SAS ES 2026-27 HANDBOOK







SHANGHAI AMERICAN SCHOOL

Illustration by Iwa S. '36

SHANGHAI AMERICAN SCHOOL

JULY / AUGUST 2026

SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	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 2026

SUN	MON	TUE	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 2026

SUN	MON	TUE	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 2026

SUN	MON	TUE	WED	THU	FRI	SA
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 2026

SUN	MON	TUE	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		

2026–2027

IMPORTANT DATES

July
27 First Day for New Hires

August
3 First Day for Returning Faculty
5 New Family Orientation - Puxi
6 New Family Orientation - Pudong
7 PK, G6 & G9 Student Orientation
10 First Day for K-12 Students
11 First Day for PK Students

September
24 Professional Learning Day (no school)
25-30 Mid-Autumn Festival/National Day Break (no school)

October
1-3 National Day Break (no school)
29 Fall Conferences (early release for students)
30 Fall Conferences (no school)

November
26 Professional Learning Day (no school)
27 November Break (no school)

December
16 End of Semester 1 (full day)
17 Winter Break Begins (no school)

January
1 New Years Day (no school)
4 School Resumes/First Day, 2nd Semester
22 Professional Learning Day (no school)

February
4-12 Chinese New Year/Lunar New Year Break (no school)

March
11 Spring Conferences (early release for students)
12 Spring Conferences (no school)
26 Professional Learning Day (no school)
29-31 Spring Break (no school)

April
1-2 Spring Break (no school)
5 Tomb Sweeping Day (no school)

May
1-4 Labor Day Break (no school)

June
9 Dragon Boat Festival (no school)
11 End of School Year (early release for students)

LEGEND

- School Break (no school for students & academic staff)
- Official Chinese holidays (school closed)
- Professional Learning Day (no school for students)
- Early Release for students
- Other important dates, see above

JANUARY 2027

SUN	MON	TUE	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						

FEBRUARY 2027

SUN	MON	TUE	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 2027

SUN	MON	TUE	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 2027

SUN	MON	TUE	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 2027

SUN	MON	TUE	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 2027

SUN	MON	TUE	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			

TABLE OF CONTENTS

Welcome from Elementary Principals 2

Shanghai American School — A Rich Past 3

School Mission 4

Schoolwide Transfer Goals 5

Components of our Early Childhood Program 6

Early Childhood Daily Routine 12

Elementary Programming — Kindergarten-Grade 5 14

School Guidelines and General Information 17

School Procedures 26

School and Personal Property 33

Student Conduct and Discipline 34

Support Services 38

WELCOME TO SAS



Sanna Erzinclioglu
ES Principal
Pudong



Jonathan McMullen
ES Principal
Puxi

Dear Elementary School Parents,

Welcome to our Elementary School, prekindergarten to Grade 5, at Shanghai American School. On behalf of our faculty, we would like to welcome you, warmly and enthusiastically, to our SAS community.

At SAS we embrace the responsibility of providing a safe, nurturing and challenging learning environment for our students. Our world-class faculty works collaboratively to create a welcoming environment that is developmentally appropriate, fosters independence, and encourages a passion for learning through authentic exploration and hands-on experiences. Elementary students develop both foundational understandings on which more complex learning builds, and social and emotional skills to better navigate and understand the world around them. All these critical dimensions of schooling are intertwined and receive focused attention by our staff.

As a parent at SAS, you play a key role in your child's educational journey. You will have many opportunities to support, celebrate, and partner in the learning process. We invite you to work with our Parent Teacher Student Association (PTSA), volunteer in the classroom, participate in conferences and a myriad of other opportunities for joining with the school around your child's education. These opportunities allow you to better understand the educational process and our rich program so together we can nurture the various stages of your child's development.

Get ready to be an active part of one of the best international schools in the world! We welcome you to join our community of learners here at Shanghai American School. If we can be of any assistance during your time at SAS, please feel free to be in contact with our divisional teams.

Sincerely,

Sanna Erzinclioglu and Jonathan McMullen
Elementary School Principals
Shanghai American School

SHANGHAI AMERICAN SCHOOL – A RICH PAST

Shanghai American School has a long history in China's largest metropolis. When SAS first opened its doors, on September 17, 1912, the school boasted 38 students. By the 1920s, SAS had attracted over 500 students from Kindergarten through to Grade 12. Students came from expatriate missionary, diplomatic, and business families. Many of them went on to distinguished careers in academia, research, medicine, or diplomatic work. SAS closed in 1950, following the change in government in China.

The school reopened in 1980 on the grounds of the US Consulate General. A growing foreign community and expanding foreign business activity quickly drew increased enrollment, prompting a move in 1989 to the campus of the Shanghai Number 3 Girls' Middle School. When that campus became too small, SAS moved to two new locations – one in suburban Zhudi, in Puxi (the west side of Shanghai), and the other on the east, or Pudong, side of the Huangpu River.

From 1980 until 1992, the school offered classes through Grade 8. Beginning with the 1992-93 school year, a middle school was established for Grades 6-8, and in 1993-94, a 9th grade was added. At this time, the Associated Student Body became active and the first SAS dance since 1949 was held. Beginning with the 1994-95 school year, Grades 10, 11, and 12 were added and SAS began to provide the complete pre-K through 12th grade educational program that thrives today. The school's growth since then has been tremendous: from approximately 20 students when it reopened in 1980, it has grown to over 2,800.

SAS is now the largest international school in China. SAS students come from more than 40 countries and regions, as do the nearly 400 SAS teachers. On both the Pudong and the Puxi campuses, SAS has fine new facilities specifically built to support a comprehensive and carefully coordinated curriculum. Classrooms; science labs; facilities for drama, art, and music; and gymnasiums and sports fields are all state-of-the-art, and comparable to the best any international school has to offer.

The Pudong campus moved into new facilities in 1998 and the Puxi campus completed the move to its new campus at the start of the 2000-2001 academic year. Since then, facilities on both campuses have been continually expanded and improved, and academic programs have kept pace with enrollment in both scope and enhanced sophistication. High school students can choose an International Baccalaureate (IB) diploma program and/or Advanced Placement (AP) courses to supplement a US high school course of study. In recent years SAS has invested heavily in extensive technology resources and in enhancing the way they

are used to support and enhance student learning. The school has several multimedia, Internet-connected, computer labs and hundreds of stand-alone computers to serve students.

SAS is proud of its unique history — and of its active alumni, many of whom were students during the pre-1949 period. A regular newsletter, Ascent, is published quarterly (and posted to the Alumni page of this website). The group holds regular reunions in the United States, and smaller gatherings take place annually in April at the time of the Alumni Lecture series on both SAS campuses. Renewed outreach efforts are under way to engage the burgeoning population of graduates from the post-1980 era.

AN INTERNATIONAL COMMUNITY

We describe Shanghai American School as an "international community" — not simply because our students come from a variety of countries or that we are physically located in China — but because we strive to develop broad-minded young people who will develop their talents to make a positive difference in the global community. We are also a community, in the most meaningful sense. We are parents, students, and teachers who draw upon our unique backgrounds to focus on this shared mission of inspiring each other and contributing substantively to the world around us. Our "international community" immediately embraces new families and appreciates and honors the blessings of cultural diversity.

SAS MISSION STATEMENT

Shanghai American School inspires in all students:

- A lifelong passion for learning
- A commitment to act with integrity and compassion
- The courage to live their dreams.

SCHOOLWIDE TRANSFER GOALS

SHANGHAI AMERICAN SCHOOL

A Shanghai American School education equips students to transfer their knowledge and skills beyond the classroom, in authentic settings, over a lifetime.

CRITICAL THINKERS — SAS students are critical thinkers who develop ideas and construct arguments by questioning, evaluating, synthesizing, and considering perspective. SAS students . . .

