9 to benefit our students University or College applications. Our College Counselor will be the person who organizes and informs our families of all ISA, PSAT, SAT, SSAT, TOEFL and other standardized assessments.

Our College Counselor will also teach Guidance Classes to G11 & 12 students twice per week. Guidance classes cover all the preparations necessary for University or College life. The program also assists student understanding of sitting exams, SAT testing, cooking, money matters and many other necessary skills required once students graduate and leave.

External Examinations

SSAT testing and practice sessions are provided as a way for students to prepare for entry into USA schools. SAT (Scholastic Aptitude Test) testing will take place for all HS students to support their applications into USA/European/Australasian universities. Students in Grades 6-10 participate in the International School Assessment (ISA) each year at the beginning of the second semester. The MS-HS After School Program (ASP) includes tutorial support in all subject areas and includes Khan Academy programs, individual and group support SAT and SSAT exam practice. All MS-HS teachers offer academic support to students after 3 pm.

HEALTH AND SAFETY

School Safety

Student safety is of the utmost importance at HQIS. Thus, every possible consideration will be taken to manage and enhance conditions within the school to ensure each student feels secure, safe, and unthreatened. To this end, standard safety precautions will be taken in all areas of school programs and facilities.

Child Protection Policy

Dear Parents,

At Hong Qiao International School, we prioritize your student's safety and well-being above all. We work hard every day to ensure that students are provided with a learning environment where they can be safe, healthy, and happy. We take the responsibility of caring for your child seriously. For this reason, HQIS has published the following Child Protection Policy based on the following:

- **Minors Protection Law of the People's Republic of China, Article 5:** In the protection of minors, the following principles shall be followed: (1) respecting the personal dignity of minors; (2) following the laws which govern the minors' physical and mental development and the characteristics of such development; and (3) combining education with protection.
- **Anti-Domestic Violence Law of the People's Republic of China:**
 - **Article 14:** Schools shall promptly report cases to public security organs if they find, during the course of their work, that persons with no civil capacity or persons with limited civil capacity have suffered or are suspected of suffering domestic violence. Public security organs shall keep confidential the identity of case reporters.
 - **Article 35:** Where a school and its staff members fail to report a case to a public security organ in accordance with Article 14 herein, resulting in serious consequences, the person directly in charge and other persons subject to direct liabilities shall be given disciplinary sanctions pursuant to the law by the relevant superior competent department or their own employer.
- **UN Convention on the Rights of the Child** (which China has signed):
 - **Article 19 – Protection from abuse and neglect:** The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

- **Article 34 – Protection from sexual exploitation:** The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography

We thank you for entrusting us with the responsibility of educating and caring for your children. We hope that we can work with you to maintain the safe environment we strive to uphold. If you have any questions regarding our policy, please contact a Principal.

Sincerely,
HQIS

Child Protection at HQIS

How are neglect and abuse defined?

The United Nations (UN) defines violence as all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse as listed in article 19, paragraph 1, of the Convention. The term violence has been chosen here to represent all forms of harm to children as listed in article 19, paragraph 1, in conformity with the terminology used in the 2006 United Nations study on violence against children, although the other terms used to describe types of harm (injury, abuse, neglect or negligent treatment, maltreatment and exploitation) carry equal weight. In common parlance the term violence is often understood to mean only physical harm and/or intentional harm. However, the Committee emphasizes most strongly that the choice of the term violence in the present general comment must not be interpreted in any way to minimize the impact of, and need to address, non-physical and/or non-intentional forms of harm (such as, inter alia, neglect and psychological maltreatment).

General symptoms of abuse include:

- Withdrawal from friends or usual activities
- Changes in behavior — such as aggression, anger, hostility or hyperactivity — or changes in school performance
- Depression, anxiety or unusual fears or a sudden loss of self-confidence
- An apparent lack of supervision
- Frequent absences from school or reluctance to ride the school bus
- Reluctance to leave school activities, as if he or she doesn't want to go home
- Attempts at running away
- Rebellious or defiant behavior
- Attempts at suicide

The following pages define neglect, mental/emotional abuse, physical abuse, and sexual abuse as defined by the UN and the World Health Organization (WHO). Symptoms of abuse are sourced from the Mayo Clinic.

What is neglect?

Neglect as the failure to meet children’s physical and psychological needs, protect them from danger, or obtain medical, birth registration or other services when those responsible for children’s care have the means, knowledge and access to services to do so.

This may include but is not limited to:

- **Physical neglect:** failure to protect a child from harm,⁶ including through lack of supervision, or failure to provide the child with basic necessities including adequate food, shelter, clothing and basic medical care
- **Psychological or emotional neglect:** including lack of any emotional support and love, chronic inattention to the child, caregivers being “psychologically unavailable” by overlooking young children’s cues and signals, and exposure to intimate partner violence, drug or alcohol abuse
- **Neglect of child’s physical/mental health:** withholding essential medical care
- **Educational neglect:** failure to comply with laws requiring caregivers to secure their children’s education through attendance at school or otherwise
- **Abandonment:** a practice which is of great concern and which can disproportionately affect, inter alia, children out of wedlock and children with disabilities in some societies

Symptoms of neglect include but are not limited to:

- Poor growth or weight gain
- Poor hygiene
- Lack of clothing or supplies to meet physical needs
- Taking food or money without permission
- Eating a lot in one sitting or hiding food for later
- Poor record of school attendance
- Lack of appropriate attention for medical, dental or psychological problems or lack of necessary follow-up care
- Emotional swings that are inappropriate or out of context to the situation
- Indifference

What is mental or emotional abuse?

Mental abuse is described as psychological maltreatment, mental abuse, verbal abuse and emotional abuse or neglect.

This may include but is not limited to:

- All forms of persistent harmful interactions with the child, for example, conveying to children that they are worthless, unloved, unwanted, endangered or only of value in meeting another's needs
- Scaring, terrorizing and threatening; exploiting and corrupting; spurning and rejecting; isolating, ignoring and favoritism
- Denying emotional responsiveness; neglecting mental health, medical and educational needs
- Insults, name-calling, humiliation, belittling, ridiculing and hurting a child's feelings
- Exposure to domestic violence
- Placement in solitary confinement, isolation or humiliating or degrading conditions of detention
- Psychological bullying and hazing by adults or other children, including via information and communication technologies (ICTs) such as mobile phones and the Internet (known as "cyberbullying")

Symptoms of mental abuse include:

- Delayed or inappropriate emotional development
- Loss of self-confidence or self-esteem
- Social withdrawal or a loss of interest or enthusiasm
- Depression
- Headaches or stomachaches with no medical cause
- Avoidance of certain situations, such as refusing to go to school or ride the bus
- Desperately seeks affection
- A decrease in school performance or loss of interest in school
- Loss of previously acquired developmental skills

What is physical abuse?

Physical abuse includes fatal and non-fatal physical violence.

This may include but is not limited to:

- All corporal punishment and all other forms of torture, cruel, inhuman or degrading treatment or punishment. This includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light such as, but is not limited to:
 - Hitting (with the hand or an implement)
 - Kicking
 - Shaking
 - Scratching
 - Pinching
 - Biting
 - Burning
- Physical bullying and hazing by adults and by other children.

Symptoms of physical abuse include:

- Unexplained injuries, such as bruises, fractures or burns
- Injuries that don't match the given explanation
- Untreated medical or dental problems

What is sexual abuse?

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person.

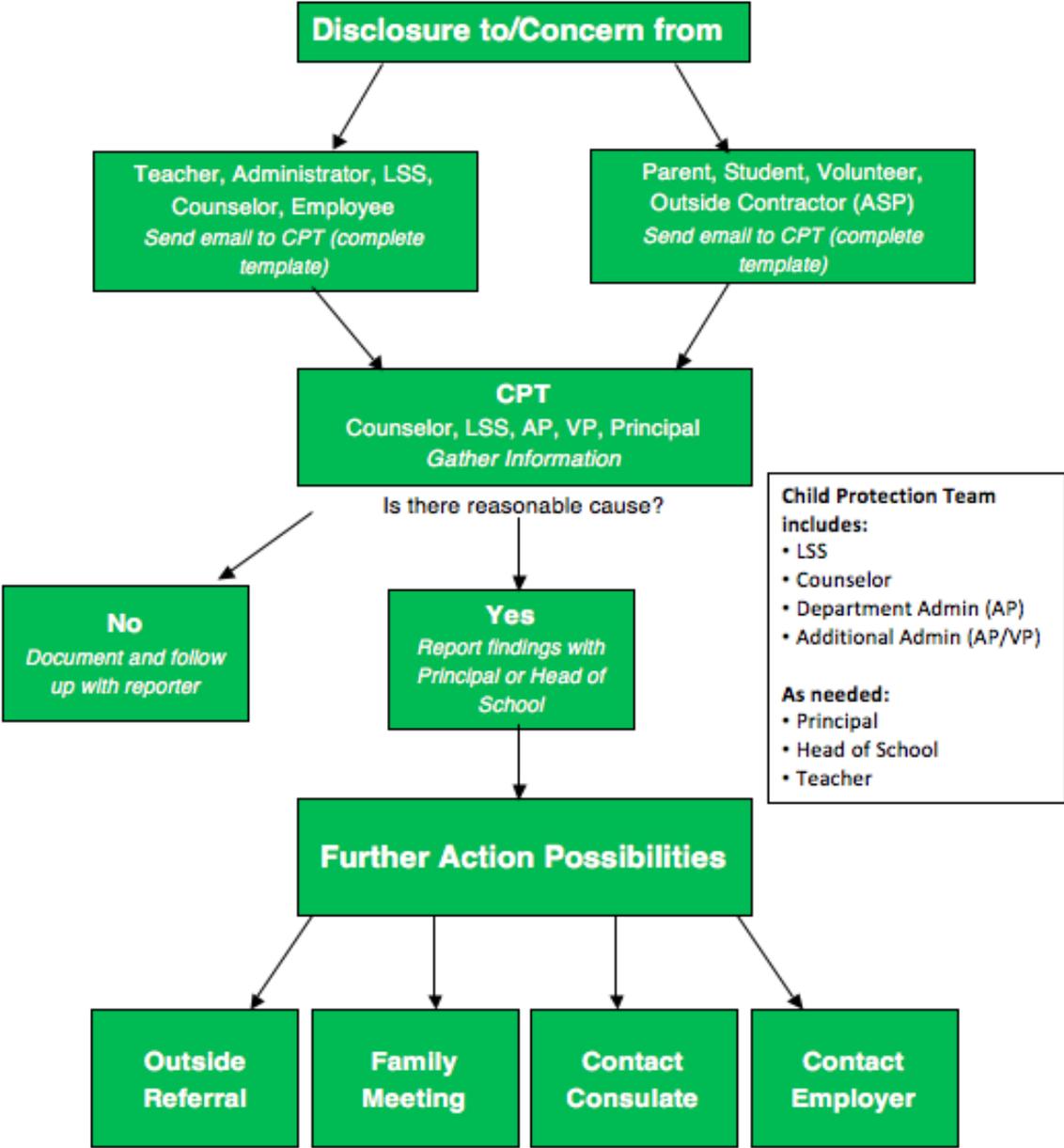
This may include but is not limited to:

- the inducement or coercion of a child to engage in any unlawful sexual activity
- the exploitative use of a child in prostitution or other unlawful sexual practices
- the exploitative use of children in pornographic performance and materials

Symptoms of sexual abuse include:

- Sexual behavior or knowledge that's inappropriate for the child's age
- Pregnancy or a sexually transmitted infection
- Blood in the child's underwear
- Statements that he or she was sexually abused
- Trouble walking or sitting or complaints of genital pain
- Abuse of other children sexually

HQIS Child Protection Team Procedure



HQIS Emergency Folders

Emergency folders contain important safety and security information regarding students and the school. HQIS folders contain the following:

1. Updated Class List
2. Bus enrollment list-
3. After School Enrichment Program enrollment list
4. Emergency Evacuation Procedure
5. Student emergency contact numbers
6. Student Allergies
7. Student Medical Conditions
8. Student Dietary Needs
9. Prolonged Medication Form-.

Campus Supervision

All members of the HQIS community are responsible for the safety and care of students. The following safety and supervision guidelines will be observed and practiced by all staff.

Playground- Teachers will supervise students' playground behaviors and peer interactions. Teachers are required to walk.

Classroom- Students are supervised at all times. Under no circumstances should a classroom be unattended. In the event that a faculty member must leave the classroom for an emergency, another staff member should be asked to supervise the class.

Common Area Supervision- Hallways, outside walkways, cafeteria, etc. are common school areas shared by everyone. Students should walk quietly and orderly in these common areas.

Stairwells- Teachers will ensure stairwell safety by teaching students to hold onto the handrail and walk down the stairs.

Cafeteria- Teachers supervise and teach proper manners during lunch and snacks. Teachers sit with the students during their lunch period and teach practice and appropriate lunchroom behaviors

Incident Reports

To ensure clear communication of events Incident reports are completed whenever:

1. A child's skin is punctured
2. Head injuries
3. Serious falls
4. Physical disputes between students

Incident reports have the following information:

1. A report in observable terms of what happened by the staff member who

- observed the incident
- 2. The actions taken by the staff member
- 3. Actions taken by the nurse

Incident Reports are submitted to Head Principal as soon as possible after an incident occurs.

Sickness and Injury

It is the responsibility of HQIS to provide sick or injured students with adequate care and attention until parents, guardians, or designated caregivers can take charge of the students' well-being. The teacher and/or nurse will provide assistance to sick or injured students on school premises when necessary.

In the event of non-emergency sickness or accident, the student's parent, guardian, or designated caregiver will be notified and requested to provide transportation to the home or treatment center. If the parent, guardian, or designated caregiver cannot be contacted, the student shall be cared for in the nurse's office.

In cases when a student has a fever, has vomited, or displays signs of any communicable disease, the parent, guardian, or designated caregiver will be contacted and will be informed that the child must return home immediately.

Students who are ill should not be sent to school as they pose a health risk to other students. Any child who has vomited or has had a fever must recover for 24 hours before returning to school. With more serious illnesses, the school may require parents to submit a doctor's note to the school nurse before a student returns.

Medical Emergency

In the case of an accident involving serious medical emergency or injury, the nearest teacher should stay with the afflicted child and send for help from the Leadership Team. If the child needs to be transported to the hospital, he or she will be taken to the nearest location where they can receive western level care. A representative from the school will accompany the child, and remain with him/her until the parents arrive to take responsibility. The office will notify the parents and instruct them to proceed to the location where the child is being transported. When the parent arrives, the school representative can depart after explaining all relevant circumstances. It is the parent's responsibility to pick up their child at the medical facility within two (2) hours.

Introduction to Health Care

HQIS uses the following to prevent and manage infectious disease in our setting:

- promote immunization
- promptly exclude the unwell child or member of staff
- check that effective handwashing is being carried out routinely

Infection prevention and control measures aim to interrupt the cycle of infection by promoting the routine use of good standards of hygiene so that transmission of infection is reduced overall. This is usually through:

- immunization of pupils and staff
- good hand washing
- making sure the environment is kept clean

Where a case of infection is known, measures aim to reduce or eliminate the risk of spread through information and prompt exclusion of a case.

Prevention and Control Measures

Exclusion Prompt exclusion is essential to preventing the spread of infection in childhood settings. When pupils are suffering from infectious diseases **they must be excluded** from school on medical grounds for the minimum period recommended. Formal exclusion of pupils from school on medical grounds is enforceable by Principals who act on behalf of the local authority or the governors of the school.

Handwashing Hand washing is one of the most important ways of controlling the spread of infections, especially those that cause diarrhea, vomiting and respiratory disease. Liquid soap, warm water and paper towels are recommended.

Advise all staff and pupils to wash their hands after using the toilet, before eating or handling food and after touching animals.

Cover all cuts and abrasions with a waterproof dressing.

Coughing and sneezing Coughs and sneezes spread diseases. Children and adults should be encouraged to cover their mouth and nose with a disposable tissue and wash hands after using or disposing of tissues. Spitting should be discouraged.

Personal protective equipment (PPE) Wear disposable gloves and plastic aprons if there is a risk of splashing or contamination with blood or body fluids during an activity. Gloves should be disposable, non-powdered vinyl or latex-free

and CE marked. Wear goggles if there is a risk of splashing to the face. This equipment is available from the nurse

Managing cuts, bites and nose bleeds Cuts and nosebleeds may be managed by a teacher if minor, or referred to nurse if serious. Parents must be notified.

