PXMS 2026-27 HANDBOOK







SHANGHAI AMERICAN SCHOOL

SHANGHAI AMERICAN SCHOOL

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)

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
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27	28	29	30			

OCTOBER 2026

SUN	MON	TUE	WED	THU	FRI	SAT
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NOVEMBER 2026

SUN	MON	TUE	WED	THU	FRI	SA
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29	30					

DECEMBER 2026

SUN	MON	TUE	WED	THU	FRI	SAT
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JANUARY 2027

SUN	MON	TUE	WED	THU	FRI	SAT
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31						

FEBRUARY 2027

SUN	MON	TUE	WED	THU	FRI	SAT
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28						

MARCH 2027

SUN	MON	TUE	WED	THU	FRI	SAT
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28	29	30	31			

APRIL 2027

SUN	MON	TUE	WED	THU	FRI	SAT
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MAY 2027

SUN	MON	TUE	WED	THU	FRI	SAT
						1
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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
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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

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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.



WELCOME FROM PRINCIPALS



Welcome to SAS Middle School, Puxi campus.

The journey through middle school will be a memorable one for many reasons. It will be a time of change, both physically, socially, and emotionally. It will be a time where students try new things, meet new friends, create new habits and experiment and learn new things both in and outside of the classroom. Perhaps students will try a sport for the first time or push the boundaries of creativity in their classes. Whatever path chosen through middle school, we are here to support.

The SAS mission emphasizes our commitment to develop in each of our students a lifelong passion for learning, a commitment to act with integrity and compassion, and the courage to live their dreams. These are not hollow words. They are what guides our decision-making, and what we strive for every day alongside our transdisciplinary transfer goal. Little doubt exists about the quality of our academic programs and your ability to meet our expectations.

That is why we at SAS have moved beyond a narrow focus on academics alone. We are devoted to developing outstanding individuals who will lead us into the next decade with an innovative spirit, unshakable resilience, an undeniable sense of integrity, and a heartfelt compassion for others that manifests through kindness and selfless service. These are the essential qualities that will empower you to make a meaningful difference in the world.

We understand the importance of nurturing your individual talents, interests, and aspirations. Whether it's in academics, extracurricular activities, social-emotional growth, or any other area, we are dedicated to helping you thrive and reach your full potential.

As we embark on the 2026-27 school year together, we wish you the very best. Our team of dedicated educators and staff will work tirelessly to create an environment that empowers you, challenges you, and celebrates your achievements. Soar like an Eagle!

Ms.Erica Curry
Principal

Ms. Bina Shah
Vice Principal

HANDBOOK INTRODUCTION

The SAS Puxi Middle School Student Handbook outlines the expectations for students at the school. It provides a comprehensive overview of how the middle school operates, covering a wide range of practices, protocols, and expectations for student and family adherence.

While the handbook may not address every possible scenario or aspect of daily student life or take into consideration all of the individual and unique circumstances, it does serve as a valuable resource that captures the sentiments of our expectations within the middle school. The guidelines and information presented aim to support the greater good of the SAS Puxi Middle School community as a whole.

Administration has the right to modify, interpret, and apply the guidelines in this handbook in ways that best serve the needs of individual students and the school community. Administrative decisions may vary based on specific circumstances, student needs, developmental considerations, and the overall wellbeing of our school. We reserve the discretion to add clarifications, make exceptions, or adjust responses as appropriate to each situation.

Carefully reviewing this handbook as a guided reference will answer many of the questions pertaining to creating a safe and inclusive environment, while holistic education, social emotional learning, safety and schoolwide priorities, remain areas of focus in everything we do.

Please save a copy of the handbook to your desktop and reference this document as a reminder throughout the school year.

MIDDLE SCHOOL FACULTY – 2026-27

SCHOOLWIDE POSITIONS	
Principal	Ms. Erica Curry
Vice Principal	Ms. Bina Shah
Admin Assistants	Ms. Zen Niu Ms. Sanny Chu
Counselors	Ms. Ty Urquhart Ms. Claire Greene Ms. Jessica Ferguson
Counseling Assistant	Ms. Haisam Mai
Technology Coach	Mr. Luis Carlos Moreno
Instructional Coach	Mr. Bick McSwiney
Director of Student Support Services	Mr. Nigel Holdsworth
Librarian	Ms. Brenna McCandless
Nurse	Ms. Lili Wang

GRADE 6	
Language Arts	Dr. Tiaya Daniels Mr. Shannon TustinPark
Social Studies	Mr. Kirk Irwin Ms. Melanie Ryan
Science	Ms. Tamra Cutter Ms. Melissa Kirwin
Math	Ms. Corrin Shelton Mr. Felipe Merino
Learning Support	Mr. Douglas Murray

GRADE 7	
Language Arts	Mr. Anthony Hudders Ms. Marie O'Dwyer
Social Studies	Ms. Catherine Sawyer Mr. Kevin Tyner
Science	Ms. Caroline Hu Ms. Myleah Rhynes
Math	Ms. Katie Choi Ms. Crystal Sun
Learning Support	Mr. Edward Bryant

MLL
Mr. Tim DeGeer Ms. Sue Kelly Ms. Jessica Ferguson

GRADE 8	
Language Arts	Mr. Leo Stanley Mr. David Fisher
Social Studies	Mr. Joel Warren Ms. Young Sil Park
Science	Mr. Craig Tafel Ms. Hannah Neal
Math	Ms. Devon Fisher Ms. Kirsten Baldwin
Learning Support	Mr. Jonathan Iliffe

GLOBAL LANGUAGES	
Chinese	Ms. Olivia Ren Ms. Sindy Shen Ms. Sophia Song Ms. Lillian Wu Ms. Joan Xu
French	Ms. Inna Winckell
Spanish	Mr. Sergio Feliciangeli

HEALTH
Ms. Dani Anthony Ms. Jessica Miller

PHYSICAL EDUCATION
Ms. Eniade Ajayi Mr. David Macfarlane Mr. Jovan Milosevic Mr. Brandon Preston

PERFORMING ARTS
Ms. Chrissie Akov (Drama) Mr. Tony Bott (VMM) Mr. Harout Boyajian (Band) Ms. Anneliese Charek (Dance) Ms. Leslie Ziegler (Orchestra)

DESIGN TECHNOLOGY
Mr. Scott Hatt Mr. Matthew Grieve

VISUAL ARTS
Ms. Jamie Sanchez Ms. Kiran Chandra

KEY CONTACT INFORMATION

Shanghai American School	6221-1445 Puxi Campus ext. 2000	
Administration	Phone Extension	Name
Head of School	2101	James Nelligan
Head of Puxi Campus	2500	Michelle Quirin
Head of Educational Programs	3535	Renee Couturier
Associate Director of Educational Programs	2106	Scott Williams
Chief Finance Officer	2119	Rebecca Lan
Director of Student Support Services	3315	Nigel Holdsworth
Director of Technology	2200	Kriss Parker
Director of Admissions	2157	Renee Gian
Director of Advancement and Marketing	2156	Peter Pierce
Director of Human Resources	2105	Renate Hegre
Sports & Activities		
Activity Director	2578	Kate Mouton
Assistant Director of Activities and Athletics	2577	Matt Juranek
Activities Coordinator PK-12	6185	Katie Parkhurst
Support Services		
Support Services Manager	2301	Yvonne Zhu
Transportation Supervisor	2327	Jason Huang

Note: All staff emails: firstname.lastname@saschina.org

SAS MISSION

We inspire in all students

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



WHAT EVERY STUDENT AT SAS PUXI MIDDLE SCHOOL SHOULD KNOW ...