- Consider multiple approaches and perspectives to evaluate decisions
- Ask relevant, discerning questions to stimulate reflection
- Evaluate evidence and sources to support arguments and conclusions
- Synthesize and apply new understanding to a variety of contexts

SKILLFUL COMMUNICATORS — SAS students are skillful communicators who advocate for self, others, and ideas in more than one language by listening, responding, and articulating through multiple media. SAS students . . .

- Use appropriate listening skills to integrate information across contexts
- Respond to emotions in self and in others
- Articulate ideas with exceptional clarity
- Select an appropriate medium/a to communicate with an audience

EFFECTIVE COLLABORATORS — SAS students are effective collaborators who help teams innovate outcomes to achieve a goal by holding themselves and others accountable, contributing in productive ways, and sustaining respectful interactions. SAS students . . .

- Hold themselves and others accountable for team agreements
- Build on the perspectives and contributions of others
- Develop and implement appropriate strategies to manage interactions

CREATIVE LEARNERS — SAS students are creative learners who engage their imaginations to generate novel ideas, demonstrate flexible thinking, evaluate approaches, and take action. SAS students . . .

- Use their imagination to generate novel ideas
- Demonstrate flexible thinking
- Use strategies to evaluate the creative process
- Execute ideas with exceptional clarity and effectiveness

ETHICAL GLOBAL CITIZENS — SAS students are ethical global citizens who take action based on informed decisions filtered through empathy, integrity, sustainability, and social justice. SAS students . . .

- Acknowledge and respect perspectives and cultures with consideration and care
- Take action with honesty and sincerity
- Make decisions and take actions to impact sustainability significantly
- Engage in authentic opportunities to impact others positively

COMPONENTS OF OUR EARLY CHILDHOOD (EC) PROGRAM

The Program

When children play, they are forming their base of knowledge and learning about themselves and the world around them. Play is essentially discovery-based learning, a place where children develop ideas, use their imaginations, strengthen their bodies, create and grow their language, so they can talk about what they are learning and experiencing. Discovery-based learning is play with a purpose. It is backed by research and guides best practice in the teaching and learning of young children.

Through discovery-based learning children's brains grow, their neuropathways – wiring in their brains – are developing at a faster rate than at any other time in their lives. Therefore, a lot of hands-on experiences are necessary to support this important window of opportunity for wiring the brain. While developmental standards with 38 indicators are part of the program, it is the curriculum and the environment that will provide the necessary rich opportunities for a balance between teaching and learning.

Our EC curriculum and philosophy is inspired by the Reggio Emilia approach. The Reggio Emilia-inspired approach puts a strong emphasis on six key areas outlined below:

1. **The Image of the Child**: Reggio Emilia philosophy views children as capable, curious, and full of potential. They are seen as active participants in their learning process rather than passive recipients.
2. **The Role of the Teacher**: Teachers in the Reggio Emilia approach are considered co-learners and collaborators with children. They guide and facilitate learning experiences based on the interests and inquiries of the children.
3. **The Environment as the Third Teacher**: The physical environment is considered a crucial element in the learning process. Spaces are designed to be aesthetically pleasing, inviting, and filled with natural materials to provoke exploration and creativity.
4. **Documentation and Reflection**: Reggio Emilia values the documentation of children's learning experiences through photos, videos, and written observations. This documentation is used for reflection, assessment, and communication with children, parents, and the community.
5. **Project-Based Learning**: Learning in Reggio Emilia classrooms is often organized around long-term, in-depth projects that emerge from children's interests. These projects encourage investigation, collaboration, and critical thinking.
6. **Relationships and Community**: The philosophy emphasizes building strong relationships between children, teachers, families, and the wider community. Collaboration and communication are key aspects of creating a supportive learning environment for children.

Integrated Subject Area Content

A brief overview of subject areas that are integrated - present in multiple learning spaces throughout the day, benefit children by promoting independence, fostering decision making and encouraging involvement. Learning spaces of high interest, chosen by the children, inspire their own learning and accommodate children's developmental, social and emotional needs, while promoting the use of language.

Language And Literacy Development

Young children develop along a dynamic continuum and have their own unique developmental pacing; therefore, we use a variety of resources to support a balanced literacy program. Pre-reading and pre-writing skills are integrated into activities throughout the day. In a risk-free environment, activities include engaging with quality literature; sharing reading time and discussions on books, stories and poems; choosing from multiple opportunities to write and draw using pens, pencils, markers and paint; communicating with others in discussions; giving and receiving feedback; and practicing in environments that include individual, and small group, and large group discussions.

Math

We believe that young children acquire an understanding of math through repeated experiences using concrete, manipulative materials. The EC math program is based on research that is used PK-Grade 5. Mathematical experiences are designed to develop numbers sense, fluency, reasoning and communicating, all in real-world contexts. Playful activities help children become independent and flexible thinkers about mathematical concepts.



Multilingual Learning in Early Childhood Education

The nurturing, language-rich environment of the EC classrooms provides the opportunity for multilingual learners to develop their language skills in an authentic and discovery-based setting. Using a research-based approach, MLL students develop listening and oral language skills within the classroom. Through activities such as role playing, singing, chanting, and learning nursery rhymes, poems, and games, children have opportunities to express their needs and ideas more fully.

The most important factor affecting competence in another language is the level of proficiency in a first language; therefore, all children are encouraged to continue developing their home languages as they learn English.

Art

In addition to regular classroom art experiences, the SAS EC program provides opportunities for children to communicate and express themselves with a specialist art teacher. Art experiences help our young learners gain an awareness and understanding for the arts in many forms. While engaging in art experiences children will:

- Explore various mediums focused on the process of using materials and skill to create their own original pieces
- Be offered a choice of activities so that high interest accommodates different styles and talents
- View works of art via various mediums, literature, stories and through the appropriate use of technology



Music

In addition to regular classroom musical experiences, the SAS EC program provides opportunities for children to communicate and express themselves with a specialist music teacher. Throughout the year children will develop an appreciation for music through:

- A variety of sound sources
- Using their bodies to respond and interact to music through movement
- Selected recorded music
- Opportunities for improvised singing
- The building of a repertoire of songs

Our EC classes are largely exploratory. Using a wide range of appropriate materials, our goal is for children to initiate both independent and collaborative play with musical materials and demonstrate a curiosity about music.

Physical Education

In addition to regular movement experiences, the SAS EC program provides opportunities for children to communicate and express themselves with a specialist movement teacher. Gross motor experiences develop and strengthen the body to support development but also learning because children need core strength for both reading and writing activities. Another goal is to support the development of age-appropriate physical activities to build self-confidence, body awareness and promote risk-taking. Using themes and integrating lessons with classroom teachers, objectives in a unit may include:

- Fitness movements and concepts
- The use of a variety of age-appropriate equipment
- A range of games that promote physical development

Swimming

Students participate in swimming units during the year. The lessons are an investigation of swimming through stroke improvement and water safety under the foundation of the American Red Cross (ARC). Students experience swimming as a form of physical fitness, play, movement exploration, social interaction and personal achievement. The student-to-teacher ratio is kept low. Students are grouped by ability to maximize learning.

Chinese Culture and Language

In Chinese class, students interact with their peers and teachers through games, dance, songs, activities, and stories in a culturally and linguistically rich environment. The program provides opportunities for the development of spoken language and the foundations for literacy. The program is designed to inspire a lifelong love of Chinese language learning.

Library

Students in EC use the library as a place to foster a love of literacy, care for library materials properly and learn reading behaviors. Each week the library teacher reads stories and engages students in simple discussions about the stories. Students are encouraged to check out books weekly. In addition to resources, there are many library programs such as Visiting Authors that foster literacy development in young children.