If a bite does not break the skin	If a bite breaks the skin:
Clean with water	Clean immediately with soap and running water
No further medical action is needed	Seek medical advise as soon as possible

Cleaning blood and body fluid spills All spillages of blood, feces, saliva, vomit, nasal and eye discharges should be cleaned up immediately, wearing PPE. Clean spillages using a product which combines detergent and disinfectant (and ensure it is effective against both bacteria and viruses). Use disposable paper towels or cloths to clean up blood and body fluid spills, and dispose of after use. A spillage kit should be available for bodily fluids like blood, vomit and urine².

Sanitary facilities Good hygiene practices depend on adequate facilities. A hand wash basin with warm running water along with a mild liquid soap, preferably wall mounted with disposable cartridges, should be available. Bar soap should not be used. Place disposable paper towels next to basins in wall mounted dispensers, together with a nearby foot-operated waste paper bin. Toilet paper should be available in each cubicle (it is not acceptable for toilet paper to be given out on request). Suitable sanitary disposal facilities should be provided where there are female staff and pupils aged 9 or over (junior and senior age groups).

Managing nappies Children in nappies must have a designated changing area, away from play facilities and from any area where food or drink is prepared or consumed. Hand washing facilities must be available in the room so that staff can wash and dry their hands after every nappy change, before handling another child or leaving the nappy changing room. Soiled nappies should be wrapped in a plastic bag before disposal in the general school waste.

Clean children's skin with a disposable wipe. Flannels should not be used to clean bottoms. Label nappy creams and lotions with the child's name and do not share with others.

Wipe changing mats with soapy water or a baby wipe after each use. Mats should be cleaned thoroughly with hot soapy water if visibly soiled and at the end of each day. Check weekly for tears and discard if the cover is damaged.

A designated sink for cleaning potties (not a hand wash basin) should be located in the area where potties are used. Wear household rubber gloves to flush contents down the toilet. The potty should be washed in hot soapy water, dried and stored upside down.

The rubber gloves should be washed whilst wearing them and then wash and dry hands after taking them off.

Nappy waste can sometimes be produced in large quantities in places such as nurseries. Although considered non-hazardous, in quantity it can be offensive and cause handling problems. Where the premises produce more than one standard bag or container of human hygiene waste over the usual collection interval, it is advised to package it separately from other waste streams.

Children with continence aids Pupils who use continence aids (like continence pads, catheters) should be encouraged to be as independent as possible. The principles of basic hygiene should be applied by both pupils and staff involved in the management of these aids.

Continence pads should be changed in a designated area. Disposable powder-free non-sterile latex gloves and a disposable plastic apron should also be worn. Gloves and aprons should be changed after every pupil. Hand washing facilities should be readily available. Contact your school health team for further advice.

Dealing with contaminated clothing- Clothing of either the child or the first-aider may become contaminated with blood or body fluids. Clothing should be removed as soon as possible and placed in a plastic bag and sent home with the child with advice for the parent on how to launder the contaminated clothing. The clothing should be washed separately in a washing machine, using a pre-wash cycle, on the hottest temperature that the clothes will tolerate.

Vulnerable groups at particular risk from infection Some children have impaired immune defense mechanisms in their bodies (known as immuno-compromised) and hence will be more likely to acquire infections. Also, the consequence of infection in the immuno-compromised is likely to be significantly more serious than in those with a properly functioning immune system (known as immuno-competent).

Impaired immunity can be caused by certain treatments such as those for leukemia or other cancers, like cytotoxic therapy and radiotherapy. Other treatments such as high doses of steroids, enteral feeding and others, may also have a similar effect. Children and guardians will have been fully informed by their doctor.

There are also some rare diseases, which can reduce the ability of a person to fight off infection. Usually nurseries and schools are aware of such vulnerable children through information given by their parents or guardians.

If a vulnerable child is thought to have been exposed to a communicable disease, chickenpox or measles in the school setting, parents or guardians of that child should be informed promptly so that they can seek further medical advice from their GP or specialist, as appropriate.

It is important that these children are also made known to the school nurse on entry to the school.

Immunization

Student Immunizations -Immunizations should always be checked at school entry and at the time of any vaccination. Parents should be encouraged to have their child immunized and any immunization missed or further catch-up doses required should be organized through the child's GP. The school health service should advise on the latest national immunization schedule. Children who present with certain risk factors may require additional immunizations.

Staff immunization All staff should undergo a full occupational health check before starting employment; this includes ensuring they are up to date with immunizations, including Measles, Mumps, Rubella (MMR).

It is important that all staff are up to date with the current immunization schedule (see above). In addition to this, the following risk areas should be considered:

Hepatitis B Hepatitis B vaccine is not recommended for routine school or nursery contacts of an infected child or adult. Hepatitis B vaccine is, however, recommended for staff who are involved in the care of children with severe learning disability or challenging behavior.

Rubella Women of childbearing age should check with their GP that they are immune to the rubella (German measles) virus. Those who are not immune should be immunized with MMR vaccine. The vaccine should not be given during pregnancy¹

Medication Policy

Children from time to time may need to be prescribed medication. To ensure that medication is correctly administered, it is essential that parents and staff follow the procedures outlined in the medication policy.

1. Parents will fill in a Medication Form, which clearly states:
 - The name of the child
 - The name of the medication, dosage, and brief description of how to administer (i.e. ear, mouth, etc.)
 - Time to administer medication
 - Expiry date of the medication
 - Parent/guardian signature
2. Medication should clearly be labeled with the child's name.
3. Medication can only be administered when the Medication Form has been completed and signed by the child's parent or guardian.

4. Medication is to be given to the classroom teacher or Chinese teacher in the classroom.
5. Bus student's medication must be given to the bus monitor.
6. Caregivers of students driven to school must give medication to the traffic assistants on duty.
7. Parents must ensure that medication is NOT left in children's bags.
8. Medication is to be kept at the nurse's office and administered by the nurse.
9. If, at any stage, the teacher or nurse are concerned about the dosage, medication, or health of the child, they should call the parents.
10. Emergency medication such as asthma medication or an epi pen should be clearly labeled with the child's name and stored in the classroom out of reach of the children.
11. Only medication authorized by the parents will be administered with the exception of antiseptic, diaper rash cream, sunscreen, and mosquito repellent which the nurse or teacher may administer.

No medicine, including Tylenol, will be distributed to students without a note from the parents granting permission. If a student brings in medication with a completed Medication Form, the classroom teacher or the Chinese teacher will bring the medication to the nurse's office. Teachers are required to note the time medication is to be administered, and to send students to the nurse's office at the indicated time.

Some parents may include instructions for medication in a student's daily communication book. When this occurs notify the nurse and she will contact the parent and state that a Medication Form is necessary to safely administer medication.

Teachers should never administer medication to a student, unless it is (a) indicated on the Prolonged Use of Medication Form, or (b) student is attending a field trip and the teacher is authorized to administer the medication.

Procedure for Administering Medication

The following is the basic procedure for administering medication at HQIS that will be followed by the school nurse or staff member identified on the Medication Form:

1. Check to ensure that the medication form has been correctly completed by the parent/ guardian.
2. Wash hands.
3. Identify the child on the Medication Form.
4. Identify the medication listed on the Medication Form.
5. Check dosage, time, and method of administration.
6. Talk to the child about the procedure.

7. Administrator of medication signs the Medication Form.
8. If medication is not given at the indicated time, contact the parent before administering the medication.

Storage of Medication- Parents and staff will ensure the safe delivery of medication to the school and home by adhering to the following procedures:

- Bus students' medication and form must be given to the bus attend who will present it to the classroom or Chinese teacher.
- Caregivers of students driven to school must give medication and form to the traffic assistant who will deliver it to the Teacher/Assistant in the classroom.
- Caregivers of students walking or biking to school must give medication and form to the classroom or Chinese teacher in the classroom.
- Parents must ensure that medication is not left in children's bags.
- Medication and form will be transferred from the classroom to the nurse's office, where it is kept and administered by the nurse. The classroom or Chinese teacher should witness the nurse administering the medication.
- Refrigerated medication should be indicated on the form and stored accordingly.
- Emergency medication such as asthma medication or an epi pen must be clearly labeled with the child's name and will be stored in the classroom out of children's reach.
- The classroom or Chinese teacher gives medication to the bus monitor, room monitor, or parent/caregiver for transport home.
- The classroom or Chinese teacher will give the medication for students attending after school enrichment programs to the Admissions Office. Parents/caregivers may pick up medication in the Admissions Office.

Documentation of Administration

- The nurse will sign the Medication Form.
- Completed Medication Forms will be kept confidential and stored in the nurse's office. These will be transferred to the student files at the end of the year.
- The nurse will complete a form stating the time and dose the medication was administered to the child and this will be given to parents by the teacher/assistant.

Prolonged Use of Medication

When medication is to be used on an ongoing basis, for example asthma medication or an Epi Pen, parents will complete a Prolonged Use of Medication Form. This gives teachers and the nurse permission to administer medication on a daily basis without having to complete a Medication Form each day.

The Prolonged Use of Medication Form will need to be accompanied by a doctor's note stating (a) the reason for the medication, (b) when to administer medication (symptoms, time, dose), and (c) how to administer the medication.

Field Trip Medication

If a child requires medication on a field trip, the medication will be stored in the first aid kit and administered by the teacher, following the administering medication procedures.

If the medication requires a cool storage space, parents are asked to provide a cool container.

Communicable Diseases

Children and staff with communicable diseases must be excluded from the school in accordance with the following guidelines, which set out conditions warranting exclusions, the duration of exclusion, and the criteria for readmission. Depending on the severity of the disease, the school may request a doctor's note before the child can return to school.

This list identifies the most common communicable diseases. If a student exhibits symptoms of a communicable disease that is not listed below, the school will inform parents of the policy regarding the particular illness within a 24-hour period.

Bronchitis- Is caused by a virus, bacteria, and several other organisms. Infection often preceded by cold and early symptoms include fever, and a short painful dry cough.

Chicken Pox- Is a viral illness that comes on suddenly. Symptoms include fever, runny nose, cough, fatigue, and general rash. Each sore begins as a small bump that becomes blister-like for 3-4 days leaving a scab. Children may return to school when blisters have dried and crusted with no moist sores.

Acute Conjunctivitis- Redness of the white part of the eye and inside the lids, with discharge that may be watery, mucus, or pus. Upon returning to school, the family must present a medical certificate and the child's eye must be free from discharge and no longer red.

Fever-If a student has an ear temperature of 38°C (100.4°F) or higher, or underarm temperature of 37.5°C (99.4°F) or higher, the child must remain at home until he/she is fever-free for 24 hours.

Hand Foot and Mouth Disease- A viral infection in the mouth with spots or blisters around the mouth and on hands and feet. Fever sometimes occurs. Children may return to school with a doctor's note after a two-week exclusion period.

Head Lice- Head Lice are small bugs that live amongst human hairs near the scalp and feed on small amounts of blood. Lice are most commonly found behind the ears or at the nape of the neck. Children may return to school when all lice and nits (eggs) are treated and removed. Taking such precautions will prevent further infection.

Vomit and Diarrhea- Student may return to school after one day without repeated vomit and/or diarrhea.

When a child has been diagnosed with a communicable disease, the parents are required to email the school nurse at clinic@hqis.org within a 24-hour period. This information will enable the school to make arrangements to reduce the spread of illness.

HQIS Incubation Periods

Disease Name	Incubation Period	Quarantine Until	Comments
Japanese Encephalitis B	4-21 days	48 hours after all symptoms have disappeared	Doctor's Note is required
Flu	hours-4 days	48 hours after all symptoms have disappeared	Doctor's Note is required
Measles	6-21 days	5 days after the eruption of rashes	Doctor's Note is required
Chicken Pox	10-21 days	2 weeks after the onset of symptoms and may return to school when all the blisters have dried.	Doctor's Note is required
Mumps	8-30 days	14 days after the onset of symptoms	Doctor's Note is required
Scarlet Fever	1-7 days	at least 1 week after the onset of symptoms	Doctor's Note is required
Epidemic Cerebrospinal Meningitis	12 hours-10 days	at least 1 week after the onset of symptoms	Doctor's Note is required
Rubella	14-21 days	from the onset of symptoms to 7 days after the eruption of rashes	Doctor's Note is required
HFMD	12 hours-7 days	2 weeks after the onset of symptoms	2 week class quarantine Doctor's Note is required
Poliomyelitis	3-35 days	40 days after the onset of symptoms	Doctor's Note is required
Acute Hemorrhagic Conjunctivitis	1-7 days	after all symptoms have disappeared	Doctor's Note is required
Epidemic Hemorrhagic Fever	7-46 days	48 hours after all symptoms have disappeared	Doctor's Note is required
Typhoid Fever	7-23 days	15 days after all symptoms have disappeared	Doctor's Note is required
Paratyphoid Fever	2-15 days	15 days after all symptoms have disappeared	Doctor's Note is required

Epidemic Typhus	5-23 days	12 days after all symptoms have disappeared	Doctor's Note is required
Bacillary Dysentery	hours-7 days	7 days after all symptoms have disappeared	Doctor's Note is required
Diphtheria	1-7 days	40 days after the onset of symptoms	Doctor's Note is required
Pertussis	2-30 days	3 days after all symptoms have disappeared, at least 1 week after the onset of the symptoms	Doctor's Note is required
Norovirus	24-48 hours	72 hours after all symptoms have disappeared	Doctor's Note is required
Herpangina	2-4 days	at least 1 week after the onset of the symptoms	Doctor's Note is required
Head Lice	1-2 days	all lice and nits (eggs) are treated and removed	Doctor's Note is required
Exanthema Subitum	1-2 weeks	5 days after the eruption of rashes	Doctor's Note is required
Rotavirus Infection	1-3 days	3 days after all symptoms have disappeared, at least 1 week after the onset of the symptoms	Doctor's Note is required

Staff Health Policy

Exclusion Staff employed in schools, nurseries and other childcare settings should have the same rules regarding exclusion applied to them as are applied to the children. They may return to work when they are no longer infectious, provided they feel well enough to do so.

Environment Sanitation Procedures

Cleaning of the environment, including toys and equipment, is an important function for the control of infection in childcare settings. It is important that cleaning schedules clearly describe the activities needed, the frequency and who will carry them out. Cleaning standards should be monitored regularly by the school. Cleaning staff should be appropriately trained and have access to personal protective equipment.

Cleaning Schedule

1、教室卫生 Classrooms

任务 Duties	标准 Standards	频率 Frequency	随访 Visit	每天 Daily	每周 Weekly	每月 Monthly
用含氯消毒剂拖地 Mop the floor with chlorine-containing disinfectant.	保持教室地面整洁（包括桌、椅底下的部分），无异味。 Keep the floor clean and dry.	早晨、休息时间、下午放学后各一次。随访。In the morning, during recess time, in the afternoon. At least three times a day.	√			
擦桌椅和周围区域 Wipe tables and chairs.	保持教室内桌椅整齐、清洁、消毒。 Wipe the tables and chairs clean.	放学后一次，若遇到教室有美劳活动，随访。Once after school. Check frequently when there are indoor activities.	√			
擦室内所有陈设 Wipe all furnishings in the classrooms.	保持教室内陈设的整齐、清洁（包括层架等内部），使用专用抹布。 Keep furnishings clean and tidy.	放学后一次，若遇到教室有美劳活动，随访。Once after school. Check frequently when there are indoor activities..	√			
清扫地毯后吸尘 Sweep and vacuum the rugs.	保持地毯的整洁。 Keep the rugs clean.	每天一次：下午 Once in the afternoon.		√		
收纳垃圾桶内杂物 Clean the trash bins.	及时清理垃圾，保持垃圾桶内清洁。定期用清洁剂清洗垃圾桶，保持垃圾桶内外清洁。 Clear the bins timely and wash the bins with detergent monthly or more frequently to keep the bins clean, without odor.	每天至少两次：午餐前，放学后 (3:30pm-4pm) 并随访，遇有垃圾，及时清理 At least twice a day: before lunch and after school.	√			
低幼部入口玩具浸泡消毒： Disinfect the toys with chlorine-containing disinfectant.	保证玩具的卫生，防止细菌交叉感染 Keep the toys clean, to prevent cross infection.	老师整理出的已入口玩具，每日清洗 Disinfect the toys every day, especially the ones put in the mouths.		√		
低幼部木制玩具消毒： Disinfect the wooden toys.	保证玩具的卫生，防止细菌交叉感染 Keep the toys clean, to prevent cross infection.	每日一次含氯消毒液擦拭： Disinfect the toys everyday.		√		
低幼部塑料玩具消毒 Disinfect the plastic toys.	保证玩具的卫生，防止细菌交叉感染 Keep the toys clean, to prevent cross infection.	每日一次消毒：Disinfect the toys everyday		√		
毛绒玩具的清洗：Wash the toys, rugs, sheets etc.	保证卫生整洁，防止细菌交叉感染 Keep clean to prevent the cross infection.	每周一次清洗：Once a week			√	
饮水机清洁和消毒 Clean and disinfect the water dispensers.	保证饮水机的整体清洁，清水槽 Keep the dispensers clean	每天清洗和每月消毒一次：Clean everyday and disinfect every month.				
门/窗/扶栏/天花板/墙 Keep doors, windows, rails, ceiling and wall clean.	及时清除灰尘、蜘蛛网等。Keep clean, no dust or spider webs.	随时随访 Check frequently	√			