GENERAL EXPECTATIONS

This section tells you about general expectations that the school holds for you that apply to a variety of locations and situations.

ADVISORY

Our advisory program is a vital component of our middle school, dedicated to enhancing Social Emotional Learning (SEL). Each student will be assigned to an advisory group led by a teacher and consisting of approximately 13-15 students. The advisor serves as the primary advocate, providing support in all situations. The aim is for students to develop strong connections with their advisor and fellow peers within their Advisory group.

To maximize the advisory experience, students are expected to arrive on time and be prepared to actively participate in connection activities and SEL lessons.

AFTER SCHOOL

Students are expected to leave campus at dismissal. If students remain on campus after school, it should be for a specific purpose, such as After School Activities (ASA), Shanghai International School Athletics Conference (SISAC), or teacher support. Students should know the location of the nearest supervising adult in case of an emergency; this may include the library, nurse's office, or administrative offices.

Students should not be in unauthorized areas. After 3 PM, supervision will be provided for organized activities and events.

ATTENDANCE

A cornerstone of SAS Puxi Middle School is collaborative learning. Regular participation in class activities is a vital part of the learning process, and it is therefore important and expected for students to be present on time in each class, every day. Class discussions and many learning activities cannot be made-up when missed. Being late to school or class has a negative impact on students' learning and development. Chronic absence—missing 10 percent or more of school days due to absence for any reason, whether excused or unexcused absences, can result in academic and social setbacks for individual students and those they might be working with. It is important that students set schedules and routines so they can get to school regularly and promptly.

In the event of an absence or tardy, parents are expected to email the MS office assistant stating the student's full name, reason, and expected length of absence. If this does not

occur, the MS office assistant will contact parents. Students who arrive to school after 8:00 a.m. must report to the MS office to get a late pass from the office assistant.

Therefore, families are expected to make attendance a top priority and communicate with the school regarding any planned or unexpected absences. When you must miss school, it is the student's responsibility to contact the teachers of missed classes to determine what learning has been missed. Parents/guardians must call, or write a note, to inform the MS Office that their child will be absent No notice of absence will result in an unexcused absence. If a child is absent due to illness for more than three days, they should bring a written explanation from their doctor.

TARDINESS

You are expected to arrive at school before the start of the school day prepared for the day ahead. The school day starts at 8am. **Students must sign into the office if they arrive after 8:00 am**. Students should have the materials required and be fully prepared to start class when the class period begins. It is the expectation that students report to class in a punctual manner in order to start class at the correct time and minimize any information missed.

When absences and tardies become a pattern, possible strategies to improve attendance may include:

- email notifications sent to student and family via email from MS Vice Principal.
- contact from a faculty or staff member to discuss.
- student meeting held with MS Vice Principal and/or MS Counselor to make a plan to improve.
- conference with student, parent, counselor, and MS administrators.
- removal from SAS extra-curricular activity.
- not being able to participate in community or grade level events.
- incomplete(s) and/or not assessed on report card.
- relevant comment on report card.
- academic contract.

Possible consequences of excess absences or tardies may include:

- after school or lunch detention(s) for reflection and goal setting.
- removal from SAS extra-curricular activity.
- not being able to participate in community or grade level events.
- incomplete(s) and/or not assessed on report card.
- relevant comment on report card.
- support plan.

Staying out of school for any amount of time without permission from a parent or teacher is a serious offense that can lead to any of these possible consequences:

- detention or suspension.
- removal from SAS extra-curricular activity.
- not being able to participate in community or grade level events.
- academic and/or support contract.
- incomplete(s) and/or not assessed on report card.
- relevant comment on report card.
- not permitted to go on school sponsored trips.

In order to participate in SAS after-school and evening extra-curricular activities (sports, concerts, theater, etc.), students must attend two full academic blocks on the same day (when events occur on the evenings of school days). A doctor's notification and other relevant information provided by parents may alter the enforcement of the regulation in extenuating circumstances. Additionally, students participating in SAS after-school and evening activities are expected to be at school the following day. Not attending school the following day may result in the student not being able to participate in further SAS extra-curricular activities. The final decision in all cases lies with the MS administrators.

SUPPORTING ATTENDANCE CONCERNS

If students are having difficulty attending or getting to school on time, for whatever the reason, they should contact their school counselor to problem solve solutions to attendance challenges. For more tips on attendance see https://www.attendanceworks.org/

SAS TRAVEL- SCHOOL SPONSORED TRIPS

At SAS, we believe that travel is a vital part of the educational experience. It offers a unique opportunity for learning and personal growth, as well as a chance for students' to represent our school to diverse communities.

Traveling with the school differs from family trips, and it's important to understand our expectations and guidelines for SAS trips. As a participant, students are expected to be representatives and ambassadors for our school. We expect them to uphold our policies, engage positively and constructively, and behave in ways that reflect positively on our community.

WORLD CLASSROOM

Each year, typically in the spring, middle school teachers and students have the opportunity to explore various parts of China and the world. All students are expected to participate, with excusal from these trips granted only under exceptional circumstances as determined by administration, with the consideration of individual and unique situations.

The trip will feature a balanced range of activities that align with our Menwai Pillars, fostering engagement with the culture and its people. Some of the most enriching learning experiences happen beyond the classroom walls.

PLANNED ABSENCES

Vacation or travel while school is in session is strongly discouraged. Teachers cannot be expected to provide work in advance of a family vacation scheduled during school time. If families have an emergency and need to be away from school for an extended period, please notify the middle school office, Advisor and grade level teachers. Alternative assignments can't make up for the learning missed by not being in class. Please keep in mind your absence and/or tardiness can have a direct impact on peers, especially during collaborative projects and group work.

When missing school for planned school sponsored trip, non-sponsored trip, illness or other absence, it is the student's responsibility to communicate with their teachers and complete the missed learning posted in Schoology. Teachers are not always able to give students work in advance or provide remediation for what is missed. Some learning is not able to be made up as it is occurring in collaborative, interactive setting.

MAKE-UP LEARNING

Students returning after a school related absence or illness will be given a reasonable time (generally equivalent to the number of days absent) to complete missed assignments/assessments. Students are responsible for contacting teachers regarding missed assignments and missed assessments. If a student fails to complete the assignment or assessments, this could result in an incomplete and/or not assessed.

Students arriving late to school should contact teachers whose classes they missed to discuss making up assignments, tests, quizzes, etc. Similarly, students who anticipate leaving school early should notify those teachers whom the student will not see in the afternoon.