Technology

Technology in our EC program is used in moderation to complement and enhance learning opportunities in and out of the classroom. Our primary goal is for children to develop a positive attitude towards the use of technology. Your child will be exposed to a range of digital media such as iPads, MacBooks, and cameras to support learning. Occasional trips to the school's innovative spaces will provide students opportunities to be creative with the use of materials as part of an overall integrated STEAM (Science, Technology, Engineering, Art and Math) program PK-Grade 5. EC students will also use Seesaw, an online platform tool, to share their learning and document their learning journey.

EC Documentation/Reporting To Families

SAS elementary school runs on a twice-yearly reporting cycle. In January and June an individual digital student portfolio is completed and shared with the family. A portfolio is a purposeful collection of photos, work samples and observations of each student's learning journey. A report card will also be prepared to summarize the learning journey. The portfolio and the report card share the same domains of reporting:

- Social & Emotional
- Physical (fine and gross motor skills)
- Language
- Cognitive
- Literacy
- Mathematics
- Science and Technology
- The Arts
- English Language Acquisition

Family Partnerships

At SAS we believe partnering with families is essential to a child's success in the classroom and supports the healthy growth and development of children. This partnership is an active one, and includes:

- Seesaw – This is our ES teachers' primary communication channel with parents. Families can download the app that will feature postings, announcements and activities from teachers, and evidence of student learning through photos, comments or short videos, throughout the school year.
- Opportunities to participate in classroom and school activities – examples include field trips, sharing a family tradition, sending photos of the family, or reading a book to the class.
- Conferences – twice a year families participate with their child, who will share their work samples and photos and talk about their learning journey.
- Hallway Documentation – a rotating display of the children's work with brief explanations of the activity and purpose, the process and finished products can vary.



EARLY CHILDHOOD DAILY ROUTINE

Daily Schedule - PK

8am–3pm

Quiet Time

Every afternoon our EC program provides a quiet time to allow each child a time of rest. As the year progresses, the duration and format of rest time may vary from class to class. Specific details about rest time will be shared by your classroom teacher at the beginning of the year.

Clothing

Children are active learners and are encouraged to participate in various learning activities. Please dress your child appropriately in clothes that are:

- Comfortable, washable, easy to move in.
- Easy to get on and off independently, avoid belts, small buttons, hard snaps, hooks and closures that are down the back, and long dresses.
- Shoes appropriate for running, so please avoid sandals and flip-flops.
- Hats and sun block are encouraged on sunny days and sun block should be applied at home.
- Please note that expensive clothing and toys, jewelry, smart watches etc. should not be brought to school.

Toilet Training

It is expected that your child be 100% toilet trained by the time school starts. We understand that an occasional bathroom accident may happen at school for any number of reasons and some very brief accommodations may be made in partnership with parents. Toileting is a shared responsibility within the classroom community especially at the beginning of the school year and regular routines and reminders will be included in daily routines. The goal is for all children to feel confident and comfortable using the toilets at school.

SAS uses the following definition for being 100% toilet-trained:

- A child is able to tell someone when they need to use the bathroom or can go to the bathroom on their own.
- A child is able to pull their pants down and up without any assistance.
- A child is able to use the toilet in the room or in the hallway and clean themselves without help.
- A child is able to wash hands with soap.
- A child wears only underwear throughout the day, including nap time.

The above conditions will be met for a child to remain in the program part or full day. Help support your child's success in toileting by providing easy-to-remove clothing for school, such as elastic waistband pants. Consider allowing students to begin showing you at home well before school begins, that they are fully toilet-trained by using the SAS criteria.



ELEMENTARY PROGRAMMING – KINDERGARTEN-GRADE 5

Below is a brief overview of the Elementary School academic programing at SAS. For more detailed information about the elementary school curriculum.

Language Arts

Our kindergarten through fifth grade English Language Arts Program provides balanced instruction in reading, writing, language, speaking, and listening. Literacy instruction is explicit and is integrated in all subject areas, providing students with interdisciplinary experiences for learning. Teachers in kindergarten through fifth grade provide a wide range of literacy learning opportunities to meet all students' developmental levels and learning styles. Using the workshop model and incorporating the findings of the Science of Reading, students develop literacy skills and strategies that are introduced and practiced within the meaningful context of literature. Critical thinking and collaboration are vital aspects of our English Language Arts Program.

Math

At Shanghai American School, the math curriculum is based on the Common Core Standards and includes two types of standards: Content Standards and Standards for Mathematical Practice. What is taught by grade level is found in the Content Standards and showing proficiency in the Content Standards is done through the use of the Standards for Mathematical Practices. The Practices describe the behaviors and habits of mind that lead to proficiency and include problem solving, modeling thinking, and communicating and reasoning with solutions and conclusions. SAS works to develop confident student mathematicians who view math as a sensible, useful and worthwhile skill used in their daily lives and available for solving problems in real world contexts.

Chinese Program

The SAS Chinese Language and Literature (CLL) curriculum integrates the Common Core standards and the Chinese National Curriculum. The standards for reading, writing, speaking, and listening are provided by the Common Core, while the language standards are from the Chinese National Curriculum.

For non-native Mandarin speakers, or those newer to Mandarin, we offer a Chinese Language and Culture (CLC) program. Students develop their oral and written proficiency in Mandarin through a variety of engaging instructional strategies. The curriculum of our CLC program is informed by IB topics for content and by the ACTFL (American Council

on the Teaching of Foreign Languages) competency statements for skills. Specifically, it is backward designed from the IB Language B course, supporting the students' cognitive development and spirally preparing their learning in terms of complexity of language and culture.

Science

The Elementary School Science program at SAS focuses on the students' wonderment of the natural and human made world. Our curriculum is based on the K-12 Next Generation Science Standards (NGSS) and we focus on building a strong foundation for science. Foundational practices in the elementary classroom include the observation and interpretation of phenomena, teaching scientific and engineering practices, integration of math and technology through real world tasks, and developing scientific literacy. Our science curriculum is designed to be inquiry-based and aims to stimulate students' natural curiosity, build interest in their world and themselves, and provide opportunities to apply scientific and engineering practices to real world challenges.

Social Studies

The Social Studies program at SAS draws on the College, Career, and Civic Life (C3) framework. Like the Common Core State Standards, C3 envisions social studies instruction as an inquiry arc of interconnecting and reinforcing elements. C3 addresses four dimensions as follows: Developing Questions and Planning Inquiries; Applying Disciplinary Tools and Concepts; Evaluating Sources and Using Evidence; and Communicating Conclusions and Taking Informed Action. Units of study, collaboratively designed by teacher teams, incorporate these dimensions. Our goal is to spark curiosity, deepen investigations, and lead students in their acquisition and application of content and ideas in real world settings - towards ethical and active global citizenship.

Art

Students experience a variety of methods of discovery and creative expression that can help them achieve success in all areas of life through ceramics, drawing, painting, printmaking, and sculpture. By providing avenues for cognitive exploration, the elementary Art program encourages students to see the world through their own eyes and determine a path that inspires them. Students will be exposed to art from other cultures, the works of famous artists, as well as the basic elements and principles of art and design. When possible, projects are coordinated with the learning in the regular classroom to allow students to see connections and to deepen their understanding.

Music

In Kindergarten through 4th grade music classes, students sing, play instruments, dance, listen to music of diverse genres and cultures, improvise, compose, study music theory, and engage with music technology. Students receive feedback and are assessed on singing and playing instruments, alone or with others, reading and notating music, listening to and analyzing music, and evaluating musical performances.

In 5th grade, all students join our performing arts program. Students learn to play an instrument and receive instruction and ensemble experiences during the school day by joining either our band, or strings program. A musical theater option is also available at PXES.

Physical Education

The Physical Education program is designed around the philosophy of building fundamental physical skills while improving the brain's ability to learn. Classes are designed to improve brain function through incorporating movements that cross the three planes of the body. Developing strength, agility, flexibility, coordination, balance, and confidence in one's abilities is emphasized through engaging in moderate to vigorous physical activity.