2、卫生间卫生 Bathrooms

任务 Duties	标准 Standards	频率 Frequency	随访 Visit	每天 Daily	每周 Weekly	每月 Monthly
用含氯消毒剂拖地 Mop the floor with chlorine-containing disinfectant.	保持地面清洁及干燥。洗手间专用拖把及其他清洁工具。 Keep floor clean and dry. Cleaning tools are specific to the area.	每天2次，保持随访。At least twice a day.	√			
厕座清洁 Clean the toilet seats.	清洁马桶需要时使用洁厕液和马桶刷并且冲洗干净，确保小朋友的厕座清洁卫生。保持马桶和小便斗的整洁。每天离校前需要做厕座消毒工作。Clean the toilets with brush and detergent. Disinfect the seats everyday after school.	每天三次，保持随访 Three times a day.	√			
洗手台、镜面清洁 Clean the sinks and mirrors.	水槽清洗，保持洗手台、镜面清洁及干燥。Keep the sinks clean and mirrors dry.	每天三次，保持随访 three times a day.	√			

门/窗/天花板/墙/隔断 Doors/ windows/ceiling/partitions	保证整体环境卫生。保证厕所内无异味。 Keep the bathrooms clean and tidy, with no odor.	随时随访 check frequently	√			
陈设清洁/归位 Clean the dust on the furnishings.	保证厕所中的物品清洁并且陈设摆放整齐。 Keep the furnishings clean and tidy.	随时随访 check frequently	√			
洗手液/擦手纸/卷筒纸 Hand sanitizer/paper towel/roll paper	保证厕所洗手液、擦手纸及卷筒纸的供应，并保持器具卫生。 Supply the hand sanitizer, paper towel and roll paper, and keep the containers clean.	每天三次并且保持随访： three times a day and check frequently.	√			
垃圾及时清理 Clear the garbage bins timely.	保证垃圾及时处理干净。 Keep it clean.	每天三次并且保持随访： three times a day and check frequently	√			

3. 办公室卫生 Offices

任务 Duties	标准 Standards	频率 Frequency	随访 Visit	每天 Daily	每周 Weekly	每月 Monthly
用含氯消毒剂拖地 Mop the floor with chlorine-containing disinfectant.	保持地面整洁。 Keep the floor clean.	每天一次 once a day	√			
门/窗/扶栏/天花板/墙 Doors/ windows/rails/ ceiling/wall	办公室整体的卫生工作，没有灰尘、蜘蛛网等。 Keep the offices clean and tidy, without dust or spider webs.	随访 Check frequently	√			
陈设清洁 Clean the furnishings	桌面、摆设等清洁、整齐。 Keep the desk and furnishings clean and tidy.	个人办公区域，使用者负责 Every staff is responsible for the personal area.	√			
饮水机清洁和消毒 Disinfect the water dispensers.	饮水机消毒 Disinfect the water dispensers.	每天清洗和每月消毒一次： Clean everyday and Disinfect every month.				
垃圾及时清理 Clear the garbage bins timely.	保证垃圾及时处理干净 Ensure the garbage be cleared timely.	每天一次，放学后 Once a day, after school.	√			

4. 走道及公共区域卫生 Hallways and public areas

任务 Duties	标准 Standards	频率 Frequency	随访 visit	每天 Daily	每周 Weekly	每月 Monthly
用含氯消毒剂拖地 Mop the floor with chlorine-containing disinfectant.	保证地面整洁、干燥。 Keep the floor clean and dry.	每天一次，随访，避开交通高峰期 once a day	√			
门/窗/扶栏/天花板/墙 Doors / Windows / rails / ceiling / wall	确保整体环境的卫生，没有灰尘、蜘蛛网等。 Guarantee the environment clean and pleasant, with no dust or spider webs.	随访 check frequently	√			
陈设清洁 Clean the furnishings.	走廊的陈设保持洁净、整齐。 Keep all the furnishings clean and tidy.	每周一次，随访 once a week. check frequently	√			
垃圾及时清理 Clear the garbage timely.	保证垃圾及时处理干净。 Guarantee the garbage be cleared timely.	随访 Check frequently	√			
饮水机清洁和消毒 Disinfect the water dispensers.	保证饮水机的整体清洁，清洁水槽 Keep the water dispensers clean.	每天清洗和每月消毒一次： Clean everyday and Disinfect every month.				

5. 户外游戏器具的卫生 Outdoor equipment

任务 Duties	标准 Standards	频率 Frequency	随访 visit	每天 Daily	每周 Weekly	每月 Monthly
地面、橡胶地垫整洁 Clean the ground and rubber mats.	保证户外地面、橡胶地垫的整洁。 Keep the playground and mats clean.	每天一次，随访 once a day. check frequently	√			
固定的玩具器械清洁和消毒 Clean and disinfect the fixed equipment.	保证户外大型玩具器械的卫生整洁。 Keep the equipment clean and safe.	每天一次，随访 once a day. check frequently		√		

户外玩具的清洁 Clean the outdoor toys.	保证户外小型玩具的卫生整洁，并且在放学后收回。Keep the toys clean. Tidy up the toys after school.	每天一次，随访 once a day. check frequently	√			
户外扶栏、长凳的清洁 Clean the rails and benches.	保证操场的陈设保持洁净、整齐。Keep the playground clean and tidy.	每天一次，随访 once a day. check frequently	√			

6. 体育馆、室内活动室的卫生 Gym and indoor play area

任务 Duties	标准 Standards	频率 Frequency	随访 Visit	每天 Daily	每周 Weekly
地面、走道整洁 Clean the floor and walkways.	保证地面的整洁。Keep the floor clean.	每天一次，随访 once a day. check frequently	√		
固定的体育器械清洁 Clean the fixed equipment.	保证体育器械的卫生整洁，归位。Keep the equipment clean and tidy.	每天一次 once a day	√		
陈设清洁 Clean the furnishings.	走廊的陈设保持洁净、整齐。Keep the furnishings clean and tidy.	随访 check frequently	√		
运动器材定期消毒 Disinfect the equipment regularly	保证运动器材的卫生 Keep the equipment clean.	每天一次 once a day		√	
其他运动器械的消毒 Disinfect other equipment.	保证运动器材的卫生 Keep the equipment clean	每天一次 once a day		√	
门/窗/扶栏/天花板/墙 Doors / Windows / rails / ceiling / wall	体育馆整体的卫生工作，没有灰尘、蜘蛛网等 Keep the environment clean and tidy, with no dust or spider web.	随访 follow up	√		
饮水机清洁和消毒 Clean and disinfect the water dispensers	保证饮水机的整体清洁，清水槽 Keep the dispensers clean.	每天清洗和每月消毒一次：Clean everyday and Disinfect every month.			

Cleaning blood and body fluid spills All spillages of blood, feces, saliva and vomit should be cleaned up immediately, wearing personal protective equipment. Clean spillages using a product which combines detergent and disinfectant, and ensure it is effective against both bacteria and viruses. Always follow the manufacturer's instructions. Use disposable paper towels or cloths to cleaning up blood and body fluid spills, and dispose of after use. A spillage kit should be available for blood spills.

Toys and equipment Toys can easily become contaminated with organisms from infected children so it is important that a written schedule is in place for regular cleaning. The cleaning schedule should identify who, what, when and how toys should be cleaned and be monitored.

If toys are shared, it is strongly recommended that only hard toys are made available because they can be wiped clean after play. The condition of toys and equipment should be part of the monitoring process and any damaged item that cannot be cleaned or repaired should be discarded. Soft modelling and play dough should be replaced regularly or whenever they look dirty

Enhanced cleaning during an outbreak of infection In the event of an outbreak of infection there will be enhanced or more frequent cleaning, to help reduce transmission. Advice may be given to ensure twice daily cleaning of areas (with particular attention to door handles, toilet flushes and taps) and communal areas where surfaces can easily become contaminated such as handrails.

Where there is bedding this must be sent home weekly instead of fortnightly

Cafeteria Sanitation Procedure

Food Handling Staff

Food handlers and catering staff maintain a sanitized food preparation environment that is inspected twice a year from outside government agencies.

Food Safety

The school will not provide or prepare any foods containing nuts or shellfish. **Sharing food is not allowed at school except during classroom parties.** During classroom parties and special events, we also require that parents avoid sharing food with nuts or shellfish.

To promote healthy eating habits, carbonated drinks are only available to students during special events. To prevent choking hazards and the potential for allergic reactions, no candy is allowed at school or on the school bus.

The Admissions Office is responsible for providing teachers with information regarding student's allergies. Allergic reactions to food can be serious, and it is the parents' responsibility to inform the Admissions Office by written notice of any allergies and/or special dietary needs. Students with severe allergic reactions will be required to bring meals prepared at home.

AQI (Air Quality Index) Policy

Monitoring Air Quality Index (AQI)

HQIS will obtain real-time information on Shanghai's Air Quality Index (AQI) from the Shanghai Environmental Monitoring Center website as well as the US Shanghai Consulate monitor. Our school nurse, in accordance with this policy, will monitor AQI levels in the morning and in the early afternoon. Depending on the level, the HQIS Leadership Team will use the guidelines below to inform staff of the actions required to reduce student exposure to outdoor pollutants.

Reducing Student Exposure

The Appendix below indicates the AQI level and corresponding school action.

AQI Level	Air Quality Condition	Color	Measure to be Taken
0-50	Good	Green	School wide-daily activities not affected. Classroom air purifiers are in use.
51-100	Moderate	Yellow	School wide-daily activities not affected. Classroom air purifiers are in use.
100-150	Unhealthy for sensitive groups	Orange	<p>School wide-daily activities may be affected. Masks are encouraged for outside play. By parent request, students with respiratory issues can remain indoors for recess and participate in a modified capacity in P.E.</p> <p>Teachers will send any children experiencing signs of respiratory distress immediately to the nurse's office. Classroom air purifiers are in use.</p>
150-200	Unhealthy	Red	<p>School wide-daily activities may be affected. Masks are mandatory for outside play. By parent request, students with respiratory issues can remain indoors for recess and participate in a modified capacity in P.E.</p> <p>Teachers will send any children experiencing signs of respiratory distress immediately to the nurse's office. Classroom air purifiers are in use.</p>
200-300	Very Unhealthy	Purple	<ol style="list-style-type: none"> 1.) Outside play will be cancelled. 2.) Class trips may be rescheduled. 3.) All P.E. lessons will be modified and held indoors. 4.) All afterschool activities will be held indoors. Afterschool sports activities will be cancelled or modified so that children will not partake in strenuous activity. <p>Teachers will send any children experiencing signs of respiratory distress immediately to the nurse's office. Classroom air purifiers are in use.</p>
>300	Hazardous	Brown	<p>In addition to the above, school may be closed based on SISA and government guidelines. If the AQI is forecasted at 300+ the following procedures differ depending on the time of the forecast:</p> <ul style="list-style-type: none"> • Before 22:00 the previous day: If the forecasted AQI is 400+ school may be closed the next day. Potential school closure announcement may be sent to parents. • Between 22:00 and 6:00: If the forecasted AQI is 300+ the school will be closed. A school closure announcement will be sent to parents. Staff will attend school at their regular time as a contingency for students who still attend. • After 6:00 am: If AQI is forecast at 300+ after 6:00 am the school will be open. The following protocols will take place: <ol style="list-style-type: none"> 1.) Outside play will be cancelled. 2.) Class trips may be rescheduled. 3.) All P.E. lessons will be modified and held indoors. 4.) All afterschool activities will be held indoors. Afterschool sports activities will be cancelled or modified so that children will

			<p>not partake in strenuous activity.</p> <p>Teachers will send any children experiencing signs of respiratory distress immediately to the nurse's office. Classroom air purifiers are in use.</p>
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Emergency Operation Plans (EOP)

Purpose of the Plan

The purpose of the HQIS Emergency Operations Plan is to provide HQIS administration, staff, students and parents with information on how to respond to emergency incidents by outlining the responsibilities and duties of HQIS and its employees. This plan has been customized to meet the specific and unique needs, capabilities and circumstances found at HQIS. This EOP is not an all-inclusive step-by-step strategy, however, it provides guidelines for planned responses to a variety of situations. As not all potential crisis situations can be accounted for this EOP will be reviewed and revised yearly so that it remains current with the school policy and procedures. It is important that we test these procedures on a regular basis and that all staff members become familiar with the procedures and how to implement them.

Everyone at HQIS is committed to providing the highest level of security for our students and staff members. The key to producing a positive outcome during a crisis lies in our preparation and safety prevention.

Order of Succession

A pre-identified order of succession allows for continuity of leadership if the established senior leader is not available. This ensures the decision-making authority and operational control is clear so that critical emergency functions can be performed in the absence of the authorized school administrator.

In the absence of the senior administrator, Principal Bryan Ashby, the authority to activate the plan shall pass to:

First Alternate: Vice Principal - Joseph Palazzo

Second Alternate: MS-HS Assistant Principal - Michelle Tinti

Organizational Roles and Responsibilities

This section provides an overview of organizational functions as well as the roles and responsibilities of school faculty and staff, students, parents, first responders and emergency management. It describes the expected actions of those impacted or responding to a school emergency.

In a major emergency or disaster, HQIS may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School personnel are usually first on the scene of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified, usually an emergency responder agency with legal authority to assume responsibility.

Until non-school emergency responders arrive on-scene, the Principal is responsible for activating the School EOP, including common and/or specialized procedures, as well as hazard-specific incident plans. The Principal may delegate the authority to direct all incident activities to a senior staff member. This position may be called the designated School Incident Commander and should be the person most qualified to manage the specific type of incident. Principal Ashby has designated the following primary and alternates as School Incident Commander:

First Alternate: Vice Principal - Joseph Palazzo

Second Alternate: MS-HS Assistant Principal - Michelle Tinti

Contacting First Responders

The following methods will be used to contact first responders:

- Office phone
- Personal cell phone

Expected Actions of First Responders

When an incident occurs at HQIS local police, fire, and EMS departments, as well as other requested agencies will respond to the emergency. With these various agencies operating together there are the following expectations:

- The appropriate responding agency will assume command of the incident.
- The local first responders will develop an effective response to mitigate the incident in a timely manner.
- The Incident Commander will activate Unified Command as appropriate.
- Other actions as identified by First Responders [Local input].

Once an emergency responder agency with legal authority to assume responsibility arrives on scene, the School Incident Commander will transition command to that Incident Commander and move to serving within the incident command structure.

Expected Actions of HQIS Community Members

Leadership - Leadership is responsible for overseeing the entire incident and providing guidance on policy, helping resolve issues, and finding necessary resources for the School Incident Commander.

Responsibilities include:

- Provide guidance on district policy to School Incident Commander.
- Help resolve any issues or conflicts identified by the School Incident Commander.
- Identify and find necessary resources within the school district that have been requested by the School Incident Commander.
- Participate in Unified Command if/when established.
- [add additional duties, as appropriate]

Principal (School Incident Commander)

The principal may retain incident command or delegate it to another staff member.

Expectations include:

- Assume overall direction of all incident management activities based on procedures outlined in the School EOP.
- Take steps deemed necessary to ensure the safety of students, staff and other individuals.
- Determine whether to implement incident management protocols established in the School EOP (e.g. Evacuation, Reverse Evacuation, Shelter in Place, etc. as described more fully in the annexes).
- Arrange for transfer of students, staff and other individuals when safety is threatened by a disaster.
- Ensure communication with emergency services personnel.
- Keep the senior administration, and other officials informed of the situation.
- Transfer command when first responders arrive on scene.
- Participate in Unified Command if established by the Incident Commander.

Teachers/Substitute Teachers/Teaching Assistants/Classroom Aides

Expectations include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.
- Direct students to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders according to procedures established in the School EOP.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander.
- Obtain first-aid services for injured students from the school nurse or person trained in first-aid. Arrange for first-aid for those unable to be moved.
- Render first-aid if necessary.

School Secretary/Office Staff

Expectations include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Keep an updated list of members on campus
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Coordinate messages with the principal/senior leadership.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander.
- Provide assistance to the principal.
- Monitor radio emergency broadcasts.
- Account for visitors, contractors and non-teaching staff by [School Input].

Food Service/Cafeteria Workers

Expectations include:

- Use, prepare, and serve food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander.