Notice and Approval Process

For any planned absence, we ask that families provide a minimum of 48 hours' notice to the MS Office Assistant. Families are required to send an email addressed to the MS principal and office secretary as far in advance as possible. All pre-planned absences must be approved through MS Administration before the absence occurs.

Students are responsible for:

- Communicating with teachers: Notify all classroom teachers and advisor of your planned absence in advance to determine what learning needs to be made up and when it is due.

- Staying current with coursework: Keep up to date with learning materials and assignments through Schoology.
- Contacting teachers via Schoology or email for any assignments missed.
- Attending teacher help sessions (break, lunch, after school) to get help with missed learning.
- Seeking help from teachers to understand the learning missed.
- Completing missed work: Make up all assignments in a timely fashion according to each classroom teacher's expectations and deadlines.

Parents are responsible for:

- Supporting their child to complete the missed learning in a timely fashion.
- Finding a tutor or outside support to cover materials missed during absences (if needed).
- Monitoring the impact of the absences on their child's learning and progress.

Teachers are responsible for:

- Keeping all learning up to date via Schoology. Emailing the student if there is anything specific that can't be found in Schoology.
- Providing help for students to understand the materials after school (within school hours)

If students are unable to complete their make-up learning within a reasonable time the following could occur:

- removal from SAS extra-curricular activity, attend teacher help sessions until learning is completed and the student is in good academic standing
- incomplete(s) and/or not assessed on report card

We appreciate families working with us to ensure that planned absences do not disrupt a student's academic progress. If you have questions about the absence approval process, please contact the MS Office Assistant or MS Administration.



ACADEMIC EXPECTATIONS

HOME LEARNING

We encourage the development of well-rounded students and recognize that many of our students spend considerable time outside of school with private lessons of all kinds. We strongly encourage the differentiation of homework to meet students' learning needs as students use time at home to complete unfinished class work, reinforce their learning and/or prepare for the following class. We do not use homework as a means to introduce new knowledge or concepts without direct follow-up in class. We demonstrate the value of homework by checking to see if students have completed it and by somehow reviewing it either in class or by collecting it and providing feedback. Homework completion/ quality is reported on the Learning Behaviors portion of the report card. The amount of nightly homework varies based on several factors, including how effectively students utilize class time, their focus during the homework, and their individual work pace.

Combined homework expectations for core and encore classes should not exceed the following:

Grade 6	**60 minutes**	**On task behaviors**
Grade 7	**70 minutes**	
Grade 8	**80 minutes**	

This typically translates to no more than 20 minutes of homework assigned per class period. These time allocations do not include music practice or student-selected independent reading. Families are strongly encouraged to establish clear homework expectations, including when and where homework will be completed and how technology will be used to support learning rather than distract from it. If homework expectations consistently exceed these guidelines, students and families are encouraged to communicate with teachers. Additionally, students should incorporate daily independent reading into their homework routines to enhance fluency and comprehension.

We encourage students to spend quality time with family during the holidays. Therefore, homework is not assigned over major holidays including October Break, Winter Break, Chinese New Year, Spring Break and others as indicated by administration.

Developing strong work habits is essential for lifelong success. Therefore, it is important 17 to respect due dates for long-term projects, presentations, essays, and other assignments. Submitting late work hinders learning progress and creates additional challenges for teachers. Inconsistent work habits will be reflected in the Learning Behavior grade.

SCHEDULES

Schedules are provided to students on or before the first day of classes each year. Families are expected to accept the assigned schedule and subjects. Switching classes is not common, as careful consideration is given to creating a schedule that meets the varying needs of each student and fosters interactions with peers, both known and unknown from previous classes.

Exceptions may be made upon formal request to the middle school counselor, accompanied by a rationale for consideration. However, a formal request does not guarantee a class change, and the final decision rests with the divisional principal. Changes will be evaluated based on the timing of the year and whether they can be made without negatively impacting the student's other classes, exceeding reasonable class sizes, or disrupting class dynamics.

Schedules are not adjusted based on personal preferences. The scheduling process considers gender balance, class sizes, academic needs, and behavioral needs.

In grades 6, 7, and 8, students are given the opportunity to indicate their preferred Encore Courses within a range of options for performing arts (band, orchestra, VMM, dance, drama), global languages (Chinese, French and Spanish), and design technology or visual arts (7/8). Students will automatically be enrolled in their English Language Arts, Social Studies, Math, Science, Physical Education and Health courses.

Students are asked to express their preferences for Encore courses in Power School for subject placement the following year. Student schedules are developed based upon the preferences expressed by students. When possible, students are placed into subjects according to their first and/or second preference.

Red and Gold teams are established for logistical and operational purposes. Parents and students are encouraged to avoid comparisons between the two teams, as learning experiences, collaborative expectations, and academic focus are aligned across all teams. Team designations are administrative and do not reflect differences in educational programs or opportunities.

Students are expected to follow the timetable, arrive on time, and meet deadlines. Effective time management and organizational skills are essential for planning ahead.

The school retains the right to make decisions about appropriate placements that, from the school's perspective, will best cater to the academic, social, emotional, and physical needs of the students, for both the short term and the long term.

STANDARDS BASED REPORTING

The Shanghai American School Puxi Middle School report card uses a standards-based format that communicates how students are performing in relation to clearly defined subject-area academic standards. SAS also reports on student progress in relation to five Schoolwide Transfer Goals and one overarching learning behavior as part of the Learner Profile. Both Academic Progress Standards and Learner Profile categories are measured using a 4-level proficiency scale - Beginning, Approaching, Meeting, and Exceeding. The target is for all students to meet the standard, indicated by a "Meeting". SAS Academic Progress and Learner Profile expectations are challenging and rigorous. Consequently, "Meeting" a standard indicates full demonstration of knowledge and skills. "Exceeding" the standard indicates an exemplary demonstration of learning that goes beyond what is expected for the standard or category.

REPORT CARDS AND PROGRESS INDICATORS

Report cards are issued twice a year, in January and June, and are available for download from the PowerSchool portal. These reports help students and parents/guardians understand and reflect on learning behaviors, academic progress, strengths, and suggestions for further improvement. Progress for all classes is reported for both Learning Behaviors and the standards in each class using four progress indicators.

	BEGINNING "We need to focus here."	**APPROACHING** "Getting there."	**MEETING** "You did it!"	**EXCEEDING** "Wow! That's impressive."
Learning Behaviors	Rarely demonstrates the behaviors	Sometimes demonstrates the behaviors	Consistently demonstrates the behaviors	Exceptional demonstration of the behaviors
Academic Progress	So far you have shown that you know and can do a little bit of what is described in the goals for this standard, but there is still a lot more to show. This standard is an area where we really need to work together to focus on your learning.	You are showing that you know and can do a lot of what is described in the goals for this standard, but you still have some learning to do to meet all of these goals. This standard is an area that we need to continue to focus on in your learning.	You have shown that you know and can do what is described in the goals for this standard. Now you should concentrate on ways that you can maintain and even go deeper with your learning for this standard.	You've met this standard and have demonstrated that you can apply this knowledge and/or skill for deeper learning by analyzing, synthesizing, evaluating, and/or demonstrating learning in a new way that goes beyond what is described in the goals for this standard.