Technology

Shanghai American School believes in the power of technology and innovation to transform learning for all students. Technology education is closely integrated with each grade level's instructional program allowing students to apply their skills in their day-to-day learning. We believe it is the shared responsibility of our community to support and guide students in becoming responsible, safe, ethical digital citizens. Regardless of device ownership or location, SAS students are committed to acting with integrity and compassion. At SAS, technology education is approached as a tool for learning and problem solving, exploration, investigation, and development. The technology curriculum uses the International Society for Technology in Education (ISTE) Standards and then modifies them as technology changes.

We use digital tools to engage with others in positive ways that consider multiple approaches and perspectives to broaden mutual understanding and learning. An SAS ES Empowered User Agreement Use Policy (EUA) is sent home to all 3rd-5th grade families. The EUA is intended to be signed by both a parent and the student. This partnership agreement outlines appropriate and acceptable use of technology resources including hardware, apps and websites and socio-emotional wellbeing.

SCHOOL GUIDELINES AND GENERAL INFORMATION

Family-School Communication

Parent-teacher partnerships are vital to your child's success in school. To support this partnership communication is essential and at SAS we use numerous digital channels to keep our parents informed and engaged.

1. **SAS CONNECT** – SAS's mini program is where parents can update student and family information, and find the calendar, weekly principal messages, schoolwide communication such as A Look Ahead, emergency communication, and other resources.
2. **EMAIL** – Email is the official channel of communications with teachers and administrators. Email addresses follow this format: firstname.lastname@saschina.org.
3. **SEESAW** – Seesaw is the primary tool for home-school connections. Seesaw provides a window into your child's educational journey through videos, photos, work samples, class newsletters, as well as direct messages with teachers. In case of online learning, Seesaw is the primary tool for delivering lessons and learning activities. Seesaw is an app you must download in order to access.
4. **POWERSCHOOL** – PowerSchool has students' grades and report cards.

Families can also stay connected by becoming involved in other activities in the school such as volunteering in the classroom or in the PTSA. The PTSA can be contacted via email at PTSA.Pudong@saschina.org or PTSA.Puxi@saschina.org.



Transportation Guidelines

The school provides bus transportation for students. Students who ride school buses will receive transportation guidelines regarding the school rules and expectations. These guidelines are in place to ensure the safety of students while waiting for school transport, while on school transport and while entering and exiting school transport. Once students are on the bus, they must be seated and wear their seat belts at all times.

If students engage in inappropriate behaviors on the bus, parents will be contacted. A student may be denied the privilege of riding a bus to school, requiring the parents to make other transportation arrangements.

If there is a change to your child's transportation, you must notify:

1. the elementary school office
2. your child's homeroom teacher
3. your respective transportation office.

Parents may also contact their respective transportation department for specific information and help.

Transportation Pudong: Transport.PD@saschina.org
Pudong Elementary Office: PDES.Office@saschina.org

Transportation Puxi: Transport.PX@saschina.org
Puxi Elementary Office: PXES.Office@saschina.org

Students in Grades 3–5 whose parents have signed a waiver letter and who live within close proximity to the school may bike or walk to school. The waiver form is available in the Elementary Office.

SAS Connect School Bus

The School Bus section on SAS Connect is designed to enhance the operations of our transportation services while providing parents real-time access to bus and student locations as they travel to and from school, as well as to other school sponsored events and destinations. This feature on SAS Connect allows users to obtain real-time and historical data pertaining to their child's ridership on SAS buses. Users can search for the location of the bus, review historical data from the past week, as well as receive up-to-date communications from the SAS Transportation Office. There is a calendar to view to request/track occasional bus rider changes. There is a digital pick-up QR code for use that supports the secure hand-over of young children. All the data collected is done so with the student's identification card being scanned when he or she gets on and off of the bus.

Entry and Exit Procedures

Entry onto school grounds requires an ID card or a digital pick-up QR code available in SAS Connect. All visitors should go directly to the ES Office and sign-in. If leaving campus early, students need to check out at the ES Office and the administrative assistants will provide a pass that the security team will collect upon exiting.

Gymnasium/Auditorium Etiquette

It is important that students know how to conduct themselves when watching others perform. At an athletic event it is acceptable to make appropriate noise and show enthusiasm. At other performances, students will be expected to sit quietly, to refrain from talking and moving around, and to demonstrate respect for performers.

Guidelines For Managing Food Allergies

Shanghai American School is committed to providing a safe learning environment for all students. Although we cannot guarantee a completely allergen-free environment, we will seek to minimize the risk of exposure, encourage self-responsibility, and plan to respond to possible emergencies. We have implemented an Allergy Awareness Guideline which states how we manage allergies at school. Our cafeteria is also allergy-sensitive and clearly labels any allergies in food served. Students who have allergies to other foods will be managed on an individual basis. Please contact your divisional nurse to communicate any allergies that your child may have. For health and safety reasons, students may not share snacks or other food items.

Healthy Snacks and Lunch

Young children are active and get hungry frequently. Providing healthy food choices helps support healthy eating habits among children and improve their readiness to learn. We ask that families provide healthy snacks every day. If your child has a long journey home, it is a good idea to pack additional snacks. Healthy snacks include items such as small sandwiches, vegetable sticks, fruit, crackers and cheese, yogurt, and popcorn. Items such as gum, candy, chips and gummy fruit snacks are not allowed at school. For health and safety reasons, students may not share snacks or other food items.

In the elementary school, students from pre-kindergarten to Grade 5 have the option of bringing home lunch or buying lunch from the school cafeteria. We encourage students who bring lunch from home to use insulated lunch boxes to keep their lunches fresh. Microwaves are available in the cafeterias to warm up meals. Balanced and healthy lunches include fruit, vegetables, protein, and grains. Items such as gum, candy, chips, and gummy fruit snacks are not considered healthy choices for lunch. Deliveries from home or external vendors are not allowed during the school day for snacks or lunch.

Students in pre-kindergarten through Grade 5 sit in designated areas with their classmates and are supervised by SAS staff. Students in pre-kindergarten eat family style (as well as in kindergarten in Pudong). Students from kindergarten to Grade 5 eat buffet style. Students may refill their food and beverages at their discretion. Ffifth grade students eat in the middle school and high school cafeteria using their lunch cards to pay for food at each of the food stations.

Adding Money onto a Student ID Card

Parents can use the mini app to load money to their child's lunch card. When on campus, parents can load money onto their children's cards at the vendor desk outside of the middle school/high school cafeteria in Pudong or in the main cafeteria cashier desk in Puxi.

Lost Student ID Cards

Lost cards should be reported to Elementary Office immediately. Upon notification, a block will be placed on your lost card, which prevents other people from using it. You may purchase another lunch card as a replacement (100 RMB for card deposit) and the remaining balance will be transferred to the new card.

Questions about the food service should be directed to your respective food service providers. In Pudong direct questions to Food.PD@saschina.org. In Puxi, direct questions to Food.PX@saschina.org.

Purchasing Items on Campus

Students may access the cafeteria or Eagle Shop to purchase items before or after school as long as they are accompanied by an adult family member/caregiver.

Student Dress Code

All students have the responsibility to choose clothes that are appropriate for school, any activity classes they may be engaged in, and that support our community norms of inclusivity and respect. Any images or messages should reflect our school's commitment to healthy student choices and positive lifestyle.

Classes at SAS may at any time:

- Be moderately active.
- Involve student performances.
- Engage with internal and external audiences in a professional setting.
- Utilize equipment and machinery in science labs, art classrooms, design and maker spaces, etc.
- Be outdoors.

School events and courses that include attire as part of the curriculum (physical education, public speaking, awards nights, concerts, field trips, etc.) may include more specific and prescriptive dress requirements.

Goals of Our Student Dress Code

Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as science (eye or body-protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).