Students

Expectations include:

- Cooperate during emergency drills/exercises and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

Expectations include:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Read, understand and observe the school emergency guidance provided before, during and after an emergency.
- Understand their roles during a school emergency

Facilities and Building Operations Personnel

Expectations include:

- Survey and report building damage to the Incident Commander.

- Control main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use and disbursement of supplies and equipment.
- Keep the Incident Commander informed of school conditions.

Student Transportation Personnel

Expectations include:

- Supervise the care of students if disaster occurs while students are on a bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander.
- Transport individuals in need of medical attention.

Evacuation Procedures

Evacuation

I. PURPOSE

Evacuation will take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill, etc.) and staff, students and visitors can safely reach the evacuation location without danger (playground, football stadium, or off-site location in the community).

II. PROCEDURES

Alarm: In case of a real fire, the fire alarm will go off automatically on the affected floor.

Contact leadership and admissions immediately by calling admission (extension 8107). Admissions will make sure the school wide alarm is activated. If the fire is small, grab the nearest fire extinguisher and try to put it out.

Walkie-talkies: Sweepers, checkpoint personnel, staff in B1-B2 and leadership will have a walkietalkie which should always be on and set to decided channel. In the event of a reported fire leadership will communicate on decided channel that there is a fire stating the following:

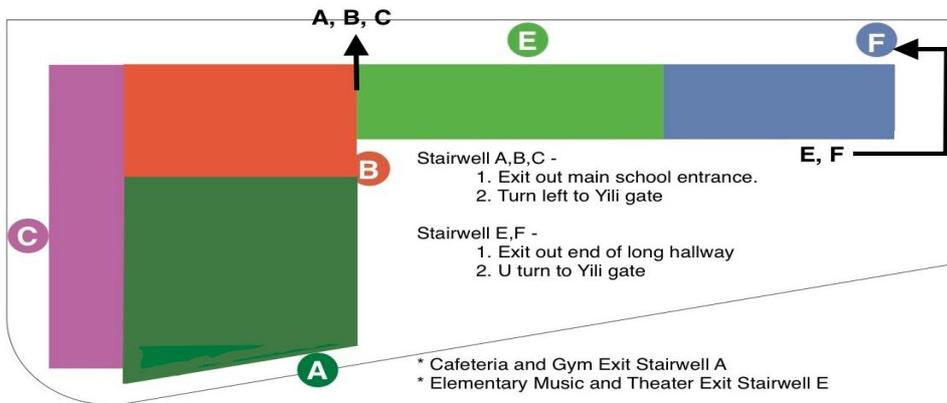
Attention. Please initiate Evacuation Procedures (in English and Chinese).

Contacting fire department: Guard Office will contact the fire department and request assistance.

Opening the gates: The security guards will open the Yili gate (which will be an exit gate for students) and open the Guyang gate for emergency vehicles.

EVACUATING STAFF AND STUDENTS

Emergency Exit Route: The map below shows which way each classroom exits the building towards checkpoint it (HQIS Yili Driveway Gate)



Checkpoint Stations: Staff will evacuate to designated checkpoint area.

Checkpoint 1 –HQIS Yili Driveway Gate

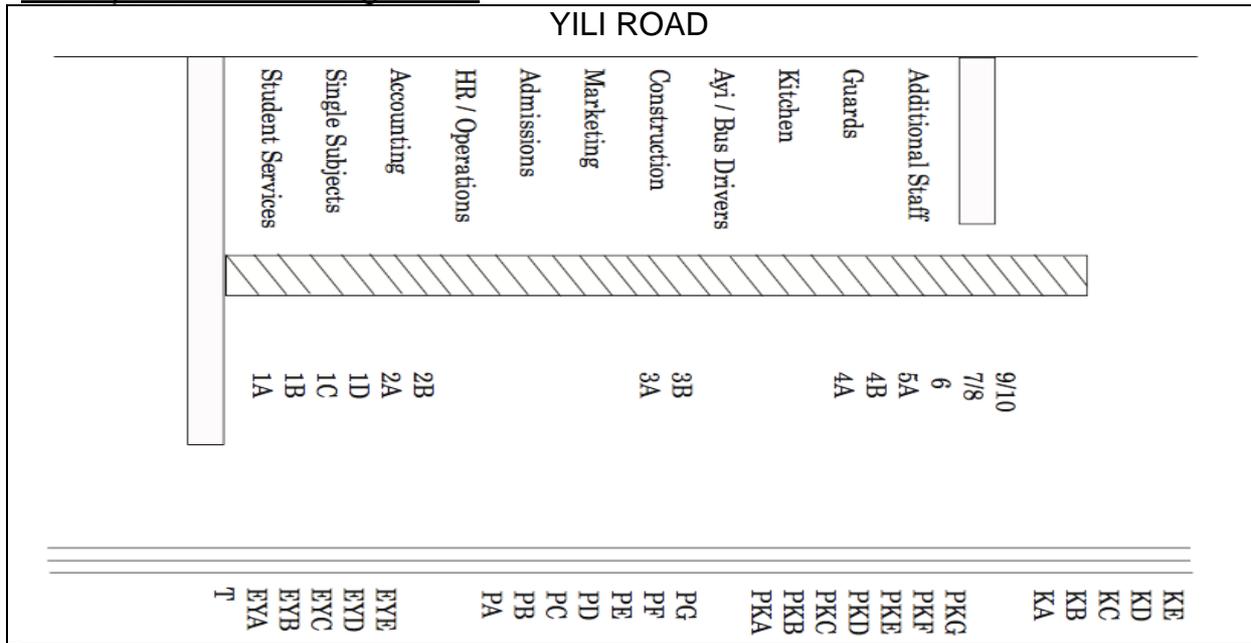
Teacher duties:

- Have emergency folder with class list information with them
- Take attendance and keep class quiet
- Communicate class status to checkpoint coordinator using the red-green card system
- Wait for verbal confirmation from the checkpoint coordinator to move to the park on Guyang Lu.

Coordinator Duties:

- Assess the status of staff and students for each class
- Check off classes that are all accounted for and direct them to Checkpoint 2.
- RED CARD CLASSES – Write the name of missing/injured persons on the checkpoint form (see attached), send the class to YILI FUGUI park (see attached map)
- Communicate status to leadership

Checkpoint 2 – Yili – Fuqui Park



Teacher duties:

- Have emergency binder with class list information with them
- Line students up in designated area
- Take attendance again and keep class quiet
- Communicate class status to checkpoint coordinator using the red-green card system

Coordinator Duties:

- Assess the status of staff and students for each class
- Check off classes that are all accounted. **RED CARD CLASSES** – Write the name of missing or injured persons on the checkpoint form (see attached)
- Communicate the status on channel 8

Red-Green Card Accountability System

After taking attendance, teachers will indicate their class status by holding up a red or green card.

Red- Indicates that the teacher requires immediate attention.

- Student is missing
- Student is seriously injured

If a red card is indicated, the checkpoint coordinator will determine if the child is with another teacher. If the child is missing or injured, immediately communicate needs via walkie-talkie and building sweepers will re-check their assigned areas.

Green- Indicates all children are present and accounted for.

Checkpoint 2 - Once red cards are cleared, checkpoint coordinators will approach each teacher individually, check classes off and give verbal confirmation via walkie talkie.

Building Sweepers

After teachers have evacuated the building the Sweepers will check their designated area. They will:

- Listen for checkpoint coordinators information.
- Contact the other building sweepers via walkie-talkie once building and checkpoint areas are clear.
- Evacuate to checkpoint 2

Communication between checkpoint coordinators and building sweepers

- The Principal will do a name call check for building sweepers and checkpoint coordinators
- Coordinators and building sweepers should identify themselves by name and area of responsibility.
- The Principals will report any classes that are on field trips. Information will be communicated to checkpoint coordinators.
- Once the status of the checkpoint has been communicated, sweepers and checkpoint coordinators will move to checkpoint 2.

Non- Teaching Staff

All non-teaching staff (Kitchen, Ayi, maintenance, Admissions, guards, visitors, bus drivers, and accounting) will run through the same procedures as detailed above.

Student Contact Information

The school principals and admissions will keep a master copy of the student contact information in his or her attendance folders and are responsible for bringing it with them to checkpoint 2. If there are discrepancies between lists Admissions list will be utilized.

Emergency Medication and First Aid

The school nurse is responsible for evacuating campus with student's emergency medication and first aid bag.

HQIS Emergency Evacuation Staff and Locations

Emergency evacuation staff members communicate information and direct activities during the evacuation period. Designated staff and the details of their responsibilities are described in the text below.

Checkpoint coordinators: Checkpoint coordinators will check the status of each class/Department at their designated checkpoint and communicate with building sweepers.

Checkpoint	Location	Departments	Responsible Staff
Checkpoint 1	HQIS Front Gate (Yili Lu)	All	
Checkpoint 2	PARK	TOD-PRE K K-MS Non teaching/Specialists	

Building Sweepers: Once classes have exited the building, sweepers will search designated areas for any children or staff and will maintain communication with checkpoint coordinators.

	Location	Responsible Staff (Sweepers)	
Area # 1	4 th Floor (L402-L421)		
Area # 2	3 rd Floor atrium (L301-L320)		
Area # 3	3 rd Floor Long Hallway (L321-L328)		
Area # 4	2 nd Floor Atrium (L201-L219)		
Area # 5	2 nd Floor Long Hallway (L220-L227)		
Area # 6	1 st floor Atrium (L102-L118)		
Area # 7	1 st floor long hallway (L119-L127)		
Area # 8	B1		
Area # 9	B2		

Emergency Vehicle Director: The HQIS security guard will direct emergency vehicles inside of the school campus and communicate activity with building sweepers and checkpoint coordinators. The security guard on duty is responsible for this position.

Shelter-In-Place/Lock Down

I. PURPOSE

The shelter-in-place procedure provides a refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk and the safest place to be is in the building. Shelters may change depending on the emergency.

III. PROCEDURES

Alarm: To communicate a shelter in place the school alarm will go off.

Wechat: A message will go into the staff wechat group stating 'Attention, we are experiencing a shelter-in-place. Please (a) go immediately to your classroom or the closest classroom if yours is not safe or (b) go immediately to your designated assembly areas. (English and Chinese). Once in designated areas teachers will report in the wechat group as follows:

Class name: All members secure or Class Name: student names missing.

Email: Repeat the same process via email if possible.

Walkie-talkies: The same message will be sent on the walkie-talkie. Sweepers, checkpoint personnel and admissions will sweep the designated floors (as above in the emergency plans) to make sure all members are in the correct spot (unless it is deemed too unsafe).

Contacting authorities: Guard Office will contact authorities and request assistance.

Opening the gates: The authorities will be the only ones allowed into the school, via the Yili gates at their discretion.

Shelter in place areas:

- The Principal (School Incident Commander) will make the call on where classes will congregate depending on the situation. Classes will either (1) (1) staying in their classrooms or (2) congregating in common spaces (Nursery – PS Cafeteria, PK-K Theater, 1-11 Gym, support staff Early Years PE area)
- Classes will be instructed to go to the designated area using alarms, walkie-talkie and wechat.
- Staff will be directed to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning systems to stop the inflow of outside air into the building.
- Admissions staff will be designated to monitor radio, Internet, and other media for information on incident conditions that caused the SHELTER-IN-PLACE.
- Contact and consult with public safety officials as appropriate.
- Be prepared to announce additional procedures due to changing conditions of the incident or to announce an "All Clear."

A. Teachers

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets or hallways without large windows or doors.
- Close classroom doors and windows when leaving.
- If necessary, have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.

- For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.
- All persons must remain in the shelter until notified by the School Incident Commander/Principal or public safety official that it is safe to exit.
- Take attendance (using the same forms used for Emergency Evacuation) and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.

B. Custodians

- Shut off utilities as directed by School Incident Commander/Principal or public safety official.
- Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.
- Go to designated 'Shelter in Place' position

Student Contact Information

The school principals and admissions will keep a master copy of the student contact information in his or her attendance folders and are responsible for bringing it with them to checkpoint 2. If there are discrepancies between lists Admissions list will be utilized.

Emergency Medication and First Aid

Each classroom has a first aid kit. If the shelter is not in the classroom where possible, bring the first aid kit to the assembly area.

Final Check

The Principal (commander in chief) is responsible for a final checkoff making sure all members in the building area accounted for.

Emergency Preparedness

HQIS will maintain a constant state of preparedness and readiness in the event that an incident or emergency occurs at the school. As part of our preparedness, HQIS will conduct drills and exercises. The purpose of these drills and exercises is to test the procedures identified in the School EOP and to ensure that administration, staff, faculty

HQIS Curriculum

Nursery Curriculum

Our curriculum is play-based and promotes children's natural curiosity and inquiry. Teachers use a set of developmental guidelines to design learning engagements that are challenging and reflective of each child's needs and interests. Children are encouraged to become active participants in their learning and extend their understanding of the world around them.

Below are the five developmental areas focused on in our curriculum:

Physical Development

Early childhood is a time of rapid physical growth. Children are developing a sense of body awareness, fine and gross motor coordination, and overall muscle strength and endurance.

Exploring and mastering physical competence affects children's self-confidence and other areas of learning and progress. Physical play not only encourages physical development, but it also encourages children to develop a positive attitude towards their health and well-being.

Our curriculum encourages children's physical development by providing children a safe, stimulating, and challenging environment where they have the opportunity to participate in activities that promote fine and gross motor development and teach about the benefits of good nutrition and exercise.

We aim to:

- Encourage and support children's desire to actively participate in physical activity.
- Assist children in exploring their physical skills in a safe environment.
- Provide a variety of daily activities that support fine motor skills.
- Provide activities that give children the opportunity to develop their movement, coordination, balance, flexibility, and strength.
- Help children learn and understand the benefits of good nutrition and exercise.
- Encourage children to develop a range of age appropriate movement skills (e.g. rolling, hopping, etc).
- Provide a range of appropriate equipment that extends children's physical skills (e.g. obstacle course, balls, bikes, etc).

Personal, Social, and Emotional Development

Personal, social, and emotional development refers to children's emotional well-being, awareness of self, and understanding of feelings and emotions. Through positive social interactions, children may begin to develop respect for themselves and others and have a positive attitude towards learning.

Our curriculum encourages children's personal, social, and emotional development by recognizing each child as an individual with respect for social, cultural, and

linguistic backgrounds. We provide activities and experiences that enhance children's sense of self-worth, identity, confidence, and enjoyment in learning.

We aim to:

- Establish constructive relationships with children, teachers, families, and the community.
- Give children positive encouragement and act as positive role models.
- Assist children working independently and in both small and large group situations.
- Encourage children to participate in activities that promote moral, spiritual, emotional, social, and intellectual development.
- Help children develop independence, autonomy, and a positive attitude toward learning.
- Provide an environment that embraces differences in gender, ethnicity, religion, language, culture, and individual abilities.
- Protect and nurture the health and well-being of each child.
- Ensure that families feel included, respected, and valued in their children's learning.
- Provide an environment that is equitable and accessible to all students where each child's contribution is valued.

Thinking, Reasoning, and Problem Solving

Children have a natural curiosity that leads them to explore and investigate the possibilities of their environment and wonder about the world.

They explore mathematics and scientific concepts such as number, calculation, shape, measurement, space, classification, matching, sameness and difference, ordering and sequencing, problem solving, pattern making, predicting, investigating, hypothesizing, reasoning, and logical thinking.

Our curriculum aims to foster and develop children's natural curiosity, understanding of the world around them, and early mathematic and scientific skills, as well as introducing them to technology and its place in the world, by providing a hands-on, safe, stimulating environment which focuses on open-ended activities and interesting materials.

We aim to:

- Extend children's thinking, encouraging them to explore, investigate, invent, discover, predict, and question.
- Encourage children's mathematical and scientific thinking.
- Provide stimulating, open-ended materials and activities both indoors and outdoors.
- Challenge children to think of new ways to problem solve.
- Provide children the opportunities to encounter new and different types of problems using different materials, processes, and thinking strategies.
- Recognize and build on children's prior knowledge of natural phenomena.

Literacy, Language, and Communication

The development of language and communication is a vital part of children's learning. Communication allows children to take a more active part in their learning

and care. In addition, the ability to communicate increases children's enjoyment and involvement in their social and cultural world.

Our curriculum seeks to provide children with a language-rich environment that encourages both verbal and non-verbal communication, recognizing and supporting the variety of ways that children communicate through images, art, drama, dance, and movement.

We aim to:

- Provide an environment rich in print, signs, symbols, song, dance, drama, and art.
- Provide access to materials that support children's ability to express themselves.
- Recognize and value children's mother tongue and support their development of English in the classroom.
- Model, support, and engage children in all forms of communication. Children will see teachers using print and numbers for creative and meaningful activities.
- Provide time and opportunities for children to develop spoken language in a variety of contexts (i.e. one-on-one, small groups, and with other children or adults).
- Give children meaningful opportunities to speak, listen, and represent their ideas.
- Provide an environment where books and reading are an important part of the day.