Feedback for students receiving MLL support is embedded in the report card comment.

SCHOOLOGY

Students and families have access to reported learning behaviors and academic progress data via Schoology. Schoology is the adopted learning management system (LMS) and platform used in the middle school by teachers and students. Teachers will provide feedback regulary in verbal and written formats.

Written feedback on Schoology is shared frequently. One formative or summative should be reported in Schoology every two weeks. Additionally, teachers are expected to notify families whenever they have concerns about a child's academic progress or learning behaviors.

Parents/guardians should check Schoology regularly and use it as a tool to discuss current student progress and review shared feedback. Because parents/guardians have access to this data, no formal progress report will be issued between semester reports, however individual conferences with selected teachers are encouraged when specific academic or behavioral concerns arise from both parents and/or teachers. Parents/guardians should immediately contact their child's teachers should they have any questions or concerns specific to their child, class, or teacher.

ACADEMIC INTEGRITY

Academic integrity, trust and ethical behavior are the foundation of any school community and academic institution. Dishonest behavior erodes this foundation and is therefore the concern of all stakeholders at SAS. It is an ethical issue that impacts the school's mission, goals, reputation and relationships. Personal honesty is a behavioral expectation of all students.

At Shanghai American School, we strive to nurture a culture of integrity and personal character. Thus, there are severe consequences for academic dishonesty. Academic dishonesty includes cheating, lying, stealing, plagiarism, unauthorized collaboration, fabrication of information, skipping class on the day of an assessment, the alteration of grades and the forgery of signatures.

Any allegation of academic dishonesty will be investigated thoroughly and appropriate disciplinary measures will be taken.

CONFERENCES

Conferences are scheduled for the Fall (Parent and Student) and Spring (Student Led Conferences), with information regarding specific details regarding the dates and times communicated by divisional principals. SAS teach-ers look forward to conference times as an opportunity to strengthen the partnership between home and school. Additionally, teachers are available to meet with families throughout the school year. Please contact your child's teacher to make an appointment. Teachers or parents/guardians may request

conferences to discuss academic or behav-ioral progress at any point in the year. These meetings often will involve multiple teach-ers who share responsibility for student development.Teachers or parents/guardians may request conferences to discuss academic or behavioral progress at any point in the year. These meetings often will involve multiple teachers who share responsibility for student development.

Parents and guardians are encouraged to be proactive in communicating with their child's teachers. Open communication between parents, guardians, and teachers is essential for our school partnership and in being supportive to student success.

MEASURES OF ACADEMIC PROGRESS (MAP)

The MAP assessments evaluate your child's academic progress in key subject areas, offering valuable insights into their strengths and areas for improvement. These computer-adaptive tests are essential for our teachers to tailor instruction and support your child's individual learning needs. The specific days for administration and for viewing the published results will be communicated by MS administration.

Students are encouraged to limit outside obligations during MAP testing and prioritize the completion of the tests. To maintain integrity and best test taking practices, students who do not complete a test on a given day will be expected to stay after school to finish. Parents are asked to support their child by making appropriate arrangements.

While the data we receive from MAP is informative, it is just one data point among many that we use to guide our instructional decisions. We recognize that this assessment can provide valuable information about your child, but it does not capture a holistic view. To help students contextualize MAP, we encourage our community to view it as a singular piece of a much larger picture, alleviating the anxiety that can come from focusing too heavily on one assessment, making comparisons from one student to another, or defining a child's projected success based on this one measure.



CAMPUS POLICIES AND PROCEDURES

PERSONAL INTEGRITY

Shanghai American School desires to instill in its students and faculty the highest sense of integrity.

- Persons with integrity show respect for themselves, the school, and the community.
- Responsible school citizens promote pride in their community, foster a culture in which all are valued, and respect our school facilities and environment.

As we work together as students, parents/parents, faculty, and staff we stand on a foundation of integrity, honesty, and responsible citizenship.

SHOWING RESPECT

Students are expected to show respect to all members of the SAS community. Behaviors such as talking back, being rude, making threats, using put-downs, refusing to follow directions, and being argumentative are all examples of disrespect. Remember that guards, cafeteria staff, cleaning staff, and grounds staff are essential members of the SAS community and deserve our respect.

Students are also expected to keep their school environment clean by using rubbish bins and placing items where they belong. Everyone must do their part.

PERSONAL PROPERTY

Students are advised not to bring valuable personal items to school. It is recommended that all items are labeled and placed in locked lockers to prevent misplacement, theft, or loss. During PE, students should use the lock on their PE lockers. Storing items in a backpack is not considered secure, as it cannot be locked. The school is not responsible for items that are misplaced, lost, or stolen and may have limited capacity to view camera footage to locate these items.

Electronics such as phones are not allowed in classrooms without special permission from the teacher. If students use these items during the school day, they may be confiscated until the end of the day. Repeated offenses result in more significant consequences. Students should first check the Lost and Found located by the main middle school office and can also ask their Advisor about grade-level lost and found areas. At the end of each month, all unclaimed property is donated to charity.

SCHOOL PROPERTY

While at school, students use materials including books, lockers, desks, chairs, tables, and classroom curricular items that belong to the school. It is important for students to treat these materials with respect, keeping in mind that others will need to use them when they are finished.

Students have the opportunity to check out library books. In both middle school and high school, specific book titles checked out by students are not disclosed to families or divisions, and it is the responsibility of the student to communicate and monitor the length of the check-out which is extended for one month. Students and families receive several reminders when there are overdue books.

Students may also be issued books or materials for long-term use, possibly for the entire year. If a student damages or loses a book, they are expected to pay a replacement fee. Students must return the exact same materials in the condition in which they were originally issued. If they fail to do so, they will be charged a replacement fee.

VISITORS TO SAS MIDDLE SCHOOL, PUXI CAMPUS

Alumni visitors must follow the alumni visit process through SAS Connect. All visitor requests will be reviewed by the MS Admin. Based on the time of the school year and planned learning activities, visitors may be approved for either a half-day or a lunch visit.

Visitors must also arrange for a current student to shadow/host them. Visit approvals are required, as guests may disrupt the school environment; this includes former SAS students. A formal request for the visit must be submitted to the Vice Principal.

A guest visit should be scheduled at least two school days in advance (holidays and weekends are not included in the two days approval process). Once approved, the MS secretary will notify each teacher hosting the visitor. The visit will proceed only if all involved teachers agree and it does not conflict with previously scheduled events.

For student safety and security, guests from other Shanghai schools are not allowed at any Middle School Puxi evening activities (including socials, sports events, or performances) intended solely for SAS students. If there is any uncertainty, visitors should check with the Middle School office for clarification. Exceptions may be made for jointly sponsored activities.

LEAVING THE SCHOOL CAMPUS

SAS Middle School, Puxi campus, is a closed campus, which means that you are not to leave the campus during the school day unless you have permission from the office secretary. This is to ensure your safety. You must show a “Permission to Leave” note to the security guard at the main gate before you will be allowed to leave campus. Parents/guardians must inform the office of this arrangement.