- Allow students to wear clothing of their choice that is comfortable.
- Running shoes and athletic wear should be worn on PE days.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing images or language depicting or advocating sex, violence/weapons or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

This dress code also applies to school activities, such as spirit weeks and community celebrations.

Parent Code of Conduct

At SAS, we believe in a respectful and collaborative long term partnership with our parents. All members of the Shanghai American School community are expected to:

- Set a good example in speech and behavior online and offline amongst and toward others in the school;
- Contribute positively to the community and learning environment;
- Respect the differences of backgrounds, gender, race and beliefs within the community; and
- Support the school mission and core values.

In addition, parents and guests on our campuses should not use offensive language or engage in disruptive behavior that interferes with the operation of any area of the school grounds. Behavior that is bullying, defamatory, threatening or slanderous, including but not limited to email, text, social media, multimedia, writing, or voicemail towards any individual, is not compatible with SAS values.

Family Acknowledgement

1. As members of the School Association of Parents, I/we agree to uphold the School's mission and core values, contribute positively to the learning environment, respect the diverse backgrounds, gender, race, and beliefs within our community, and exemplify appropriate behavior in our speech and actions, both online and offline. This Agreement signifies our commitment to actively and constructively partner with the School.

   These expectations and consequences apply to all parents, guardians, siblings, and individuals in supervisory roles (e.g., Ayi, drivers) acting on behalf of parents. Parents are responsible for ensuring their representatives understand and comply with all relevant policies and codes of conduct.

   Failure to comply with relevant policies and codes of conduct may result in the termination of enrollment.

2. I/We fully agree to and support the School's Child Safeguarding Policy which guides our staff and families in matters related to the health, safety and care of children in attendance at our school. This also includes supporting the School's quest to safeguard and educate all community members in the realms of in-person and internet safety including but not limited to: bullying/cyberbullying, digital responsibility, and media and digital literacy.

   Furthermore, I/we understand that while at School or School-related events, I/we are not permitted to take or post photos or videos of other children without permission. Taking photos and videos in pool areas is strictly prohibited.

   In addition, I/we understand that parents are not permitted to enter student restrooms or locker rooms and/or ask students for their contact details.

   Failure to comply with relevant policies and codes of conduct may result in the termination of enrollment.

* for additional guidance please refer to Board policy 9.400

Campus Access for Families

We are grateful for the partnership we have with our families, value our collaborative relationship and the connections we make as a community in support of student learning.

We would like to remind families that they are welcome on campus to:

- Attend scheduled meetings with teachers, principals or other members of SAS.
- Volunteer for PTSA activities.
- Attend scheduled events, such as principal-sponsored coffees, admissions events, parent meetings, after-school competitions, etc.
- Access coffee in the Middle School and High School cafeteria or purchase items from the Eagle Shop.
- The Middle School and High School cafeteria or an office reception area is the appropriate spot for parents who are waiting for a meeting.

When on campus we'd like to remind families that:

- Learning spaces are accessible by invitation only, and include the ES cafeteria, classrooms, learning hallways, playgrounds, pools, gyms, project areas, the weight room and the track and field.
- The library is also a learning space. It is available for parents to check out books.
- Taking videos and photos of community members is prohibited.
- Follow any additional guidelines as communicated.



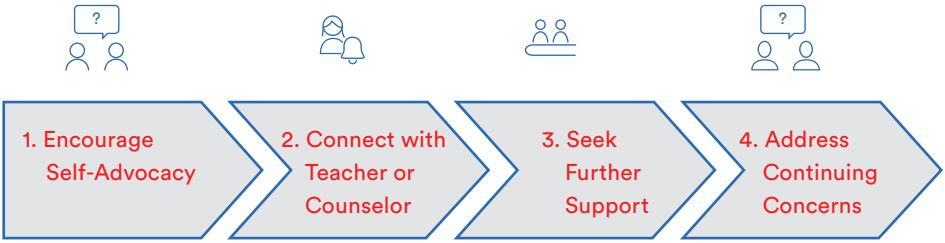
Communication Guide for Families

At Shanghai American School, we value each individual student and our partnership with families. We understand that the partnership between families and educators is essential to your child's success and encourage you to reach out with any questions or concerns that you might have as your insights are invaluable to support your child's learning journey.

We have outlined the steps you should take, should you have any questions regarding your individual child's academic learning and/or social-emotional needs:

1. **Encouraging self-advocacy:** Encourage your child to reach out to the teacher to share their concern or question or seek out their school counselor to help them advocate for themselves.
2. **Connecting with your child's teacher or counselor:** If the matter cannot be resolved through student self-advocacy, reach out to your child's teacher or counselor over email, Schoology (MS/HS), or Seesaw (ES) to discuss the concern or question. You may also arrange an in-person or Teams meeting with your child's teacher or counselor at a time that is convenient for both you and the teacher.
3. **Seeking further support:** If the matter continues to be a concern or if you still have a question, you can request a meeting with the divisional vice-principal or principal for additional support.
4. **Addressing continuing concerns:** If after engaging in student self-advocacy, connecting with the teacher, and seeking support from divisional leadership, you feel further assistance is needed, you can request a meeting with the Head of Campus. The Head of Campus will review the concern.

Supporting Student Success: A Communication Guide for Families



Encourage your child to communicate with their teacher or counselor.

Contact your child's teacher or counselor via email or schedule a meeting.

Request a meeting with the divisional vice-principal or principal.

After engaging in the first 3 steps, if further assistance is needed, you can request a meeting with the Head of Campus.

Please note the following:

- Official communication process: To officially communicate a concern, follow the school's official communication process as outlined above.
- Non-official communication channels: WeChat grade-level and private chats are not official communication channels. Discussing concerns on these platforms does not constitute addressing them with the school.
- Confidentiality: To ensure and respect the privacy of all members of our community, the school will only communicate with families about matters related to their individual child.
- Data protection: To protect student and family privacy, SAS follows strict data protection protocols. Information shared by families or staff, whether academic, behavioral, or personal, is handled with care and only shared with individuals who have a professional need to know. We ask that families also treat any information they receive about other students or families with the same level of confidentiality.
- Child safeguarding: Should your concern be related to child safeguarding, please contact your child's divisional vice-principal or principal. You may review the Child Safeguarding at a Glance manual in English, Chinese, or Korean.

We appreciate your collaboration and look forward to working together to support your child's educational journey.



SCHOOL PROCEDURES

School Hours

School begins at 8am and students are dismissed by 3pm.

Attendance

Research verifies a high correlation between attendance in school and academic success. In order for a student to receive maximum benefit from his/her education, daily attendance is expected, unless there is a valid reason for the absence. Absences, for any reason, are disruptive to the educational process and detrimental to a student's achievement. Parents are asked to ensure students attend school regularly. To emphasize the importance of attendance in class, SAS has adopted the following guidelines:

- Students are expected to be in the classroom on time. All enrolled children are expected to be in school daily when school is in session.
- If your child will be absent from school or late, please contact your child's homeroom teacher as well as your respective Elementary School Office as soon as possible.
  - In Pudong, the Elementary Office can be reached at extensions 3301 , or by emailing PDES.Office@saschina.org.
  - In Puxi, the Elementary Office can be reached at extension 2406 or by emailing PXES.Office@saschina.org.

Vacations or travel while school is in session are strongly discouraged. Alternative assignments cannot make up for class discussions and group work missed, therefore learning may be affected. For exceptional reasons, the principal can approve a leave of absence. School work may be provided depending upon the circumstance and teachers will communicate any timelines.

In the case of an emergency extended absence (for example, death in the family), parents should contact the school office as far in advance as possible to make arrangements for the absence. For a long-term illness, families should provide a written medical note signed by a doctor to the ES Nurse.

Elementary Home Learning Philosophy

At SAS we believe in a balanced lifestyle that reflects rigorous learning through our classes and opportunities. We value incorporating physical activity, creativity, personal "passions", family time, and sufficient time for sleep.