Creative Development

Creativity is a way of thinking, inquiring, making, and doing that involves originality of thought or expression. Children express their creativity through manipulating materials, constructing, painting, making music, dancing, problem solving, and playing. Creativity is seen as an integral part of all curriculum areas.

Our curriculum aims to develop children's creative expression by providing them with an aesthetically pleasing environment with open-ended resources and experiences and by showing a genuine interest and appreciation for what they are doing.

We aim to:

- Stimulate children's thinking and self-expression by using open-ended questions with genuine enthusiasm about their work and play experiences.
- Encourage children to explore and use a wide range of art materials.
- Encourage children's creative expression in a variety of areas such as visual arts, music, dance, and drama.
- Give children the opportunity to experience an environment where they discover and develop different ways to be creative and expressive.
- Provide an environment where children feel secure and supported to try new experiences and ways of doing things.
- Encourage children to develop an appreciation of their work and others' work.

- Provide daily activities and varied opportunities for children to be creative and widen their repertoire of skills that support artistic expression (i.e. cutting, gluing, collage, and caring for materials).

Nursery Chinese Program

Students who are enrolled in the full-day program will participate in daily Chinese lessons. The Chinese classes will create a relaxing learning environment to stimulate children's spirit for learning Chinese language and Chinese culture. The main focus will be on spoken Chinese language.

We aim to:

- Provide a Chinese environment in the classroom (i.e. Chinese children's books, print in Chinese).
- Provide a variety of learning methods in songs, music, arts, games and stories.
- Give children meaningful opportunities to speak and listen Chinese language and develop their spoken Chinese language.
- Give children time and opportunities to feel Chinese culture through Chinese festivals, painting, and calligraphy.

International Baccalaureate Primary Years Program (PYP) Overview

Primary Years Program (PYP) Curriculum

The Preschool to Grade 5 curriculum is aligned with IB PYP standards and practices and strives to prepare students for future success. By setting high and achievable expectations, students learn to take risks, explore, experiment, and solve problems with confidence and pride. Educational activities facilitate inquiry-based learning, cooperative groupings, self-directions, and developmentally appropriate practice. It is our belief that every child has inherent talents and the potential to succeed in a global society.

The PYP strives towards developing internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world. The PYP curriculum fully supports core subject areas including language and mathematics as well as science, social studies, the arts, and physical education.

The curriculum is expressed in three interrelated ways:

- The Written Curriculum—What do we want to learn?
- The Taught Curriculum—How best will we learn?
- The Assessed Curriculum—How will we know what we have learned?

Written Curriculum

HQIS has developed a Program of Inquiry (POI) with the guidance of the six transdisciplinary themes. The POI identifies investigations into important ideas, identified by the teachers, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth, and usually last for several weeks.

The program has *five essential elements* (1) knowledge, (2) concepts, (3) transdisciplinary skills, (4) attitudes, and (5) action.

Knowledge The knowledge that students learn is based on six transdisciplinary themes of global significance provides the framework for exploration and study.

- **Who We Are** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where We Are in Place and Time** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How We Express Ourselves** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **How the World Works** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How We Organize Ourselves** An inquiry into the inter-connectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the Planet** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

(2) Concepts

Our curriculum is driven by concepts. Students learn through these concepts and explore open-ended questions that guide learning experiences as well as guide the focus of each unit of inquiry.

- **Form**– What is it?
- **Function** – How does it work?
- **Causation** – Why is it like it is?
- **Change** – How is it changing?
- **Connection** – How is it connected to other things?
- **Perspective** – What are the points of view?
- **Responsibility** – What is our responsibility?
- **Reflection** – How do we know?

(3) Transdisciplinary Skills

Students' learning experiences focus on further developing skills in the areas of research, thinking, communication, social, and self-management.

- **Research Skills** Formulating questions, Observing, Planning, Collecting data, recording data, organizing data, interpreting data, Presenting research
- **Thinking Skills** Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition
- **Communication Skills** Listening, Speaking, Reading, Writing, Non-verbal communication
- **Social Skills** Accepting responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles, Codes of behavior
- **Self-Management Skills** Gross motor skills, Fine motor skills, Spatial awareness, Organization, Time management, Safety, Healthy lifestyle

(4) Learner Profile

Central to the PYP curriculum is the Learner Profile, a set of value-laden attributes upon which international-mindedness develops and grows. Students strive to be:

- **Inquirers:** Developing their natural curiosity and a love of learning.
- **Knowledgeable:** Exploring concepts, ideas and issues in their home, school, local and global community.
- **Thinkers:** Exercising critical and creative thinking skills in solving problems.
- **Communicators:** Understanding and expressing thoughts and ideas through many modes of communication and collaborating with others.
- **Principled:** Taking responsibility for their actions and acting with integrity and honesty with a strong sense of fairness and justice and respect for others.
- **Open-minded:** Understanding and appreciating personal histories and cultures and being open to new perspectives, values, and traditions of others.
- **Caring:** Showing empathy, compassion, and respect towards the needs and feelings of others. Making a personal commitment to service and taking action to make positive difference in the lives of others and the planet.
- **Risk-takers:** Approaching unfamiliar situations and uncertainty with courage, being independent to explore new roles and ideas while being brave and defending their beliefs.
- **Balanced:** Understanding the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** Giving thoughtful consideration to their personal learning style and

experience. Taking a close look at their own strengths and limitations and understanding how they learn best.

(5) Attitudes

Throughout the program, students develop a greater sense of self and begin to develop positive attitudes which promote healthy relationships with others and good citizenship.

- **Appreciation** Appreciating the wonder and beauty of the world and its people.
- **Commitment** Being committed to my own learning, preserving and showing self-discipline and responsibility.
- **Confidence** Feeling confident in my ability as a learner, having the courage to take risks, apply what I have learned, and make appropriate decisions and choices.
- **Cooperation** Cooperating, collaborating, and leading or following as the situation demands.
- **Creativity** Being creative and imaginative in my thinking and in the way I approach problems and dilemmas.
- **Curiosity** Being curious about the nature of learning, about the world, its people and cultures.
- **Empathy** Imagining myself in another's situation in order to understand my reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
- **Enthusiasm** Enjoying learning and willingly putting the effort into the process.
- **Independence** Thinking and acting independently, making my own judgments based on reasoned argument, and being able to defend my judgment.
- **Integrity** Being honest and demonstrating a considered sense of fairness.
- **Respect** Respecting myself, others, and the world around me.
- **Tolerance** Being sensitive about differences and diversity in the world and being responsive to the needs of others.

(6) Action

Student-initiated action can be a powerful result of the learning process and successful inquiry. Action extends student learning and may have a wider social impact that may look different at each grade level.

Action:

- Should be modeled by the adults in the school community—the action in which schools may engage
- Will be based on the needs of the school community and the local community
- Should be voluntary and involve students in exercising their own initiative
- Is best grounded in the students' concrete experiences
- Is most beneficial to the students when they are able to witness the outcomes
- Usually begins in a small way and arises from genuine concern and commitment
- Should include anticipation of consequences, and accepting of responsibility
- May require appropriate adult support in order to facilitate students' efforts and to provide them with alternatives and choices

The Taught Curriculum

Units of Inquiry (UOI) are developed to support the investigation of these six transdisciplinary themes. Each UOI is developed through a science and/or social studies focus and identified skills and learning outcomes linked to the HQIS Language, Mathematics, Arts, Information Literacy and Technology, and Personal Social and Physical scope and sequences. The UOI is also a collaboration of classroom teachers, single subject teachers, and student services specialists.

Language

The development of language and communication is a vital part of children's learning. Communication allows children to take a more active part in their learning and care. The ability to communicate increases children's enjoyment and involvement in their social and cultural worlds. The curriculum at Hong Qiao International School is based on the assumption that language is essential for learning, thinking, and communicating.

Oral Communication: Listening and Speaking

Oral communication is an essential component of intellectual and social life. Classrooms provide students with the opportunities to hone the oral communication skills necessary for language development, learning, and building social relationships. Emphasis on oral communication ensures all students improve in fluency and accuracy when speaking.

Visual Communication: Viewing and Presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. These processes involve interpreting, using, and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. Visual texts may be paper, electronic, or live, observable forms of communication that are consciously constructed to convey meaning and immediately engage viewers, allowing them instant access to data.

Written Communication: Reading and Writing

Reading is actively constructing meaning from text, and is an absolutely essential skill in modern society. At HQIS students are taught to read and write for pleasure, instruction, and information. Students at each grade level read and write across the curriculum. Every student is provided with opportunities to explore a wide variety of literary styles and genres through reading workshop. Writing workshop is taught through specific genres, integrated within the Units of Inquiry where applicable, and practiced daily in the classroom. Teachers use the Six Traits of Writing as a guide for instruction, discussion, practice, and assessment.

Mathematics

Children have a natural curiosity that leads them to explore and investigate the possibilities of their environment and wonder about the world. The HQIS mathematics program includes the following standards: data handling, measurement, shape and space, pattern and function and number. The curriculum moves from constructing meaning, transferring into symbols and application of understanding.

Science

At HQIS science is viewed as the exploration of the biological, chemical, and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. The inclusion of science within the PYP leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others, and their world.

Social Studies

Social studies is integrated throughout the curriculum providing opportunities for students to learn about themselves, others, and the world around them, thus enabling them to be active participants in a changing society. Through Units of Inquiry, students explore their personal and cultural identity, other cultures, community, geography, the environment, and significant people and moments in history. Students are given opportunities to develop greater intercultural understandings and respect for individuals.

Arts

At HQIS we believe the Arts are integral to students' communication and exploration in developing an understanding of themselves and the world around them. Creativity is a way of thinking, inquiring, making, and doing that involves originality of thought or expression. Children express their creativity through manipulating materials, constructing, painting, making music, dancing, problem solving, and playing.

Information Literacy and Technology

To prepare students for an ever-changing global world, accessing information and utilizing technology is embedded in the HQIS curriculum. Technology is used as a medium for the students to work within.

Personal, Social, and Physical Education

Personal, social, and physical development refers to children's emotional well-being as they create their personal identities, discover how they relate to others, and develop positive self images.

Developing respect for others, and having a positive attitude towards learning are also integral components of personal, social, and emotional development.

Childhood is a time of rapid physical growth. Children are developing a sense of body awareness, fine and gross motor coordination, and overall muscle strength and endurance. Exploring and mastering physical competence affects children's self-confidence, which is then linked to other areas of learning and progress. Physical play not only encourages their physical development but it also encourages children to develop a positive attitude towards their health and well-being.

The Assessed Curriculum

Assessment is an important part of each unit of inquiry as it both enhances learning

and provides opportunities for students to reflect on what they know, understand, and can do. The teacher's feedback to the students provides guidance, tools and incentive for them to become more competent, more skillful, and better at understanding how to learn.

AERO Standards

AERO (American Education Reaches Out) Standards at HQIS supplement and support the PYP program in Pre School through to Grade 5 classes. AERO is a project supported by the U.S. State Department's Office of Overseas Schools (A/OPR/OS) and the Overseas Schools Advisory Council to assist schools in developing and implementing standards-based curricula. Project faculty use the AERO standards as the basis of the professional development they provide. AERO provides a framework for curriculum consistency across grades Pre-School to Grade 5 and for stability of curriculum in overseas schools, which typically have a high rate of teacher turnover. AERO's resources, workshops, and professional consultation services help overseas schools implement and sustain standards-based curricula. This effort is in alignment with research-based trends in the development of curriculum worldwide, and particularly with the Common Core initiative in the U.S." – projectaero.org

Specialist Subjects

PE HQIS Physical education provides students with developmentally appropriate motor skill instruction in an effort to build a foundation for successful participation in later childhood and adult physical activities. The PYP PSPE curriculum has been designed in recognition of the fact that learning is a developmental process and that the phases a learner passes through is not linear of age related.

Music HQIS Music will offer our students an exceptional music education during some of the most formative years of their lives. The music program is driven by the IB-PYP Scope and Sequence and AERO standards for Pre-School through to Grade 5.

Visual Arts

The Visual Arts Program provides a relevant and authentic context for students to create and respond to arts. Arts support the acquisition of essential knowledge and skills, the development of conceptual understanding, the demonstration of positive attitudes, and the taking of action.

Library

Reading is a developmental process that involves constructing meaning from text. The process is interactive and involves the readers' purpose for reading, the reader's prior knowledge and experience, and the text itself. The most significant contribution that can be made to ensure success in reading is to provide a captivating range of picture books and other illustrated materials to share with beginning readers. This is where the HQIS Library comes in as an integral part of student success. Literature offers us a means of understanding ourselves and others, it has the power to influence and structure thinking.

Technology

Technology plays an increasingly important role in day-to-day instruction. Our students interact with technology at an early age and begin technology class starting in G1. All teachers utilize technology in their classrooms through class work, presentations and research skills.

Chinese Language (Mandarin)

Early Years: In our Early Years division, Chinese language is taught through the relevant context of the units of inquiry. Our primary goals of the Chinese Language learning are supporting learners to build deeper understandings of the Units of Inquiry through exploring local perspectives and develop their Chinese language communication skills. English and Chinese teachers collaborate to develop concepts in both English and Chinese as well. In the early childhood stage, language learning is developmental.

Elementary School: Throughout elementary school, the purpose of the Chinese language learning is to develop students' interest in learning and to improve their oral, visual and written skills in Chinese Language. We also aim to support student engagement in successful cross-cultural experiences within their international community in Shanghai. In Grade 1 through Grade 5, lessons are 45 minutes each day. Students are grouped by grade level and language ability. Native Chinese speakers are placed in an advanced class given their strong prior knowledge of the language. Non-native Chinese speakers are placed in a beginner class and move through intermediate classes before joining the Native-Chinese speakers.

PYP in Early Childhood (Pre-School and Pre-K)

Preschool is where the PYP journey begins at HQIS. Students in pre-school and pre-k engage in learning through 4 units of inquiry. These are developmental years of a child's learning where learning experiences integrate socio-emotional, physical and cognitive development.

Children are active in the learning process which lays a solid foundation for future learning. Teachers design stimulating and appropriate experiences to develop the young child's brain. They create dynamic environments that promote play, discovery and exploration. Teacher supports children to explore their environment and learn about their world through play and relationships with peers, teachers, family and community members. HQIS uses both the PYP written curriculum and AERO standards to teach our students.

PYP in Elementary School

Elementary at HQIS runs from Kindergarten through Grade 5 culminating with Exhibition. Starting from Kindergarten students engage in 6 units of inquiry a school year. Subjects are integrated and taught in context to the transdisciplinary themes. Through its inquiry-led, transdisciplinary framework, the PYP challenges students to think for themselves, to take responsibility for their learning, and to explore local and global issues in real-life contexts. HQIS uses both the PYP written curriculum and AERO standards to teach our students.

To learn more about IB-PYP, attend one of our Empowering Parents with Knowledge presentations, or go to www.ibo.org

Hong Qiao International School - Hampton Roads Academy

Hong Qiao International School (HQIS) has partnered with Hampton Roads Academy (HRA), a prestigious American school located in Newport News, Virginia. This union allows HQIS to offer students a rigorous academic program in our Middle and High School. Our teachers will work alongside our College Counselor to guide students (and Parents) through university applications and SAT preparation. The goal is to have all graduates enter reputable universities in North America, Europe and Australasia.

Through a careful review of the best educational practices, we have designed a comprehensive program that is both academically ambitious and supportive of adolescents who grow into motivated, globally minded adults.

HQIS - HRA Middle School

Our Middle School program begins in Grade 6, where students have one homeroom teacher for the four core subjects before moving to two core subject specialist teachers in Grade 7 and 8. The HQIS Middle School focuses on preparing our students for their High School years and ultimately a successful application and entrance to a College or University of their choice.

The Middle School program consists of four core subjects. English, Mathematics, Science and Social Studies; as well as other subjects like Chinese Language, Music, Visual Arts and Physical Education. The program gives students a balance of academic and non-academic subjects to continue the philosophy of developing the 'whole child'. Students will also participate in a term-long exploratory program which rotates to give students a taste of other subjects they may wish to pursue in the future, as well as a variety of after-school activities.

The Middle School at HQIS embraces innovation and inquiry-based practices. Students coming through from the IB PYP program are well equipped to thrive in a challenging, project based learning environment. We encourage students to look for multiple solutions, to compare opposing opinions, and risk failure in pursuit of gaining critical problem solving skills.

The Middle School curriculum provides a comprehensive academic and behavioral foundation that prepares students for the demands they will encounter in the Upper School. The curriculum addresses the whole child by encouraging special talents and accommodating each student's learning style.