Students’ ID badges are scanned upon entry and exit to school. We have supervised ASAs and spaces for Middle School students who choose to stay on campus after the 3pm dismissal. Students who choose to leave campus at dismissal time are responsible for transportation. Please make suitable transportation arrangements for your child if they are not taking the school buses.

STUDENT LOCKERS

Assigned lockers belong to the school, and students are expected to treat it as school property. Damaging lockers in any way, including kicking or punching, or writing on them is unacceptable. Lockers are used for school purposes only. Clean-outs and inspections occur at any time during the year. If you damage your locker, you are charged for repair or replacement. A teacher or administrator may open any locker at any time.

Lockers are not intended for permanent storage of books and other items. They are provided for you to carry only essential items to class. Use the space in your locker sensibly and efficiently. You receive a combination to open your locker; sharing this combination reduces its security.

Musical instruments should be stored in designated spaces in the music room each morn-ing. The hallways, corridors, and locker areas should remain neat and tidy. Couches and floors should be clear. Label belongings and store them properly. Large items that do not fit in a locker, such as an umbrella or musical instrument, may be kept on top of or beside the locker during the day, but not overnight. Items left outside lockers overnight may be removed and placed in the lost and found.

EATING OUTSIDE

Students are permitted to eat their lunches outside in the designated areas. Students must clean up their own eating area and return plates and cutlery to designated areas or back to the cafeteria. Please consider only using washable plates from the cafeteria to eat outside and not single use disposable items to be more sustainable.

Students are not permitted to eat lunch on any of the outdoor sports areas or playground area for safety and keeping our community space clean. In all cases we encourage students to pick up any garbage they see to help keep our community clean.

CELEBRATIONS/OUTSIDE FOOD

To maintain a safe, inclusive, and focused learning environment, SAS Puxi Middle School does not permit students to order food for delivery to campus or bring in large quantities of food, treats, or drinks for celebrations, including birthday parties.

We encourage families to celebrate birthdays outside of school hours with family and friends. Students are welcome to share birthday announcements or receive recognition from their classroom community, but food-related celebrations should take place in other settings outside the school day.

Small celebrations, without deliveries, may be organized in Advisory with the permission of the advisory teacher.

IF BOTH PARENTS ARE GOING TO BE AWAY FROM SHANGHAI

Parents should update the Statement of Temporary Guardianship section in PowerSchool if they are both going to be away from Shanghai. This section in PowerSchool includes the dates during which the parents will be out of town and the contact details for the person who will be the student's guardian during their absence.

HEALTH PROCEDURES

The middle school nurse is on staff daily for the entire school year. She will treat minor injuries, assess more serious medical problems, and make recommendations for additional treatment. Parents/guardians should inform the nurse if their child has any particular medical conditions and students should report any sudden health changes. Before students visit the nurse during class, they should ask their teacher for permission. The nurse will not be able to give you any medications, even for a headache, unless she has permission from a parent/guardian to do so.

If students become ill during the school day, they will need to see the nurse before con-tacting their parents/guardians. The nurse may have medication she can give to help the student feel better. However, if the nurse decides they are not well enough to continue in school, she will call the parent/guardian so that an adult can collect the student from school and take them home safely. If students do not feel well before school, it is in their best interests and in the best interests of others for them to stay at home. If students have a fever greater than 37.8 oC (tympanic/temporal), they have vomited, or have had greater than three episodes of diarrhea, they must stay home from school for 48-72 hours after the last symptom has cleared.

IMMUNIZATION AND HEALTH RECORDS

Immunization, student medical information, parent/guardian contact information, and emergency contact information must be updated via SAS connect on a yearly basis. SAS Board policy prevents students with out-of-date forms or pending immunizations from attending classes until those are updated. This is for the health and safety of all students. Please contact the Middle School nurse for more information.

MEDICATION

Students may not carry medication during school hours and after school activities. This includes over-the-counter and/or prescription medication. The only exception is that students with emergency medication (such as an inhaler for asthma, an EpiPen for allergy). The nurse does have a supply of non-prescription medication that she can give you with parent/guardian permission if necessary.

If you have been ill and your parent/guardian sends you to school with medicine, you must bring it to the nurse's office when you arrive at the school. A note from your parent/

guardian needs to accompany the medication listing (in English), the name of the medication, what it is for, dosage, and time(s) to be administered.

If you will need to take medication during a school-sponsored trip, please ensure that the medication is submitted as outlined above at least two weeks prior to departure. A completed trip medication permission form is also required.

STUDENT DRESS CODE

All students are responsible for selecting clothing that is appropriate for school and any activity classes. Outfits should align with our community norms of inclusivity, tolerance, and respect. Additionally, any images or messages on clothing should reflect our school's commitment to promoting healthy choices and a positive lifestyle.

Classes at SAS may involve:

- Moderate physical activity
- Student performances
- Engagement with internal and external audiences in a professional setting
- Use of laboratory spaces (including open flames and chemicals)
- Operation of equipment and machinery in science labs, art classrooms, design studios, and maker spaces
- Outdoor activities

Additionally, school events and courses that incorporate attire as part of the curriculum, such as physical education, public speaking, awards nights, concerts, and field trips, may have specific dress requirements communicated by individual teachers.

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.
- 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 clothing with images or language depicting or advocating violence 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.
- Ensure that students learn how to choose clothing preferences appropriate to the occasion, activity, and or audience.

DRESS FOR PHYSICAL EDUCATION

Appropriate clothing is required to be worn for physical education classes. An official SAS top, SAS shorts or pants, and athletic shoes are required for each class period (this applies to both warm and cold weather attire). In the interest of personal hygiene, all students must change clothing prior to and after their PE class. Showers are available and highly encouraged. Towels must be brought from home. For students' safety, dangling jewelry and watches must be removed before the start of class and appropriate footwear must be worn. All valuables must be locked in your PE locker to avoid theft or damage. SAS cannot be responsible for items that are left unlocked in the locker rooms, gyms, or fields.

If students have PE first block (after advisory), they are permitted to come to school in their PE clothing. Students are expected to change out of the clothes after PE. If students are not consistently changing out of their PE clothes, student and family can expect communication from a faculty member.

AFTER SCHOOL ACTIVITIES (ASA)

PXMS students may choose to participate in a variety of ASAs such as MUN, Crochet, Robotics, and more. Information about ASAs and signups is communicated through the MS daily bulletin on Schoology and signups take place on SAS mini-program.
MS & ES Activities Handbook.pdf

Please reach out to to the following people should you have any questions about MS ASAs:

- Athletics: Matt Juranek (Matt.Juranek@saschina.org)
- Activities: Katie Parkhurst (Katherine.Parkhurst@saschina.org)
- Performance Arts: Kirk Holland (Kirk.Holland@saschina.org)
- Aquatics: Hellen Sweeney (Helen.Sweeney@saschina.org)
- Soccer Academy: (Mihajlo.Pantovic.Coach@saschina.org)

PERFORMING ARTS

In addition to our performing arts classes, which take place during the school day, students can participate in performing arts activities outside the regular school day.