As a guide for parents and teachers, students will engage in developmentally appropriate home learning activities each evening. At our SAS Elementary Schools we believe that

home learning is effective when it serves as a critical component to the continued learning of a child. Teachers will create opportunities that are designed to:

- encourage independence
- broaden inquiries beyond the classroom
- provoke dinner table conversation
- facilitate self-directed inquiry
- reinforce life (responsibility, perseverance, etc.) and academic skills (comprehension, mathematical, etc.)
- consolidate understandings
- support a love of reading

Based on educational research and our professional and personal experience, we believe that the following statements support each child's home learning after school and on weekends:

- Family time is important. Research in education, psychology, and sociology identifies a strong correlation between solid family bonds and academic success.
- Multi-lingualism is important. Research shows multi-lingualism is essential in developing an intercultural understanding and a global minded disposition.
- Reading is important. Research shows a direct link between children who read at least 20 minutes independently every day in English and/or in their home language and overall academic success. Reading is the primary way in which young learners increase their vocabulary. There is a direct link between the amount a child reads independently to their vocabulary development. Research also supports benefits associated with being read to by an adult or other fluent reader.
- Exploration is important: Research shows unstructured exploration through creative pursuits or organized team sports fosters social development, creativity and persistence, and also helps kids consolidate and strengthen learning.
- Creativity is important: Children can use their imagination, find and explore their passions, and have the courage to pursue them. Research on 21st Century learning shows that pursuing one's passion is key to innovation, creativity, and problem solving.
- Differentiation is important: The different learning needs of any student, at any given time, should be considered. The intent is to meet the individual needs of all learners.

Elementary Home Learning Guidelines

1. In addition to daily reading, students could spend a maximum of 10 minutes per grade level engaged in home learning activities each evening, Monday through Thursday. For example, in fourth grade students could spend up to 40 minutes whereas students in second grade could spend up to 20 minutes. If tasks take more than the allotted time, the parent and student should confer with the appropriate teacher(s).

2. Total minutes of time for any grade level should be proportioned so that 50% of the time is dedicated to core curriculum (Math, English Language Arts, Social Sciences) and 50% of the time dedicated to Language Learning Block (Chinese, Multilingual Learning, and Learning Support) tasks.
3. Home learning tasks are differentiated. The different learning needs of any student, at any given time, should be considered when assigning home learning tasks. The intent is to meet the needs of all learners.

Health Procedures

At Shanghai American School, the safety and health of our community is of the utmost importance. Below are our health guidelines as of the date of publication. Parents will be informed of any updates or changes to these guidelines through official school channels. If your child is unwell, we kindly ask that they stay home until they have fully recovered. This helps prevent the spread of illness within the school. Health and medical information related to students and families is confidential.

In cases of contagious illnesses, a doctor's note confirming that the student is no longer contagious may be required. If your child is kept home from school, please email the elementary school office to notify them of the absence, and contact your child's homeroom teacher as well. For further questions please contact your respective school nurse.

- In Pudong contact Eileen Zhang at extension 3309 or by email at Eileen.Zhang@saschina.org.

- In Puxi contact Candy Lu at extension 2404 or by email at Candy.Lu@saschina.org.

Fever

A fever is a warning that all is not right with the body. The best way to check for fever is with a thermometer. Children should remain home if they have a temperature greater or equal to 37.3 °C by axillary mercury or 37.8 °C tympanic/temporal. Students must be fever-free for at least 48 hours without the use of fever-reducing medication before returning.

Stomachache, Vomiting, Diarrhea

Consult your doctor if your child has a stomachache or abdominal pains which are persistent or severe enough to limit his/her activity. If vomiting occurs, keep your child home until he or she can keep food down. A child with diarrhea should be kept home.

Conjunctivitis

Also known as “pink eye”. Symptoms include eye redness, itching, and increased drainage or pus. A child will be sent home/must stay home until they have received 24 hours of antibiotic eye drop treatment or until symptoms disappear (usually takes 7-12 days).

Rash

Rash or spots may cover the entire body or appear in only one area. Call you physician or school nurse if you are uncertain about whether to send your child to school with a rash.

Immunization Requirements

SAS has mandatory vaccinations for all students. These include:

- MMR (Measles, Mumps, Rubella)
- DTP (Diphtheria, Tetanus, Pertussis)
- Polio

Booster vaccinations are necessary at age 4-6 and 11-12. Please note that SAS follows the United States Center for Disease Control (US CDC) immunization schedule for all students to maintain consistency. Please contact the nurse if you have any questions.

Swimming and Physical Education

Students are expected to participate in their regular PE lessons and swimming unless a doctor’s note is provided. Even children with a slight cough or sniffle are expected to participate.

Absence of Parents

If parents/guardians are going to be absent from Shanghai, for any amount of time, the school should be informed in advance and contact information must be provided so that they can be contacted in an emergency. Further, contact information for the person(s) temporarily looking after the student should be provided to your child’s teacher, principal, counselor, and ES Office. It is not permitted for students to be left solely in the care of housekeepers and/or drivers.

Child Custody

Children will be released to their parents, personal ayis, and drivers. If one parent is legally restrained from contact with his/her child, SAS must have copies of these relevant legal documents on file to deny custody to the non-custodial parent. Please make an appointment with the principal to discuss child custody issues.

Telephone Use by Students

With a teacher's or front office staff's permission, students may use the school office phone for time-sensitive needs (e.g. a forgotten instrument, swimming clothes etc.). Students are not permitted to use or wear cellphones or smart watches during school hours. If devices or items are used during school hours, teachers will hold the devices and items until the end of the day. Failure of students to comply after a warning will result in the device or item being given to the office and a family member must come and retrieve it.

Recess

Our elementary students have two recesses each day. It is important that students dress appropriately for recess by wearing clothing and footwear that allows them to move freely. It is important that students also dress appropriately for the weather. It is essential that students have a jacket, a hat, and gloves during winter months.

Air Quality, Wind Chill and Heat Index

The air quality, wind chill and heat index levels are monitored throughout the day. Students will not be allowed to go outside for recess or physical education classes if the level exceeds school standards. In these instances, activities will be canceled or moved indoors.

Visitors

With advance permission students are welcome to bring guests to school on special occasions with the approval of the principal.

Birthday Celebrations

Birthdays are special days that we enjoy celebrating. Please inform your child's teacher a few days in advance if you would like to send in a special treat for all the children and review your class's allergies. To avoid hurt feelings, birthday party invitations must be distributed outside of school unless the whole class is invited. Sending gifts to school for classmates or friends is not permitted.

Gift Giving to Classmates and Students

Sending gifts or trading personal items amongst students is not permitted to avoid hurt feelings and/or exclusion.

Gift Giving to SAS Employees (e.g.: Teachers, Teacher Assistants, Administration)

Individual parents or groups of parents are welcome to give gifts to employees of SAS in accordance to SAS Policy 5.2012 Acceptance of Gifts by Employees.

SAS Policy 5.2012 Acceptance of Gifts by Employees

No employee of the School should accept a gift that in any way might constitute a conflict of interest, incur any perceived obligation to the giver or compromise the School's ability to offer services to all without bias or favoritism. Under no circumstance should an employee of the School initiate discussion of a gift. All employees should use discretion in accepting gifts from parents or other persons associated with the School. Gifts of considerable value could be a conflict of interest. If a gift is of greater than US $100 in value, or if there is any question as to the propriety of accepting a gift, the employee should consult his/her immediate supervisor before accepting it.

Fundraising

Raising funds for charity and clubs is only permitted with permission from the elementary school administration. Students must seek approval prior to the event. Selling things for the profit of students or their friends/families is not permitted on campus.

School Pictures

Individual and group pictures are taken during the school year. Typically, individual photos and class photos are taken in the fall and the retakes are taken in the winter. Parents will be notified prior to the date and are under no obligation to purchase these items.