Middle School subjects will include:

English, Mathematics, Science, Social Studies, Language acquisition (Mandarin), Health and Physical Education, Art and Music. Students take exploratory subjects (one quarter each of Computers, STEAM, Journalism, Language Acquisition, Speech Making/Debate).

Middle School Courses & Curriculum (6-8)

English	Grade 6 – English Language, Mechanics & Writing Grade 7 – Reading, Writing, Grammar & Vocabulary Grade 8 – Literature Analysis & Verbal Communication
Math	Grade 6 – Pre-Algebra A Grade 7 – Pre-Algebra B Grade 8 – Algebra 1
Social Studies	Grade 6 - Ancient Civilizations Grade 7 - World Geography Grade 8 - American Studies
Science	Grade 6 - Integrated Biology, Chemistry, Physics Grade 7 - Introductory Biology Grade 8 - Introductory Chemistry & Physics
Language Acquisition	Grades: 6,7,8 Mandarin is offered at the A level (Native) and at the B level (Non-Native)
Visual Arts	Grade 6 – Elements of Design Grade 7 – Technique & Media Tools Grade 8 - Principles of Design
Music	Grade 6 – Introduction to Instrumental Music Grade 7 - Band or Strings Grade 8 – Band or Strings
Physical Education & Health	Grade 6 - Physical Education and Health Grade 7 - Physical Education and Health Grade 8 - Physical Education and Health
Exploratory Program	Grade 6,7,8 All MS students participate in a different course each term. Computers, STEAM, Speech/Debate, + EAL (for those who may need it)

HQIS-HRA Middle and High School have an honor code that will guide students to become internationally minded, global thinkers who are prepared to contribute positively to our world.

HQIS-HRA has a set of skills that are trans-disciplinary and are integrated into all subjects:

Social Skills: accepting responsibility, respecting others, cooperating, resolving conflict, group decision making.

Research Skills: Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data.

Thinking Skills: Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought.

Communication Skills: Listening, speaking, reading, writing, viewing, presenting, non-verbal communication.

Self-Management skills: Gross motor, fine motor, spatial awareness, organization, time management, healthy lifestyle, codes of behavior, informed choices.

Grade 6 Course Overviews

English

The primary goal in the sixth grade reading program is to cultivate a love and appreciation of reading. Independently seeking out thought-provoking books that provide pleasure and inspire imagination can empower students in all aspects of life. Students build their reading and speaking vocabularies while engaging with various authors and genres; develop critical thinking skills when analysing different types of texts; interpret texts through writing and discussion; analyze elements of the short story, novel, play, and poetry; and learn techniques for reading non-fiction materials, all of which will help them to become effective students and sophisticated thinkers. The goal is to develop life-long communicators of the English language through the expansion of grammar, usage, mechanics, and writing skills. The class reinforces the skills needed to write successfully across the curriculum and to use writing as a tool for learning.

Math – Pre-Algebra A

The Pre-Algebra A course begins the transition from an arithmetic to an algebraic approach to mathematics, facilitating the changes needed in order to study higher math. Students fine-tune their skills in the basic operations with whole numbers, decimals, fractions, and percentages while being taught the algebraic processes behind these skills. Emphasis is put upon the relationship between arithmetic processes and these same processes depicted with variables, to include some work actually done in algebra classes. Students change the way they approach problem solving and work with integers. Upon successful completion of Pre-Algebra A, students move to Pre-Algebra B.

Science – Integrated Biology, Chemistry, Physics

Sixth Grade Science is a physical science course designed to provide middle school students with the scientific knowledge and skills to allow them to perform successfully in higher level science courses. The emphasis of this course is to explore, discover and understand basic chemistry, astronomy, electricity, computer science, robotics, forces, and simple machines.

Social Studies – Ancient Civilizations

This course explores the concept of civilization from the emergence of early humans through the fall of the Roman Empire. It takes a global perspective, exploring the ancient cultures of Mesopotamia, Egypt, Africa, Phoenicia, Israel, Greece, Rome, India, China, and Mesoamerica. Study skills include note-taking, outlining, basic research techniques, and test-taking strategies.

Visual Arts

In Grade 6, students will take inspiration from the social studies curriculum to develop several art projects that will reinforce what is taught in the classroom. They will work with a variety of mediums to explore the reasons that art works have been created throughout history. A few select cultures and time periods are emphasized, helping to stimulate awareness of the important role that the arts have played in history and their significance in our lives today. Students engage in several assignments that will implement the elements and principles of design.

Physical Education & Health

Our students will demonstrate a comprehensive understanding of the important role of physical education, fitness, and healthy play in our personal lives and in society as a whole. They will possess the skills necessary to perform team and individual sports as well as maintain fitness and body control through various physical, mental, and social activities. A major emphasis will be placed on improving the four components of fitness: muscle strength, muscle endurance, cardiovascular fitness, and flexibility. Our program is designed to improve skill acquisition and physical fitness in order to develop healthy behaviors to promote lifelong wellness.

Music – Introduction to Instrumental Music

This course is a performance-based ensemble which allows students to study music through instrumental performance. In addition to learning the basics of playing an instrument, students focus on the fundamentals of music – tone, rhythm, expression, and executive skills. Students may play any instrument found in a standard orchestra score.

Chinese Language (Mandarin)

Middle and High School students are placed in Native and Non-Native classes and they learn the skills of reading, writing, listening and speaking. At this level, they study the language through novel studies and Chinese literature.

Exploratory Program (Rotates each Term)

Middle school students participate in an exploratory program. This course consists of a series of different subjects that students participate in for just one term. Then the class undertakes a different course for the second term, then another, then another in the 4th and final term. The program is designed to give students a taste of a subject to help make decisions later about HS courses that are of interest.

We will offer Computers, STEAM, Speech/Debate, EAL(for those that may need it), & one more yet to be determined course.

Grade 7 Course Overviews

English

The seventh grade English course combines and extends the objectives of the Grade 6 English course. The class incorporates four curricular strands: reading, writing, grammar and vocabulary. The reading strand, which places a heavy emphasis on works in the mystery genre, provides a strong foundation for future growth in reading, and engages students in critical analysis of literature. The writing strand reinforces the skills needed to write effectively across the curriculum. The grammar strand reaffirms the fundamentals of the parts of speech, sentence construction, punctuation, and paragraph structure, as students develop more sophisticated composition skills. The vocabulary strand expands students' written and oral vocabulary. The course also provides opportunities for oral presentations and creative projects. Required of all seventh graders.

Math - Pre-Algebra B

Pre-Algebra B is a continuum of Pre-Algebra A with an emphasis in Algebra I preparation. Concepts are introduced with emphasis on algebraic theory followed by practical application. All operations with real numbers and variables are fine-tuned. Solving of equations is interwoven throughout the course to include equation-based problem solving. Throughout the course of the year, students will master concepts in Geometry, Measurement, Data Analysis, Number and Operations, and Algebra.

Science - Introductory Biology

Seventh Grade Science is a basic life science course that provides students with an understanding of the major tenets of biology. This course is designed to build a foundation for future studies in the biological sciences. Students study living

organisms at all levels of the hierarchy from interactions at the sub cellular level to complex ecosystems. Learning through exploration and problem analysis develops thinking skills.

Social Studies – World Geography

This course represents an introduction to world cultures with an emphasis upon gaining an understanding of trends associated with cultural diffusion, growing global awareness, and global economics. Through general studies of various cultural regions, the student acquires a basis for the future study of the modern issues and political developments that shape societies. Cultural emphasis includes the North and South American regions, including the United States and Canada, the Western regions of North Africa, Southwest Asia, Sub-Saharan Africa, Eurasia, and Asia. Map skills are developed throughout the year, as well as the political locations and physical features of each cultural region.

Visual Arts

This program builds on concepts and skills introduced in sixth grade art. Students continue to practice previously learned skills and add new techniques with both familiar and new media tools. Throughout the production process, students are actively involved in art criticism and issues of aesthetics. Students begin to discuss culture, time, and geography as they influence art. Art vocabulary develops while students are encouraged to stretch their creative thought processes in order to problem solve, build on knowledge, and further develop fine motor skills.

Physical Education & Health

Our students will demonstrate a comprehensive understanding of the important role of physical education, fitness, and healthy play in our personal lives and in society as a whole. They will possess the skills necessary to perform team and individual sports as well as maintain fitness and body control through various physical, mental, and social activities. A major emphasis will be placed on improving the four components of fitness: muscle strength, muscle endurance, cardiovascular fitness, and flexibility. Our program is to improve skill acquisition and physical fitness in order to develop healthy behaviors to promote lifelong wellness.

Music

Band - Band is a performance-based ensemble for wind and percussion instrument players which builds on the knowledge, skills, and habits that students developed in their 6th grade instrumental music class. In addition to a more difficult repertoire, students will explore developmentally appropriate concepts in tone, rhythm, expression, executive skills, melody, and harmony. Content specific to wind and percussion instrument players includes breath support, long tones, drumming techniques, wind articulations, wind and drum tuning, the overtone series, and concert pitch transposition.

Strings – Strings is a performance-based ensemble for string instrument players which builds on the knowledge, skills, and habits that students developed in their 6th grade instrumental music class. In addition to a more difficult repertoire, students will explore developmentally appropriate concepts in tone, rhythm, expression, executive skills, melody, and harmony. Content specific to string instrument players includes string tuning, bowing, double-stop, and Arco playing.

Chinese Language (Mandarin)

Students are placed in Native and Non-Native classes. All classes have components of listening, speaking, reading and writing in Mandarin.

The Mandarin course engages students in conversations, express feelings and emotions, and exchanging of opinions and information. There is a focus on understanding and interpreting written and spoken language on diverse topics from diverse media. Students will present information, concepts and ideas to an audience of listeners or readers on a variety of topics. The course covers traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of Chinese culture. Students will understand that different languages use different patterns to communicate and they will apply this knowledge to Chinese and native languages. Specific Chinese literature will be used in all courses depending upon the level of students. Course material is developed in complexity throughout the Middle and High School. Students will demonstrate an understanding of the concept of culture through comparisons of the Chinese culture and others. We focus on students becoming life-long learners by using the knowledge of Chinese language and culture for personal enjoyment and enrichment.

Exploratory Program (Rotates each Term)

Middle school students participate in an exploratory program. This course consists of a series of different subjects that students participate in for just one term. Then the class undertakes a different course for the second term, then another, then another in the 4th and final term.

The program is designed to give students a taste of a subject to help make decisions later about HS courses that are of interest.

We will offer Computers, STEAM, Speech/Debate,, Personal Project,EAL (for those that may need it), & one more yet to be determined course.

Grade 8 Course Overviews

English

English 8 is intended to be a challenging, highly interactive course which focuses on increasing students' skills in analysing literature and substantiating those discoveries through written and verbal communication. Students will discover their own voice and writing style as together we explore themes of discrimination, social justice, and the American Dream. As the end of English 8 approaches, students will have gained a better understanding of their own beliefs and values, applied that knowledge to their reading and research, and demonstrated improved ability to defend their beliefs. Naturally, both vocabulary and grammar will be an integral part of class and homework time, and gains in those areas will be demonstrated through class discussion and writing. This course is a required course designed specifically to help students prepare for success as they enter the Upper School the next year.

Math – Algebra 1

This course is a one-year study of algebra designed to provide students the requisite skills necessary for all future mathematics courses. It proceeds rapidly through the prerequisite topics and continues at a pace that demands daily preparation from the student. Note-taking, mathematical communication and precision are emphasized. Major topics include the tabular, graphical, and symbolic representations of linear, quadratic, exponential, rational and radical functions; inequalities; solving linear, quadratic, rational and radical equations; systems of equations and inequalities; and factoring. During the second semester, each student is required to complete a major project which requires a research paper and presentation

Science – Introductory Chemistry/Physics

This course presents an introduction to chemistry and physics. For the first half of the year, students explore the basics of chemistry. The second half is dedicated to physics. This course fosters hands-on learning with a primary goal of preparing students for upper school science courses. Numerous lab activities and open exploration provide students with opportunities to apply science concepts to real world situations. In addition, students will develop technology skills needed in the upper school.

Social Studies – American Studies

This course is designed to prepare students to write, think, and analyze historically. Our journey commences with the migration to North America during the pre-historic period and we conclude our studies in the 20th century. Furthermore, an in-depth chapter on civics will be explored. Students will learn about the Founders and the two opposing views of American democracy. Included in our studies will be resistance against Great Britain, the Declaration of Independence, the Continental Congresses, the Articles of Confederation and the U.S. Constitution. Large historical events will be taught, but not at the exclusion of the many different groups that have contributed to America. Connections and comparisons to the history of their own countries will be made.

Visual Arts

The standards for Grade Eight Visual Arts focus on the application and synthesis of previously learned concepts and more complex technical skills as students manipulate the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) in the art-making process. Students make conscious choices of media, processes, and techniques for expressive purposes in the creation of original works of art. They debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal philosophy of art. Students make connections between their prior art experiences and other fields of knowledge.

Physical Education & Health

Our students will demonstrate a comprehensive understanding of the important role of physical education, fitness, and healthy play in our personal lives and in society as a whole. They will possess the skills necessary to perform team and individual sports as well as maintain fitness and body control through various physical, mental, and social activities. A major emphasis will be placed on improving the four components of fitness: muscle strength, muscle endurance, cardiovascular fitness, and flexibility. Our program is to improve skill acquisition and physical fitness in order to develop healthy behaviors to promote lifelong wellness.

Music - Band

Band is a performance-based ensemble for wind and percussion instrument players which builds on the knowledge, skills, and habits that students developed in their 6th and 7th grade ensemble classes. In addition to a more difficult repertoire, students will explore developmentally appropriate concepts in tone, rhythm, expression, executive skills, melody, harmony, phrasing, form, and timbre. Content specific to wind and percussion instrument players includes breath support, long tones, drumming techniques, wind articulations, wind and drum tuning, the overtone series, and concert pitch transposition.

Music- Strings Strings is a performance-based ensemble for string instrument players which builds on the knowledge, skills, and habits that students developed in their 6th and 7th grade ensemble classes. In addition to a more difficult repertoire, students will explore developmentally appropriate concepts in tone, rhythm, expression, executive skills, melody, harmony, phrasing, form, and timbre. Content specific to string instrument players includes string tuning, bowing, double-stop, arco playing, and pizzicato.

Chinese Language (Mandarin)

Middle and High School students are placed in Native and Non-Native classes and they learn the skills of reading, writing, listening and speaking. At this level, they study the language through novel studies and Chinese literature.

Exploratory Program (Rotates each Term)

Middle school students participate in an exploratory program. This course consists of a series of different subjects that students participate in for just one term. Then the class undertakes a different course for the second term, then another, then another in the 4th and final term. The program is designed to give students a taste of a subject to help make decisions later about HS courses that are of interest.

We will offer Computers, STEAM, Speech/Debate, Personal Project, EAL (for students who may need it), and one more yet to be decided course.

HQIS - HRA High School

At HQIS, the High School consists of students from Grade 9,10,11 and next year we will graduate our first class of Seniors: the class of 2019.

Through a careful review of the best educational practices, we have a comprehensive program that is academically ambitious to provide the support adolescents need to grow into motivated, globally minded adults. Our High School program begins in Grade 9 and runs sequentially and seamlessly through to Grade 12, preparing our graduates for worldwide colleges or universities of their choice.

The High School at HQIS embraces creativity and individuality while offering students the opportunity to gain access to a rigorous curriculum designed to provide students with the skills to be successful in University.

Graduation requirements provide a critical balance between the essential academic areas, including English, Mathematics, Science, History, & Chinese Language; with other areas such as Music, Visual Arts and Physical Education. Students have access to several elective courses and numerous after school activities. We proudly place an emphasis on students having a balance in life between academic, art and sporting programs.

Throughout the High School experience students undergo practice and preparations for SAT exams and other standardized testing opportunities. Grade 11 (Juniors) and Grade 12 (Seniors) attend guidance courses to prepare them fully for the transition to foreign (or local) Universities. Students are nurtured and supported every step of the way under the guidance of our caring and committed faculty members.

HQIS-HRA High School Credit Outline

In grades 9-12, students must earn a minimum of 21.5 academic credits. Graduation requirements provide a critical balance of work in each of the essential academic areas, including English, Social Studies, Mandarin, Science, Math, Music, Visual Arts, and Physical Education. Grade 11 and 12 students will gain credits for Guidance Counselling. Electives also offer credits.

High School curriculum subjects will include:

English, Mathematics, Sciences (Biology, Physics, Chemistry), History/Geography, Language (Mandarin). HS Students will be offered Electives STEAM/Design, Visual Arts, Music (Orchestra), International Relations, Computer Programming, Business Studies, etc.