Auditions for our annual MS musical and play are open to all MS students, and audition information will be shared as the audition date approaches. Students who audition for Honor Festivals must also attend band, choir, or orchestra during the school day.

Information about Honor Festival auditions is available directly from the band, choir, and orchestra teachers.

SCHOOL PERFORMING ARTS SESSIONS FOR 2026-2027	
Musical	The Addams Family: November 12, 13
MS Honor Band Festival	October 16 (SAS Pudong)
MS Jazz Band	Seasons 2 and 3
AMIS Asian Middle School Honor Choirs	January 20-24 (Manilla)
AISG Honor Orchestra Festival	March 4-6 (SAS Puxi)
AMIS MS Strings Festival	March 18-21 (SAS Pudong)
AMIS MS Band Festival	March 25-28 (Taipei)
MS Play	April 22, 23











PUXI MIDDLE SCHOOL CONDUCT EXPECTATIONS

The Middle School is a community and your choices should reflect your commitment to keeping our community a safe and enjoyable place to be. Most of your questions about what choices you should and should not make can be answered by keeping this commitment in mind.

IN THE CLASSROOM

The classroom is a learning environment. Your actions should contribute to your learning and the learning of your peers. Adhere to classroom routines and learning expectations. Actively participate in discussions and collaborate with your peers to enhance the educational experience. If conflicts arise, manage them constructively and respectfully. If in doubt, ask yourself whether your actions are positively contributing to our community. Remember, a supportive and respectful classroom atmosphere benefits everyone.

WITH A SUBSTITUTE TEACHER

When under the supervision of a substitute teacher, you have the same expectations for positively contributing to the learning environment as you do with your regular teacher.

This includes:

- **Respectful Behavior:** Treat the substitute with the same respect you show your regular teacher.
- **Active Participation:** Engage in class activities and discussions, contributing to a productive learning atmosphere.
- **Following Instructions:** Adhere to the substitute's directions and complete assigned work to the best of your ability.
- **Supportive Attitude:** Help maintain a positive classroom environment by supporting your classmates and fostering collaboration.

Remember, your actions reflect not only on yourself but also on our school community.

IN COMMUNITY SPACES

The hallways, the fields, the playground and other common areas are shared by all members of our community. When in these spaces, be sure that you are positively contributing to our community environment. Be mindful that all three grade levels operate on different schedules, so noise levels should be respectful of the learning environment.

Students should not stop to talk on the stairways or doorways; they should move to a place that won't stop traffic. Students should not run, push or shove. They should use extra care if the floors or stairs are wet. Students should not have food or drink in the hallways or common spaces.

IN THE CAFETERIA

The cafeteria is a shared community space where you can enjoy lunch and spend time with friends. It's important to be respectful of others while using this space. This includes managing your noise level, cleaning up after yourself, and treating the cafeteria workers with kindness.

Students are required to use their own ID cards and may not lend, borrow, or share them with other students. To ensure fairness, students may not give their ID card to another student waiting in line to purchase food on their behalf or to avoid waiting in line.

Students who forget their ID card should visit the Middle School Office to obtain a lunch ticket before going to the cafeteria. The lunch ticket must be presented to the cafeteria staff at the time of purchase, and the corresponding amount will be charged to the student's account. Students should not borrow money or use another student's ID card to purchase meals. Parents and students are responsible for ensuring that sufficient funds are available in the student's account for meal purchases. Students who frequently require lunch tickets may be monitored, and parents may be contacted as needed.

If an ID card is lost or damaged, students should check periodically with the Middle School Office to determine whether it has been turned in to Lost and Found. If the card has not been recovered, a replacement ID card must be obtained within one week. The replacement fee is RMB 100. Students may pay the fee in cash at the Finance Office and present the receipt to the Admissions Office to obtain a new card, or they may pay by QR code directly at the Admissions Office when requesting a replacement card.

Students are expected to wear their ID cards at school each day. The photo, student name, ID number, and barcode must remain clearly visible and may not be covered, altered, or obscured at any time.

IN THE CHANGING ROOMS AND RESTROOMS

Shanghai American School prohibits recording devices in all locker rooms, including cell phones, iPads, laptops, smartwatches, cameras, etc. Students should follow these procedures before PE class:

1. Leave all bags and recording devices in corridor lockers.
2. Take only the kit, uniform, and water bottle needed for PE into the changing room. Change clothes and place them on a peg or in a locker before heading to class.
3. Using devices to record, harass, or threaten others is strictly prohibited and considered a level three offense.

ON THE BUS

Remember that you represent our SAS community both on and off campus. Conduct yourself in a manner that reflects positively on Shanghai American School, including while traveling on the bus. Be courteous and respectful to all adults and students.

Older students should serve as positive role models for younger ones by setting a good example. The bus monitor has final authority on all SAS buses, and you must follow their directions at all times.

General expectations for bus behavior include:

- Wear safety belts at all times.
- Remain seated throughout the bus trip.
- Speak in an appropriately quiet voice, using "thirty centimeter voices." You may speak to the student next to you or to those across the aisle.
- Ensure conversations are appropriate for all age levels.
- Do not eat or drink on the bus.

Students who struggle to meet these expectations may lose their bus privileges. Should you fail to report to school during a bus suspension, and do not use alternative transportation, absences will be treated as unexcused.

If you wish to travel with a friend on a bus other than your regular bus, please collect a form (Transportation Transfer Form) from the Middle School Office. This must be signed by your parent/guardian before the day on which you want to take the different bus.

WITH OTHER STUDENTS

Be sure to use appropriate language (no cursing, no put-downs). Displays of affection, such as holding hands, hugging and kissing, are not permitted on campus. Students should review the showing respect and harassment sections of the handbook.

AT PERFORMANCES OR SPECIAL EVENTS

We will come together as a community many times throughout the year. Community events are wonderful opportunities to celebrate one another and share enjoyable moments. Please ensure that your choices at these events positively contribute to our community spirit. Here are some important guidelines for performances in the Performing Arts Center (PAC):

- Leave all bags in your classroom or locker to keep aisles clear for safe exits in the dark or during emergencies. Ensure that any valuables are securely locked up.
- Walk, do not run, inside the PAC building.
- No food, gum, or drinks are allowed in the theater.
- Keep both feet on the floor; feet should not be placed on any part of the seats.

- Sit up straight and avoid slouching in your seat.
- Show respect for those on stage by refraining from talking or making noise while they perform. It takes courage to speak and perform in front of your peers.

DURING ASSEMBLIES (ETIQUETTE AND EXPECTATIONS)

During assemblies, it is important to show respect and attentiveness. Here are some key points to remember that will be enforced:

- Arrive on time and find your designated seat quickly.
- Remain quiet and attentive while presenters are speaking.
- Applaud appropriately to show appreciation for performances or presentations.
- Refrain from using electronic devices during the assembly.
- If you need to leave, do so quietly and with minimal disruption.

By following these guidelines, you contribute to a positive and respectful environment for everyone.