Report Cards and Conferences

Report cards are sent home two times a year, January and June. Conferences are scheduled during Fall and Spring. Information concerning dates and times will be communicated prior to conferences. Teachers look forward to conference time as an opportunity to enhance the partnership between home and school. In addition, teachers are available to meet with families throughout the school year. Please contact your child's teacher to make an appointment.

Parent/Family Classroom Involvement

Something very special happens when children see their parents and family members helping at school and in the classroom. Research studies have proven that when parents are involved, achievement increases and attitudes are more positive. SAS faculty members have also observed that our students glow with pride when they see their parents and teachers working together.

There are many ways that families can get involved with their child's learning and as part of the SAS community. You may consider volunteering in any of the following ways:

- Organizing classroom projects (crafts, cooking)
- Sharing family customs and traditions

- Reading stories to the class
- Preparing teaching materials
- Chaperoning field trips
- Assisting PTSA events
- Planning holiday parties
- Being the PTSA classroom liaison

PTSA

Our Parent Teacher Student Association (PTSA) is composed of a very active and helpful group of caring parents. The purpose of our PTSA is to promote friendly relations and mutual understanding between parents, teachers, students, and administrators, as well as to enhance educational opportunities for our students. Early in the year, our PTSA will contact parents with information regarding how they can become involved in school activities.

Each grade has a grade level coordinator/representative who will report directly to the PTSA Divisional President(s)/Vice Presidents. The coordinators/representatives function as a link between the PTSA Executive Committee, parents, and teachers. They also create and facilitate grade level WeChat groups to communicate PTSA and school information to parents. As well, they communicate with grade level teachers to help coordinate and solicit support for events.

Grade Level WeChat groups are for communication purposes. If parents have a question or suggestion about school policies or practices, they are to reach out to the divisional Principal, Vice Principal, or the appropriate member of the PTSA Executive Committee. It is expected that community members always act in a professional manner in their relations with students, faculty, and other families no matter the venue or platform. Questions or topics related to students should follow the ***Communication Guide for Families***.



SCHOOL AND PERSONAL PROPERTY

School Supplies

The school provides basic school supplies for all elementary students. All students will require a backpack or bag to carry personal items to and from school, a reusable water bottle labeled with their name, as well as proper footwear for physical education classes. Homeroom teachers or specialist teachers will notify families of any additional supplies that may be required. SAS-owned iPads/Kindles/computers will be used for instructional purposes and therefore will be included within the classroom-learning environment. If the device is damaged, students/families will have to pay for the repair fees.

School Technology

SAS-owned iPads/Kindles/computers will be used for instructional purposes and therefore will be included within the classroom-learning environment. If the device is damaged, students/families will have to pay for the repair fees.

Personal Items

Students should not bring personal items (i.e. toys, valuable personal items, etc.) to school unless approved by their teacher in advance. Security cameras will not be used to locate personal items.

It is advised that all jackets, clothing, lunch boxes, mittens, etc. should be clearly marked with the student's name. Lost items are maintained in the lost and found located in each division. Parents are invited to come in and look through our lost and found items. Items left in the lost and found are donated to charity during the breaks.

Personal Electronic Devices

SAS-owned iPads/Kindles/computers will be used for instructional purposes and therefore will be included within the classroom-learning environment. Personal electronic devices (smart watches, phones, and other items) used to communicate with students during school hours are a distraction and not the official line of communication with students or to teachers.

If personal devices or items are used during school hours, teachers will hold the devices and items until the end of the day. Failure of students to comply after a warning will result in the device or item being given to the ES office and a family member must come and retrieve it.

Should you need to communicate with your child, please call the front office or send an email or message to teachers on Seesaw.

Weapons or Other Dangerous Items

Under no circumstance should any kinds of dangerous items be on campus and/or a person's possession. This includes weapons or look-a-likes of any kind (e.g. fireworks, guns, 3D printed items, knives, matches, lighters, or other dangerous items). If weapons or look-a-likes are found, they will be confiscated immediately and stored in the ES office until a family member retrieves it. Students should not wear clothing or costumes depicting violence, weapons or other dangerous items.

STUDENT CONDUCT AND DISCIPLINE

The school is responsible for maintaining a safe learning environment, and this includes all areas inside and outside of the classroom, where respectful, responsible and caring behavior is expressed and exhibited by every community member. In partnership, parents, teachers, counselors and administrators support students to learn self-discipline, responsibility, cooperation, and problem-solving skills. These skills develop over time and in partnership, everyone works toward common goals, focuses on solutions, and places student's social and emotional growth at the same level of importance as other skills such as math or reading.

Healthy social and emotional development is the foundation for a successful school life, one where the student:

- follows school and classroom conduct agreements
- exhibits appropriate behaviors inside and outside of school
- acts with honesty and integrity
- uses appropriate strategies to navigate peer conflicts
- shows respect for school property
- uses technology in appropriate ways

Handling Misbehaviors

The school has guidelines for addressing student behaviors, working within their developmental level and in partnership with families, counselors, and administrators to clarify shared goals and to focus on solutions. The guidelines help students to understand what behaviors are appropriate and expected to support them in building self-discipline, responsibility, cooperation, and problem-solving skills. The support steps include:

PREKINDERGARTEN & KINDERGARTEN	GRADES 1 - 5
Typical support for helping manage behaviors and big emotions: • Teaching explicit calm down and emotional management skills • Modeling language and caring behaviors • Using stories, picture cues, targeted skills lessons • Creating a behavior plans • Using natural or logical consequences, including being temporarily removed for safety reasons • Meeting with teacher, counselor and family to address behaviors and collaborate on a behavior plan	Typical support for misbehaviors: • Teaching explicit calm down and emotional management skills • Modeling language and caring behaviors, helping to find solutions • Making behavioral agreements • Using natural or logical consequences – reasonable, related and respectful • Meeting with teacher, counselor and family, to address behaviors, collaborating on a plan the student will sign, and engaging in on-going communication • Making the decision that the behavior warrants sending the student home for part or all of a day or remain on campus in alternative location • Making a distinction between peer conflict/misbehaviors and bullying

Peer Conflict and Bullying

While misbehaviors may be typical for an age group, they will be addressed and appropriately supported. One such behavior is the ability to establish and sustain positive relationships to handle peer conflict. A distinction is made between normal peer conflict and bullying.

<table>
<tr><th colspan="2">PEER CONFLICT</th><th>BULLYING</th></tr>
<tr><td colspan="2">Peer conflict happens occasionally and may result in a disagreement where children want different things. This may include disagreement or interactions between students in which opposing needs, perspectives, emotions, or goals create tension.</td><td rowspan="2">Intentionally aggressive behavior that involves a real or perceived power imbalance, and either repeated behavior or a severe single incident (e.g., public humiliation, violent acts, or viral cyber posts).</td></tr>
<tr><th>RUDENESS</th><th>MEANNESS</th></tr>
<tr><td>Inadvertently saying or doing something that hurts someone else. Typically it is:
• Spontaneous
• Unplanned moments of inconsideration and/or
• Not meant to hurt</td><td>Purposefully saying or doing something to hurt someone once (or maybe twice). Typically regrettable and followed by effort to make amends independently or with support of an adult.</td><td>HARASSMENT
Involves discrimination that violates legal protections (e.g., targeting gender, race, or religion) and creates a hostile environment.</td></tr>
</table>

Bullying in any form is unacceptable and students who engage in bullying behavior will be subject to disciplinary consequences as outlined in the SAS School Board Policies 8.5032, 8.5032P, 8.504, 8.504P, 8.505 and 8.505P.