High School Courses & Curriculum (G9 -12)

English	Grade 9 - English & World Literature (1 credit) Grade 10 - English & European Literature (1 credit) Grade 11 - English Language & American Literature: (1 credit) Grade 12 - English Language & World Literature (1 credit)
Language Acquisition	Grades 9/10/11/12: Mandarin is offered at the A level (Native) and at the B level (Non-Native) (1 credit each year)
History/Geography	Grade 9 – World History 1 (1 credit) Grade 10 – World History 2 (1 credit) Grade 11 - USA History (1 credit) Grade 12 - International Relations (1 credit)
Science	Grade 9 – Earth Science (1 credit) Grade 10 - Biology (1 credit) Grade 11 - Chemistry: (1 credit) Grade 12 - Physics: (1 credit)
Mathematics	Grade 9: Geometry (1 credit) Grade 10: Algebra II (1 credit) Grade 11: Pre-Calculus/Trigonometry (1 credit) Grade 12: Calculus (1 credit)
Visual Arts	Grade 9: Introductory Studio Art (0.25 credit) Grade 10: Intermediate Studio Art (0.25 credit)

	Grade 11: Ceramics (0.25 credit) Grade 12: Advanced Art (0.25 credit)
Music	Grades 9: Orchestra/Sinfonietta (0.25 credit) Grade 10: Orchestra/Sinfonietta (0.25 credit) Grade 11: Orchestra/Sinfonietta (0.25 credit) Grade 12: Orchestra/Sinfonietta (0.25 credit)
Guidance Counselling (SAT)	Grade 11 (0.25 credit) Grade 12 (0.25 credit)
Physical Education & Health	Grade 9: Strength Training (0.25 credit) Grade 10: Upper School PE (0.25 credit) Grade 11: Introductory Sports Medicine (0.25 credit) Grade 12: Advanced Sports Medicine (0.25 credit)
Electives	<u>Grades 9/10:</u> STEAM/Design (0.5 credit) Business Studies (0.5 credit) Discreet Math (0.5 credit) Computer Programming/Coding (0.5 credit) English Acquisition (0.5 credit)
	<u>Grades 11/12:</u> Model United Nations (0.5 credit) Discreet Math (0.5 credit) Computer Programming/Coding (0.5 credit) English Acquisition (0.5 credit)

Grade 9 Course Overviews

English

This course builds upon the skills students have learned in middle school, including vocabulary, grammar, literature, and study skills. Ultimately, all course work relates to making them more efficient writers. During the first semester, their writing evolves from a natural progression of writing the sentence, to the paragraph, to the short

essay, to the research paper, with an emphasis on being original and avoiding plagiarism. Students write essays in a variety of rhetorical modes: narration, description, illustration, process analysis, compare/contrast, classification/division, definition, and cause and effect. Literature is primarily non-fiction with a novel unit at the end of the semester. During the second semester, the emphasis switches from expository writing to literary analysis, argumentation, and persuasion. In addition, students will explore different modes of creative writing. Writing is based on selections from world literature encompassing mythology, Shakespearean drama, poetry, and contemporary short stories.

Math – Geometry

This course in Euclidean geometry emphasizes principles learned in Algebra I in the study of plane and solid geometry. Deductive and inductive reasoning and the two-column proof method of geometric theorems are introduced. Topics include the relationship between points, lines, and planes; parallelism; logical reasoning; proofs; geometric constructions; triangle congruence; properties of quadrilaterals, similarity, the Pythagorean Theorem, right triangle trigonometry, regular polygons, secants and tangents to circles, and elementary solid geometry. During the second semester, each student is required to complete a geometry project, which involves student research of applied geometry.

Science – Earth Science

The Earth Science standards connect the study of Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. The standards emphasize historical contributions in the development of scientific thought about Earth and space. The standards stress the interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyze, and report data; and the utilization of science skills in systematic investigation. Problem solving and decision making are an integral part of the standards, especially as they relate to the costs and benefits of utilizing Earth's resources. Major topics of study include plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe.

History – World History

This course will cover the development of the Ancient World. The course will focus on the political, cultural, and religious aspects in regions of Asia, Africa, Europe, and the Americas. The growth and development of each will be studied to show comparisons and differences among cultures. This focus will allow students to experience the growth of man and man's interaction with each other in the hope of better understanding the complex world in which we live today.

Visual Arts – Introductory Art

Introductory Art is designed to acquaint all students with the discipline of the visual arts as well as the upper school program. Studio projects focus on the elements and principles of design and offer a variety of media experiences in which to practice these art fundamentals. In addition to studio production, students are actively involved in the processes of art criticism, historical inquiry, and aesthetics.

Physical Education & Health – Strength Training

The primary goal of the physical education program is to encourage students to exercise and to participate in lifetime sports and activities. The strength-training course is a daily semester-length course. Students train with weights in order to achieve a desired lean body mass/body composition and to enhance muscular strength. They learn the basics of strength training including how to manipulate variables to produce various results. They learn about and practice several different approaches to strength training. The rules and safety precautions characteristic of a well-run strength training facility are presented and stressed. Our hope is that every student will develop the commitment to make strength training a lifestyle habit.

Music – (G9 – 12) Orchestra Sinfonietta

Orchestra is the lower-level performing ensemble for high school students which builds on the knowledge, skills, and habits that students developed in their previous study of music. Students will perform developmentally appropriate repertoire and explore concepts in tone, rhythm, expression, executive skills, melody, harmony, phrasing, form, and timbre. Students may play any instrument found in a standard orchestra score.

Sinfonietta is the flagship performing ensemble in the HQIS Music program. It is designed to offer students advanced study on any instrument found in a standard orchestra score. In addition to instrument study, students will explore advanced concepts in tone, rhythm, expression, executive skills, melody, harmony, phrasing, form, timbre, texture, and music theory.

Chinese Language (Mandarin)

Students in Grades 9 -12 will be divided into levels of Native and Non-Native classes. High school Chinese classes will include components of Chinese Culture and Geography. At this level, students study the language through novel studies and Chinese literature.

Electives (G9-10)

High school students are offered a range of yearlong, 2 periods per week, elective options in addition to the core subject courses. Each course earns 0.5 credits per year.

Grade 9 & 10 are offered the following: STEAM/Design, Business Studies, Discreet Math, Computer Programming/Coding, English Acquisition (for students who need support in English).

College Counseling (G9 -12)

HQIS College Counselor will be in regular contact with HRA College Counselor – they will each be working to assist your child to find the ‘best fit’ College or University. Students in Grades 9 -12 will have regular contact with our College Counselor. All students (with Parents) will be scheduled to meet to discuss and explore courses, activities and updated opportunities (College Fairs, college information) to benefit our students University or College applications. Our College Counselor will be the person

who organizes and informs our families of all ISA, PSAT, SAT, SSAT, TOEFL and other standardized assessments.

Grade 10 Course Overviews

English

This course is a chronological and thematic study of European literature from the ancient world to the present. The course prepares students for college-level writing and literary inquiry, using differentiated learning styles. To meet this end, a variety of learning opportunities are offered, including small and large group discussions, debates, media presentations, role-playing, peer editing and the occasional lecture. The course provides a forum whereby students interact with literature on a personal level as they build upon previous language skills in grammar, vocabulary and composition. They write both expressively and analytically in response to the literature studied and personal experiences. Writing activities take the form of literary analysis, personal essay and creative writing. They review and further hone their research skills as they produce an extensive research paper. Required of all tenth graders.

Math – Algebra 2

Following the strengthening and development of basic algebra skills, a thorough treatment of algebraic concepts is provided through the study of polynomial, rational, and transcendental functions and their graphs. Other topics include matrices, series and sequences, probability and statistics. Graphing calculators are used extensively in this course. Successful completion of this course is a graduation requirement.

Science – Biology

This class is a general course exploring the varied and intricate world of living things. Topics will include the following: basic biological theories, cell structure and function, heredity, ecology, evolution, microbes and human anatomy and physiology. Regular laboratory work and research projects are an integral part of this course.

History – World History 2

This course studies the historical development of people, places, and patterns of life from the Renaissance up to the present with a worldly focus. The course follows the major civilizations and religions found in Africa, the Americas, Asia, the Middle East, and in Europe as they relate to the history and development of the world from the Renaissance to the present time. All students will use skills of historical and geographical analysis to explore the history of the world and how this history has evolved into the world we know today.

Visual Arts – Intermediate Art

This course builds on concepts and skills that have been explored in the Introductory Art class. Students learn techniques of drawing focusing on value as well as line and shape, colored pencil techniques, acrylic painting and printing processes. Skills in stretching and priming of canvases are taught. Studio projects require students to study the styles of artists throughout history, art movements and some contemporary artists, as well. They are encouraged to apply this knowledge to the creation of original paintings, drawings and prints. Students are actively involved in processes of art criticism and aesthetic discrimination, and are continually challenged to apply these processes to their individual creations.

Upper School Physical Education & Health

Physical Education at HQIS-HRA aims to promote a healthy lifestyle for students and therefore advocates activities that are enjoyable and that also contribute to healthy living. The goal of this course is to help students understand the value of physical activity and to adopt a creative, growth-oriented mind-set. Students will participate in a variety of activities to include sport skills, fitness and mindfulness oriented exercises, cooperative and creative activities/projects, cross-brain activities and possibly more.

Music - Orchestra / Sinfonietta

Orchestra is the lower-level performing ensemble for high school students which builds on the knowledge, skills, and habits that students developed in their previous study of music. Students will perform developmentally appropriate repertoire and explore concepts in tone, rhythm, expression, executive skills, melody, harmony, phrasing, form, and timbre. Students may play any instrument found in a standard orchestra score.

Sinfonietta is the flagship performing ensemble in the HQIS Music program. It is designed to offer students advanced study on any instrument found in a standard orchestra score. In addition to instrument study, students will explore advanced concepts in tone, rhythm, expression, executive skills, melody, harmony, phrasing, form, timbre, texture, and music theory.

Chinese Language (Mandarin)

Students in Grades 9 -12 will be divided into levels of Native and Non-Native classes. High school classes will include components of Chinese Culture and Geography. At this level, students study the language through novel studies and Chinese literature.

Electives (G9-10)

High school students are offered a range of yearlong, 2 periods per week, elective options in addition to the core subject courses. Each course earns 0.5 credits per year.

Grade 9 & 10 are offered the following: STEAM/Design, Business Studies, Discreet Math, Computer Programming/Coding, English Acquisition (for those who need support).

College Counseling (G9 -12)

HQIS College Counselor will be in regular contact with HRA College Counselors – they will each be working to assist your child to find the ‘best fit’ College or University. Students in Grades 9 -12 will have regular contact with our College Counselor. All students (with Parents) will be scheduled to meet to discuss and explore courses, activities and updated opportunities (College Fairs, college information) to benefit our students University or College applications. Our College Counselor will be the person who organizes and informs our families of all ISA, PSAT, SAT, SSAT, TOEFL and other standardized assessments.

Grade 11 Course Overviews

English

This literature and composition course, a study of American literature from early Native Americans to contemporary writers, explores the intellectual, social, and political issues affecting our literary heritage. The focus will be on both utilitarian literature and fiction; we will explore literature from the seventeenth through the twenty-first centuries. Students will develop their skills in literary analysis, grammar, writing and research through a variety of methods, taking into account the various learning styles of individual students. Group discussions, projects, electronic slide presentations, oral presentations, peer editing, and dramatic presentations are among the methods students can expect to encounter in this course. Students will continue to develop their writing skills in the form of expository and analytical essays, creative writing, and thesis paper.

Math Pre-Calculus / Trigonometry

Pre-Calculus is a review and extension of topics from Algebra II including polynomial, rational, exponential, logarithmic, and trigonometric functions. A treatment of systems of equations and linear algebra is given as well. The second semester includes a complete course in trigonometry. Topics included are trigonometric functions and their inverse functions, the unit circle, graphs, verifications, and solving trigonometric equations. In addition, the concept of a limit is introduced and then developed. Advanced algebraic skills are incorporated throughout the course to prepare students for rigorous college level math and science course work.

Science – Chemistry

The General Chemistry course is designed to focus on the basic principles of chemistry that includes a study of elements, structure of matter, and bonding fundamentals. This course incorporates a conceptual approach to chemistry with less emphasis placed on problem solving involving mathematical applications. Regular laboratory work is an integral part of this course.

History – United States History

This course examines the political, social, cultural, and diplomatic history of the United States from European settlement to the present. Students refine their skills in reading and interpreting historical writings, both primary and secondary sources. They also further develop their ability to express their ideas, both in class discussion and in writing. Students may use this course to fulfil their curricular requirement for United States history.

Visual Arts – Ceramics

This course introduces students to the three-dimensional production of functional and decorative objects made from clay. Traditional hand building techniques such as slab, coil, and pinching are taught. The influences of cultures from various geographical regions are shared to define their contributions to the art, function and development of ceramics. Influences of contemporary ceramic artists are introduced through images and the study of processes and techniques. The elements and principles of design are discussed in critiques and throughout the production process.

Physical Education & Health – Introduction to Sports Medicine

This course covers the prevention, evaluation, and treatment of various sports related injuries. It includes both classroom and clinical experience where the students will be educated to recognize and care for various injuries. Students will also receive CPR/AED certification.

Music - Orchestra / Sinfonietta

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Electives (G11-12)

High school students are offered a range of yearlong, 2 periods per week, elective options in addition to the core subject courses. Each course earns 0.5 credits per year.

Grade 11 & 12 are offered the following: STEAM/Design, Discreet Math, Model United Nations (MUN), Computer Programming/Coding, English Acquisition (for students who need support).

College Counseling (G9 -12) & Guidance Classes

HQIS College Counselor will be in regular contact with HRA College Counselor – they will each be working to assist your child to find the ‘best fit’ College or University. Students in Grades 9 -12 will have regular contact with our College Counselor. All students (with Parents) will be scheduled to meet to discuss and explore courses, activities and updated opportunities (College Fairs, college information) to benefit our students University or College applications. Our College Counselor will be the person who organizes and informs our families of all ISA, PSAT, SAT, SSAT, TOEFL and other standardized assessments.

Our College Counselor will also teach Guidance Classes to G11 & 12 students twice per week. Guidance classes cover all the preparations necessary for University or College life. The program also assists student understanding of sitting exams, SAT testing, cooking, money matters and many other necessary skills required once students graduate and leave home.

Grade 12 Course Overviews

English – World Literature

World Literature is a senior English course that attempts to broaden students’ literary landscape. Students will read and analyze works of contemporary international authors comparing and contrasting themes and trends, describing cultural influences and evaluating the philosophical, political, ethical and social influences that shape various works of literature in a specific time and place. Students will also identify and analyze recurring universal themes across texts making connections to the culture and historical period in which they were written in an attempt to work towards a definition and an understanding of commonalities and differences among human cultures. In addition to active reading and critical evaluation of literature, students will review the writing process and compose a variety of essays

Math – Calculus

Calculus is a one-year course for students who have completed a pre-calculus preparation course. Topics covered include a unified analysis of functions, limits, differentiation, and integration, with particular attention to the need of calculus techniques in problem solving.

Science – Physics

An introductory course exploring the relationships between matter and energy in nature with applications in daily life. The emphasis is on conceptual physics with mathematics used as a tool for problem solving and a guide to consistent and correct thinking. Topics include: mechanics, gravitation, light, sound, fluids, thermodynamics, oscillations, waves and optics. Students will perform experiments and submit lab report evaluation forms for assessing their comprehension of theory, procedure, numerical results and experimental uncertainties.

History – International Relations

Students taking International Relations will study how nations relate to one another in the international arena, with a focus on the foreign policies. We will discuss the basic principles of international diplomacy, examine institutions that promote internationalism and explore several problems that challenge the international community today. Simulations, paideia discussions, and projects will be utilized to enhance the learning experience and introduce the students to many complex international relations topics. The course will be taught seminar style with a strong focus on current world events and challenges.

Visual Arts – Advanced Art

This course is designed for highly motivated students who have acquired varied experiences and technical skills in studio production. Students will continue to develop personal solutions to artistic challenges by applying their knowledge of the elements and principles of design. Although the creation is an important component of this course, the class also strives to generate critical thinking and a comprehension of the aesthetic qualities in their work through formal art criticism, field trips and researching contemporary artists. Throughout the course students will refine drawing skills, study painting techniques, and experiment with mixed media. Students will be expected to push their own artistic ability, finding ways to express a personal vision with work that reflects a heightened understanding of design concepts as well as technical competence.

Physical Education & Health – Advanced Sports Medicine

This course expands and builds upon the topics of prevention, evaluation, and treatment of various sports related injuries covered in the Introduction to Sports Medicine class. Students can expect to be presented with more intricate topics such as traumatic brain injuries, advanced injury evaluation, law of sports injury and general medical conditions. This course also covers the rehabilitation and healing stages of an injury.