ON SCHOOL FIELD TRIPS OR SPORTING EVENTS

All school rules apply when you are away from the school campus. You are representing SAS and people in the community will associate your behavior with all of the students at SAS. This is the time to represent us well.

AT SOCIALS AND AFTER SCHOOL EVENTS

Socials or other after school events are organized for everyone to enjoy. It is expected that everyone's behavior will be socially appropriate and respectful of all others in attendance. Some procedures ensure that this is possible:

- Permission must be given by parents/guardians on PowerSchool if you wish to participate in a social or special after school event.
- You should be in a location where you are under supervision by an adult.
- You may be allowed to stay after school until an event if supervision is provided. Alternatively, if you live far away from school, your parents/guardians may give you written permission to go home with a friend who lives nearby, so that you can be supervised by an adult.
- SAS Puxi Middle School socials are for SAS Puxi Middle School students only. Guests from other schools will not be permitted.
- You are allowed to have a cell phone at the social or after-school event. However, they should only be used to make or receive calls to or from home in case of emergency.
- You are to remain at an event from beginning to end. Leaving the event venue for any reason without permission will be treated as a significant behavioral concern.

PUXI MIDDLE SCHOOL WHAT NEVER TO ...

WHAT NEVER TO DO AT SCHOOL

This section details things that you should never do on the campus, at a school related event, near school, on the school bus, or at the bus stop.

HARASSMENT, BULLYING, PHYSICAL AGGRESSION, OR ABUSE OF OTHER STUDENTS

SAS believes that every child has the right to learn without fear, in an atmosphere of mutual trust and respect. Every student is expected to be responsible for their own behavior, to exercise self-discipline, and to refrain from behavior that interferes with any other student's right to learn or endangers the health or wellbeing of others. SAS does not tolerate harassment or bullying.

It is acknowledged that bullying, harassment, and/or other forms of peer-on peer abuse can cause a hostile learning environment. Neither harassment nor bullying is a "normal part of growing up". Students do, at times, need guidance and instruction in how to treat each other; and it is our primary goal to educate students to prevent occurrences. However, it must also be recognized that progressive discipline may be involved when students are unable to meet our expectations regarding their treatment of others. It is also recognized that the victim's safety, access to their education, and overall wellbeing are paramount.

Bullying and harassment are both safeguarding concerns involving unwanted conduct that causes physical, social, or psychological harm. While similar, they differ in key ways:

- Bullying involves a real or perceived power imbalance, intent to harm, and either repeated behavior or a severe single incident (e.g., public humiliation, violent acts, or viral cyber posts) with potential for repetition or lasting harm. It is distinct from minor conflicts or isolated mean behavior.
- Harassment involves discrimination that violates legal protections (e.g., targeting gender, race, religion, or sexual identity) and creates a hostile environment. Peer-on-peer abuse can take various forms, including (but not limited to):
    - Verbal harassment includes comments that are offensive or unwelcome, including epithets, slurs, negative stereotyping, spreading rumors, or language that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward a person or group of people based on legally or organizationally protected characteristics, as defined above.
    - Nonverbal harassment includes the distribution, display, or written or visual content or material that is harassing in nature, as defined above, as well as gestures, body language, and physical contact that disrespects personal space and boundaries.

- Sexual harassment is verbal, non-verbal, and/or physical harassment which is explicitly sexual in nature. Examples of behaviors or actions which may be considered sexual harassment are:
  - Innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, lewd remarks and threats; requests for any type of sexual favor (this includes repeated, unwelcome requests for dates); or verbal abuse or "kidding" that is sexual in nature;
  - Distribution, display, or discussion of any written or visual content or material that is sexually suggestive; suggestive or insulting sounds; leering; staring; whistling; obscene gestures; content in letters, notes, e-mails, photos, text messages, social media or other Internet postings;
  - Unwelcome or unwanted physical contact of any kind.

Every student has the right to learn in an atmosphere free from the fear of unwanted physical contact or aggression. Physical Aggression includes any deliberate physical action meant to harm or intimidate, including hitting, pushing, tripping, or forced participation in dangerous activities (e.g., hazing). Students are expected to be responsible for keeping their hands and feet to themselves. Fighting is not permitted in the school, on the buses, at school events, or in venues that might later impact the learning environment. There should be no unwanted physical contact between persons. This applies to fighting and friendly wrestling around. "Play" fighting or inappropriate physical contact is not allowed, and will be handled as if it were actual fighting because of the environment it creates and the risk of unintended harm.

If students engage in peer-on-peer abuse, their parents will be notified, and the student will be suspended. Subsequent violations will result in increased consequences for students.

Further guidance on our approach to preventing and responding to these types peer on peer abuse can be found in the SAS Child Safeguarding Manual.

Every student has the right to learn in an atmosphere free from the fear of unwanted physical contact or aggression. Students are expected to be responsible for keeping their hands and feet to themselves. Fighting is not permitted in the school, on the buses, at school events, or in venues that might later impact the learning environment. There should be no unwanted physical contact between persons. This applies to fighting and friendly wrestling around. "Play" fighting or inappropriate physical contact is not allowed, and will be handled as if it were actual fighting because of the environment it creates and the risk of unintended harm.

POSSESS ANY RECORDING DEVICE IN A CHANGING ROOM

Shanghai American School prohibits recording devices in all locker rooms. This includes but is not limited to cell phones, iPad, laptop, smart watches, cameras, etc. Recording others in a changing room is a serious offense and will be considered a level three infraction on the first incidence.

STEAL THINGS FROM OTHERS

Theft is the actual taking, assisting in taking, or in any way participating in receiving materials that belong to someone else without that person's consent. If you are suspected of possessing stolen items, you will be asked to empty your pockets and a teacher or administrator may search your backpack and/or locker, if they consider that to be necessary. Stealing is a serious offense that will lead to suspension and possible expulsion. Saying that you were joking or kidding around will not be an excuse for taking or having something that does not belong to you. Finally, should you have knowledge concerning a theft, it is your responsibility to report the facts to a teacher or the principals. If you don't, there may be consequences for you (including detention or suspension).

USE WORK FROM OTHER STUDENTS OR FROM THE INTERNET (ACADEMIC DISHONESTY)

If you are found to have engaged in any form of academic dishonesty, your parents/guardians will be notified. You will be required to redo that assignment or an alternative assignment. Your lack of integrity will be noted on the Learning Behaviors section of your report card as appropriate. Initial offenses will generally be handled as opportunities to reflect on your poor choices and what led you to making them. However, subsequent offenses may result in consequences including detention, a behavioral improvement plan, or suspension at the discretion of the principals. Habitual acts may result in you being asked to leave SAS.

Academic dishonesty may include but is not limited to the following:

- Copying the work of others in any form
- Turning in someone else's work as your own
- Allowing/assisting others to copy work
- Taking information from notes or other students during in class assessments
- Attempting to or altering grades or falsifying a parent's/guardian's signature
- Accessing and copying work from the Internet and presenting it as your own work without referencing the original author(s)
- Unethical or unapproved use of artificial intelligence

AI guidance will be provided by teachers in the classroom and referenced in suspected breaches of academic integrity.