The entire community is responsible for reporting incidents of physical or psychological violence, aggression or harassment that is verbal, physical or cyber. The steps for handling bullying by faculty and staff follow:

1. Report the incident to the Principal or Vice Principal and/or counseling team.
2. Students are encouraged to report incidents of bullying for which they themselves or other may be the victim, in person or through a written note.
3. The Principal or Vice Principal or counselor(s) will investigate and document the incident, and after the investigation take whatever measures are appropriate to address the matter.
4. Measures are noted in the Student/Parent Handbook, School Board Policy, and involve one or more of the following:
    a. Conference with students
    b. Parent notification and conference
    c. Community/school service work
    d. Psychological assessment and/or mandated counseling
    e. Placement on a behavioral plan and/or a signed behavioral agreement
    f. In-school suspension (1 to 3 days)
    g. Out of school suspension (1 to ten days or until receipt and review of psychological evaluation, if deemed appropriate)
    h. Withdrawal, no-enrollment or a formal expulsion from school

Note that inappropriate cyber behaviors are also addressed and can be a form of bullying and include: flaming (online fights using angry or vulgar language); harassment (sending mean and insulting messages); trickery (tricking someone into sharing secrets or embarrassing information), exclusion (intentionally excluding someone from an on-line group); and cyberstalking or cyberbullying (intense harassment and denigration using technology).

Academic Dishonesty

Students found cheating will engage in dialog with their teacher, counselor, the family and/or the Principal/Vice Principal. Repeated offenses may result in more severe measures, up to and including expulsion.

Theft

Taking, assisting in taking, or receiving materials involved in the theft of school or personal property is unacceptable behavior and will result in meeting with the student(s), their counselor, family and/or the Principal/Vice Principal.

Suspension

Suspension is a time for a student to reflect on his/her behaviors, and engage in educational and restorative opportunities. The principal or vice principal may suspend a student for one day and up to ten days. Students may lose the privilege of being on or near the school or attending any school sponsored events.

Students may be suspended from school for repeated violations of the discipline policy or for behavior that is viewed by the school principal as inappropriate at any school sponsored activity on or off school grounds. Suspension removes a disruptive or potentially dangerous student from the school setting and gives notice that it may be necessary to remove that student permanently from SAS. An “out of school” suspension from school means that a student is prohibited from being on or near a School campus or attending any School sponsored activities during the period of the suspension. An “in school” suspension means that a student is in detention on campus but is prohibited from attending his or her regularly scheduled classes for the duration of the suspension. Steps to regain the privilege of returning to the school community will be clearly communicated by the Principal or Vice Principals. Following any suspension from school and prior to re-admittance, a parent-student conference with the principal may be required.

Expulsion

Grounds for expulsion include, but are not limited to: continued repetition of any of the offenses listed under suspension policy; possession of, use of, or dispensing of any alcoholic beverages or any unauthorized drug; physical violence and carrying knives, firearms or other weapons. The Principal will be charged with making a recommendation of expulsion to the Head of School after according the offending student the right of due process as outlined in Policy number 8.401. The Head of School will make the decision regarding the principal’s recommendation. If the Head of School’s decision is to expel, the decision may be appealed to the School Board pursuant to Policy 2.602. The School Board may choose to hear an appeal and make a final determination related to expulsion, but is not obligated to do so.

SUPPORT SERVICES

Elementary Counseling

Shanghai American School's counseling program is designed to meet the needs of students. Proactive counseling recognizes the diversity of children and families and seeks to help students strive for individual excellence. The SAS program prepares students to become effective lifelong learners to achieve success in school and to become contributing members of our global society. Counselors and homeroom teachers lead lessons related to social and communication skills, conflict resolution, self-awareness, career exploration, and problem solving. With parental consent, short term individual and small group counseling is provided if needed. Counselors are also available for consultation with teachers and parents. Counselors also help organize parent sessions throughout the year.

Student Support

The Director of Student Support (DoSS) and Associate Director of Student Support (ADoSS) work collaboratively with divisional principals, faculty, School Counselors, Learning Support team (Specialists and TAs), and Speech Language Pathologists to coordinate and oversee the Systems of Support for All Learners (SSAL) framework that promotes students' academic, behavioral, social-emotional, and overall school success.

Responsibilities include supporting the implementation of the SSAL framework, facilitating collaborative support processes, partnering with families, and helping ensure consistent and responsive student support practices across divisions.

The Student Support department may collaborate with administrators, families, and external providers to help determine appropriate supports, interventions, and next steps for students. This may include reviewing student data, coordinating support planning, and, when appropriate, guiding access to additional school-based or external resources.

All student information and related documentation are treated as confidential and shared with appropriate staff members and parents/guardians to support student learning and wellbeing.

Learning Support Services

Shanghai American School provides services for students who are identified as having mild learning differences. Students admitted to SAS should be able to function successfully within the regular classroom program while receiving assistance from Learning Support personnel. The faculty of SAS works with students within the parameters of available resources.

Any student needing assistance is eligible to be considered for the Learning Support program. The services provided are coordinated by Learning Support specialists at each

division of SAS. The parents of students with learning needs are notified by SAS if a diagnostic assessment by qualified personnel is recommended. When needed, a learning support plan is developed cooperatively by SAS staff, specialists, and parents to document the diagnostic and instructional program for an individual student.

The student support team (consisting of school members and parents) determines when students can be admitted or discharged from the program based on achievement of goals as stated in the learning support plan. If it is determined that the student requires academic support services, parental support and participation is expected.

Multilingual Learners

Shanghai American School is committed to building all students' conceptual understanding and language competence through developmentally appropriate and discipline-specific practices. We aim to provide students with the academic language tools and skills necessary to successfully engage in and reflect on their learning, both within and beyond the classroom.

In the MLL program students at SAS are immersed in a rigorous college-preparatory academic curriculum. Students come from a variety of language backgrounds and some need support to build English proficiency. MLL eligibility is based on a review of previous school records and language proficiency assessments administered during the admissions process. At SAS a Collaborative Sheltered English Immersion Model provides the most effective language-learning environment. This means that in most situations, students remain in the classroom where language is taught alongside regular content, allowing for differentiated instruction. MLL specialists and core classroom teachers share responsibility for student language development as they teach and plan together. This provides engaging and language-rich classroom activities while also ensuring in-class support for MLL. SAS encourages families to maintain and honor home languages(s) while developing social and academic language proficiency.

After School Activities

At SAS, we believe that athletics and after school activities (ASAs) are vital components of our students' education. They provide invaluable opportunities for personal growth, leadership development, and help foster lifelong skills. We are committed to supporting you in your efforts to create positive, inclusive, and dynamic environments where our students thrive.

After school activities are offered over four seasons in areas such as: arts and crafts, hob-bies, languages, robotics, STEAM, music, and sports. Prior to the comence-ment of each After School Activities (ASA) session, students undergo a registration period.

If you have a questions or concerns about After School Activities, contact the appropriate person for your respective campus:

- Pudong – Eva Chen at extension 3451 or by email at Eva.Chen@saschina.org
- Puxi – Katie Parkhurst at extension 6185 or by email at Katie.Parkhurst@saschina.org

Parents are encouraged to contact the transportation department regarding ASA transportation for your respective campus.

- Pudong – Transport.PD@saschina.org
- Puxi – Transport.PX@saschina.org

SISAC Sports

SISAC Shanghai International Schools Athletic Conference is a program that emphasizes involvement of all Shanghai international schools and fosters individual and team excellence in a cooperative, friendly and competitive, based on level, environment between all participating students. In the elementary school, SISAC programming is available to students in Grade 4 and 5 based on available programs, such as basketball, soccer and volleyball.

Shanghai American School inspires in all students:
上海美国学校激励并培养所有的学生：

A lifelong passion for learning
终身学习的热情

A commitment to act with integrity and compassion
诚信与仁爱的信念

The courage to live their dreams.
追求梦想的勇气。

Pudong Campus
1600 Lingbai Road, Pudong District
Shanghai, China, 201201

Puxi Campus
258 Jinfeng Road, Minhang District
Shanghai, China 201107

Tel: 6221-1445
www.saschina.org