Music - Orchestra / Sinfonietta

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Forms



HQIS School Calendar

2018-2019

August 2018						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 7/30-8/3 New Staff Orientation
- 8/6-8/10 Returning Staff Orientation
- 8/13 Family Orientation
- 8/14 School Begins
- 8/14-1/16 Fall Semester 2018

- 9/10-12/7 Fall ASP Period
- 9/13 Open House (5-6 PM)
- 9/22 Family Picnic
- 9/24 Mid Autumn Festival (no school)

- 10/1-10/5 National Day Break (no school)
- 10/2 MS/HS End of 1st Quarter
- 10/15-10/19 Middle School Week Without Walls
- 10/31 Halloween Celebration

- 11/9 Parent Teacher Conferences
- 11/12-11/13 Staff Professional Development (no school)
- 11/24 Saturday Make Up Day (if needed)

- 12/10-12/13 Formal Exams Grade 6-12
- 12/12-12/13 Winter Performance
- 12/14 MS/HS End of 2nd Quarter
- 12/17- 1/4 Winter Break (no school)

- 1/17 Spring Semester Begins 2019
- 1/17 -6/14 Spring Semester 2019
- 1/25 Semester 1(Fall) Progress Reports
- 1/29 CNY Celebration

- 1/30-2/8CNY Break (no school)
- 2/11-2/22 ISA Standardized Test Grade 3-10
- 2/25-5/31 Spring ASP Period

- 3/7 STEAM Day
- 3/18-3/22 High School Week Without Walls
- 3/25-3/29 Literacy Week
- 3/29 MS/HS End of 3rd Quarter

- 4/1-4/5 Spring Break
- 4/20 Earth Day Event
- 4/22 World Earth Day
- 4/26 Student Lead Conferences
- 4/29 - 4/30 Staff Professional Development (no school)
- 5/1 Labor Day Break (no school)

- 5/2-5/3 Spring Sports Day
- 5/11 Saturday Make Up Date (if necessary)
- 5/13-5/17 Festival of the Arts
- 5/31 Children's Day Celebration

- 6/3-6/6 Formal Exams Grade 6-12
- 6/7 Dragon Boat Festival
- 6/11-6/12 Spring Performances
- 6/13 Semester 2 (Spring) Progress Reports
- 6/13 MS/HS End of 4th Quarter
- 6/13 Last Day of School for Students
- 6/14 Last Day of School for Teachers
- 6/17-7/12 HQIS Summer School

February 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2019						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

No School - All Off
 Important Dates
 No School - Teachers Work
 Summer School

Standardized Testing (Grade 2-10):
 School Begins
 School Ends

Total: 191 Teacher Work Days
 Total: 180 Student Contact Days

FALL 2018 - SPRING 2019

Students are admitted and placed in a grade level after considering their age, achievement level, grade level at their previous school, and emotional and physical maturity. In addition, HQIS will always take into account the student's country of origin, the educational system from which the student comes, as well as the student's past performance in that system. The age placement cut off date is September 30, 2018.

Grade Level Placement

Age	Date of Birth	HQIS (USA system)
18-24 months	Oct 1, 2016 - Mar 31, 2017	Nursery1 (Toddler)
2	Oct 1, 2015 - Sep 30, 2016	Nursery2 (Early Years)
3	Oct 1, 2014 - Sep 30, 2015	Preschool
4	Oct 1, 2013 - Sep 30, 2014	Pre-Kindergarten
5	Oct 1, 2012 - Sep 30, 2013	Kindergarten
6	Oct 1, 2011 - Sep 30, 2012	Grade 1
7	Oct 1, 2010 - Sep 30, 2011	Grade 2
8	Oct 1, 2009 - Sep 30, 2010	Grade 3
9	Oct 1, 2008 - Sep 30, 2009	Grade 4
10	Oct 1, 2007 - Sep 30, 2008	Grade 5
11	Oct 1, 2006 - Sep 30, 2007	Grade 6
12	Oct 1, 2005 - Sep 30, 2006	Grade 7
13	Oct 1, 2004 - Sep 30, 2005	Grade 8
14	Oct 1, 2003 - Sep 30, 2004	Grade 9
15	Oct 1, 2002 - Sep 30, 2003	Grade 10
16	Oct 1, 2001 - Sep 30, 2002	Grade 11
17	Oct 1, 2000 - Sep 30, 2001	Grade 12

Upon admission, students are provided with a learning program based on their readiness and maturity. **Acceleration to a higher grade or retention in a lower grade is based on a student's ability and achievement after enrollment. When necessary, teachers, administrators, and parents meet to discuss concerns regarding grade level placement.**

The HQIS Early Childhood program is designed to offer a developmentally appropriate curriculum for children at each age level, therefore students in Toddler, Early Years, and Preschool grades will not be considered for acceleration.

Before applying for enrollment, parents and students who have special learning needs will need to consult with HQIS to be sure the school can accommodate for your child.

In some cases, HQIS will conduct an interview with the student to determine enrollment and placement.

Tuition and Fees

Fall Semester	Spring Semester
August 14, 2018 - January 16, 2019	January 17, 2018 - June 14, 2019
Fall Semester Payment Deadline	Spring Semester Payment Deadline
June 30, 2018	November 30, 2018

Non-Refundable/One Time Fees		
Application Fee (non-refundable)	The application fee is non-refundable, non-transferable, and is only valid for the school year in which applied. The fee is payable when the student's application is submitted to the school for consideration. This fee is not applicable to other school fees.	¥ 2000
Deposit & Cancellation Fee (non-refundable)	A non-refundable deposit of RMB 9,000 applies for new and returning students for the Fall Semester. It will be applied to the tuition, and is due before April 30, 2018 . For each semester of the academic school year, a cancellation fee of RMB 9,000 will be charged for the withdrawal of a student. Other cancellation penalties may also apply and are subject to the School Refund Policy.	¥ 9000
English as an Additional Language (EAL) Fee	A one time, non-refundable EAL fee will be charged to new students who, upon assessment, are enrolled in the EAL pull-out program. Assessment may occur after the start of the school year.	¥ 6000
Matriculation Fee (non-refundable)	The matriculation fee is a one-time mandatory fee that is used to support investments in school facilities and related costs, including new construction or renovation projects and associated loan payments, major repairs and major maintenance costs for school facilities. It is a one-time non-refundable fee for all newly enrolled students to HQIS and is due within 10 working days after receipt of the School's Invoice.	¥ 15000

Tuition				
Grade Level	Semester Fee		Annual Fee	
	Half Day	Full Day	Half Day	Full Day
Toddler	¥ 49,230.00	¥ 68,670.00	¥ 98,460.00	¥ 137,340.00
Early Years	¥ 49,230.00	¥ 68,670.00	¥ 98,460.00	¥ 137,340.00
PYP Preschool	¥ 52,650.00	¥ 73,440.00	¥ 105,300.00	¥ 146,880.00
PYP Pre-Kindergarten	¥ 73,440.00		¥ 146,880.00	
PYP Kindergarten	¥ 82,980.00		¥ 165,960.00	
PYP Grades 1 - 5	¥ 97,920.00		¥ 195,840.00	
Grades 6 - 12	¥ 97,920.00		¥ 195,840.00	
Note: All new students who enroll after June 30 for the Fall Semester, and November 30 for the Spring Semester, must pay the non-refundable deposit of RMB 9,000 before the student starts school. The remainder of tuition fee is due within 10 work days after receipt of the school's Invoice. New students who enroll after more than 15 school days of a semester have elapsed will be charged a pro-rated amount of the full semester's fees.				

Semester School Bus Fee (Optional)	
One Way	Round-Trip
¥ 3,600.00	¥ 7,200.00
Note: Please fill out the bus application form if you wish to enroll your child/children in the school bus program.	

Discounts	
Annual Tuition Discount	A 5% reduction on the annual tuition is applicable only when the full tuition fee is received by April 30, 2018 . (Since the date of payment is determined by our bank's acknowledgement, it is advisable to allow several lead days to avoid missing the deadline.)
	A 3% reduction on the annual tuition is applicable only when the full tuition fee is received by June 30, 2018 . (Since the date of payment is determined by our bank's acknowledgement, it is advisable to allow several lead days to avoid missing the deadline.)
Sibling Discount	A 10% reduction of the tuition fee is applied to the younger child/children of families enrolling two or more siblings.



HQIS • RBIS

上海虹橋國際外籍人員子女學校

Shanghai Hong Qiao International School

Shanghai Rainbow Bridge International School



HQIS 2018-2019 Parent Permission Form **家长授权表**

Child's Name: _____

Class: _____ Teacher's Name: _____

Parent's Name: _____

Parent's Email Address: _____

Parent's Contact Phone: _____

____ I have read and understand the HQIS Family Handbook. I will strictly abide by the policies and procedures outlined in the Handbook.

我已阅读Family Handbook家长手册，我愿意严格遵守学校的管理制度。

____ Yes ____ No I give permission for my child to attend school field trips.

我授权我的孩子参加学校组织的出游活动。

This form will remain in force for the duration of the 2018-2019 school year. If at any time you would like to make changes, please contact the Admissions Office.

本授权表仅限2018-2019学年有效。任何时间若您想做出修改，请联系注册部。

Please mark your choices, sign the form, and return to the classroom teacher during the first week of school.

请选择并签名，交给班级老师处。

Parent Signature

家长签名

Date

日期

Global • Respectful • Empowered • Engaged

Hong Qiao International School
218 South Yi Li Road, Shanghai, China. 201103
Tel: (86 21) 62689773 62683121
www.hqis.org



HQIS · RBIS

上海虹橋國際外籍人員子女學校

Shanghai Hong Qiao International School

Shanghai Rainbow Bridge International School



HQIS Information Update Form 2018-2019

虹桥国际学校紧急联系信息更新表

Parent's Name 家长姓名: _____ Child's Name 学生姓名: _____ Child's Class 班级: _____

I would like to have my child's Emergency Information updated from _____ (M/D/Y) with the following changes:

我希望以下信息从 _____ (月/日/年) 起开始更新

Please "X" the item you would like to update and fill in with the changed information:

请在需要更新的条目前面画 "X"

Parent or guardian name (s) 家长或监护人姓名 _____

Shanghai residential address details 上海居住地址 _____

Mobile, home phone, and/or parent work phone numbers 手机号码, 家庭号码或工作号码

Emergency contact phone numbers-friends or family members to contact if parents cannot be reached 紧急联系人— (在无法与父母取得联系情况下使用朋友或除父母外的家庭成员)

Medical alert information

To ensure the best care possible, parents should inform the school of a child's specific medical conditions and health requirements (i.e. allergies, asthma, febrile seizures, etc.).

a) If your child needs to take any medicine for such medical conditions, please fill the Medication Authorization Form (please refer to the Family Handbook), and bring it with the medication to the school clinic.

b) If your child had an anaphylactic shock (a serious allergic reaction), please write down the details in below.

c) If your child has severe allergy, and your doctor prescribed an Epi-Pen or other anti-allergic medication, please write down the details in below and bring it with the doctor's letter to the school clinic.

健康信息:

为确保您的孩子得到及时的医疗救助, 有以下情况, 请家长及时通知学校。

a) 如果您的孩子需要在校用药, 请您填写《虹桥国际学校学生用药授权表》, 将药物和表格送至学校医务室。

b) 如果您的孩子有特殊的医护需要或是其他慢性疾病(比如过敏、哮喘、发热惊厥或其他), 请在下方详细说明;

c) 如果您的孩子有严重过敏反应(过敏性休克)病史, 请在下方详细说明, 并告知具体的过敏原; 如果医生建议自备Epi-Pen或其他抗过敏药物, 请将药物并医生的处方送至学校医务室。

Global · Respectful · Empowered · Engaged

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www.hqis.org

HQIS 校车申请表

HQIS School Bus Application Form

学生姓名 Student's Name: _____ 年级 Grade Level: _____

半天班 Half-Day 全天班 Full-Day

家庭住址 Home Address: _____

家长联系电话 Parents Contact Phone: _____

家长邮件 Parents email: _____

申请的校车服务为 I would like to apply for the: 来回校车 Round-Way School Bus service

早上接送 One-Way to School Bus service(AM)

下午接送 One-Way from School Bus service(PM)

期望开始时间 Desired Bus Start Date: _____

我们将通过邮件确认函通知您校车的具体安排情况，以及开始乘坐日期。

If School Bus service can be arranged, a confirmation will be emailed to you with the final approved bus start date and details.

如果您的孩子是在校生，请将您填写完整的校车申请表电邮至 busservice@hqis.org 或把原件交至注册部。

If your child is a current student, please email us by busservice@hqis.org or hand in this completed form to the Admissions Office.

***在此我确认已查阅及同意 HQIS 校车服务规定，并且会负责确保在使用校车前付清校车费。**

I have read and hereby agree with the HQIS School Bus service policy, I will ensure payment of the School bus fee before using the School Bus service.

家长姓名 Parents Name: _____

日期 Date: _____

HQIS Student Early Leave Form 学生提前离校表

Date 日期		Student's Name 学生姓名	
Pick Up Time 接学生的时间		Class 班级	
Reason for leave earlier 提早离校的原因:			
<input type="checkbox"/> Personal leave 事假 <input type="checkbox"/> Sick leave 病假 <input type="checkbox"/> Others 其他_____			
Afternoon School Bus 下午校车: <input type="checkbox"/> Yes 是 <input type="checkbox"/> No 否			
Bus No. _____			
Parent's Signature 家长签名:		Teacher's/ Nurse's Signature 教师/ 护士签名:	Receptionist Signature 前台签名:

HQIS Student Early Leave Form 学生提前离校表

Date 日期		Student's Name 学生姓名	
Pick Up Time 接学生的时间		Class 班级	
Reason for leave earlier 提早离校的原因:			
<input type="checkbox"/> Personal leave 事假 <input type="checkbox"/> Sick leave 病假 <input type="checkbox"/> Others 其他_____			
Afternoon School Bus 下午校车: <input type="checkbox"/> Yes 是 <input type="checkbox"/> No 否			
Bus No. _____			
Parent's Signature 家长签名:		Teacher's/ Nurse's Signature 教师/ 护士签名:	Receptionist Signature 前台签名:



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上海虹橋國際外籍人員子女學校

Shanghai Hong Qiao International School

Shanghai Rainbow Bridge International School



HQIS Vehicle Permit Application Form 2018-2019

车辆通行证申请表

No. 证号: _____ Issued Date 发放日期: _____

Child Name 学生姓名		Class 班级	
License Plate 车牌号		Vehicle Maker 车辆品牌	
Driver's Name 驾驶人姓名		Driver's Phone 驾驶人电话	

I agree that the driver of this vehicle will follow the school rules. I understand that if the car is driven in a reckless manner, if school rules are broken, or if this car is involved in an unsafe incident within the school premises that my rights to drive this car within school will be revoked.

我同意本车辆的驾驶人员会遵照学校的规定来驾驶车辆。若车辆有违反学校规定，或在学校范围内发生不安全的事故，我将接受学校取消我将车辆驾驶入学校的许可。

Parent's Signature 家长签名: _____ Applied Date 申请日期: _____

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Hong Qiao International School
218 South Yi Li Road, Shanghai, China. 201103
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Shanghai Rainbow Bridge International School

**HQIS Caregiver ID Card Application Form 2018-2019****学生看护人身份证申请表**

No. 证号: _____ Issued Date 发放日期: _____

Child Name 学生姓名		Class 班级	Caregiver's Name 看护人姓名	
Caregiver's Phone 看护人电话号码		Caregiver's ID/ Passport No. 看护人身份证/ 护照号码		

Hereby I authorize Ms./ Mr. _____ as my child's caregiver and would like to apply for the HQIS Caregiver ID Card for her/him in the school year 2018-2019. I understand that Caregiver ID Card authorizes her/him to get into school campus to pick-up and drop-off my child, and pick-up my child at the school bus stop. I will take the responsibility of withdrawal the HQIS Caregiver ID Card once the caregiver no longer works for my family, and then I will have the Caregiver's ID Card returned to the school Admissions Office to have it revoked promptly.

本人授权_____先生 / 女士为我孩子在2018-2019学年的看护人并为他 / 她申请学校“学生看护人身份证”。我同意授权他 / 她进入学校接送我的孩子，并在校车停车点接送我的孩子。我将负责在此看护人中断对我家庭的服务时收回此“学生看护人身份证”并尽快交回学校注册部注销。

Parent's Signature 家长签名: _____ Applied Date 申请日期: _____

Please submit the copy of caregiver's ID or passport with the HQIS Caregiver ID Card Application Form to Admissions.

请将看护人身份证或护照复印件连同学生看护人身份证申请表一起交至招生部办公室。

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