MISSING SCHOOL OR CLASSES WITHOUT PERMISSION

You should not be absent from school or from a class without the permission of a parent, guardian, or teacher. If you "skip" class, your parents/guardians will be notified and ad-ditional consequences will apply. Students will be required to make up the lost learning time.

VANDALIZE SCHOOL PROPERTY

You should always take care of property that is not your own, including lockers, desks, chairs, and books. Taking care of property means that you should not draw or scribble on it, break or destroy it in any way. You and/or your parents/guardians will be required to pay for replacing any property that is damaged or destroyed. If damage is to a book or other instructional materials purchased from overseas, you will also have to pay the expense of fees and shipping to replace the item(s). Student records and final grades will be held be withheld until all expenses are paid. If you intentionally vandalize school property, additional consequences will apply.

WHAT NEVER TO BRING TO SCHOOL

This section deals with things that you should never bring on campus, to a school related event, near school, on bus or to the bus stop.

DRUGS AND/OR ALCOHOL

You should never be in possession of, take or use, buy or sell, give or accept any illegal drugs (including marijuana and alcohol) or look-a-likes. If you do any of these, you will be suspended immediately from school and you may be expelled. There is no acceptable excuse for illegal drugs or alcohol to ever be in your possession.

CIGARETTES OR ANY OTHER KIND OF TOBACCO PRODUCT

Smoking and vaping has been medically proven to cause serious health problems. Hence, the entire SAS Puxi campus is a smoke-free & vape-free zone. You are not permitted to have or use tobacco products or electronic cigarettes. If you have any kind of tobacco product (including lighters and vapes) with you they will be taken from you, your parents/guardians will be contacted, and there will be ap-propriate consequences. Second offenses regarding smoking or vaping will involve a suspension from school. Continued concerns may result in a recommendation for expulsion from SAS.

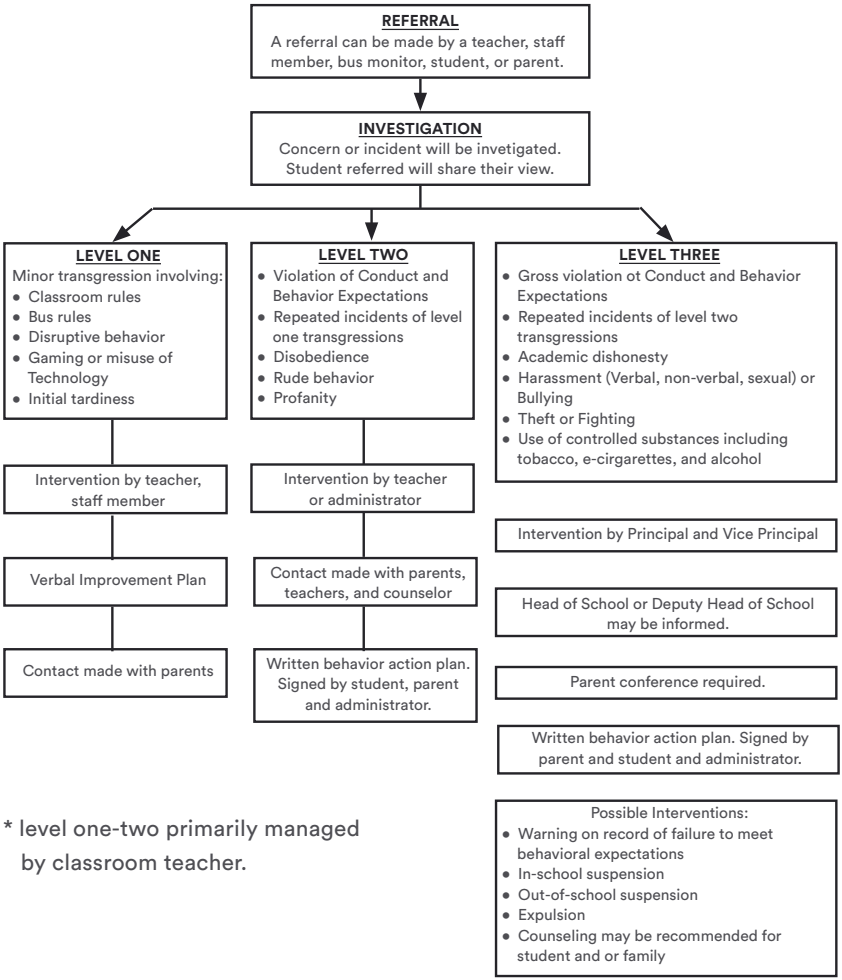
WEAPONS OR OTHER DANGEROUS ITEMS

Under no circumstance should any kinds of dangerous items be in your possession. This includes weapons or look-a-likes of any kind (including pellet and BB guns), fireworks, pocketknives, knives, matches, lighters, etc. Bringing any kind of dangerous item may result in immediate suspension from school with the possibility of expulsion. There is no acceptable excuse for weapons or other dangerous items to ever be in your possession.

THE SAS SAFETY NET

At SAS Middle School Puxi campus, not all learning that you will do is academic. The intent of our discipline safety net is to help you make thoughtful decisions. Let's face it nobody's perfect, but what happens when expectations are not met? That would depend on the seriousness of the matter - whether it was simply a mistake or it was intentional. For this reason, SAS has developed the Safety Net. The "Net" helps us be consistent when determining the appropriate consequences of an offense. The "Net" protects you and all students. Please see the "Net" below.

Level one and two behaviors are primarily managed by the classroom teacher or the faculty member overseeing the activity/students. Repeated and any level three behaviors will involve MS Admin. All behaviors that fall within the net will be recorded in Power School.



* level one-two primarily managed by classroom teacher.

PUXI MIDDLE SCHOOL DISCIPLINARY INFRACTIONS

This section details procedures directly relating to the academic aspects of life as a middle school student.

Some inappropriate behaviors are serious and require immediate and severe discipline. An administrative decision about the following inappropriate behavior may call for immediate suspension from school rather than detention. In all cases, parent/guardian conferences may be required prior to re-admittance after suspension.

THE RESTORATIVE APPROACH TO DISCIPLINE AT PXMS

In alignment with our School's Safety Net, PXMS uses a restorative approach to discipline that places the focus on supporting students to reflect upon their choices and guiding them through a process in which they can repair relationships that may have been damaged.

Restorative interventions may be facilitated by a teacher, counselor, MS Vice Principal (VP) or Principal, and may include any combination of the following:

- Students may have a lunch time or after school dialogue where they are supported in completing a reflection form based on the student behaviors which includes:
    1. Identifying the behavior and who it impacted
    2. Reviewing the PXMS Empowered User Agreement and Safety Net and performing a self-assessment of their behavior and consequences of their actions
    3. Determining the next steps to repair any relationships
- Engaging in a reflective conversation with the VP about their actions.
- Reading articles or creating a presentation (relevant to the student's behavior).
- Partnering with the counseling department to have check-ins with students on their progress.

All behavioral incidents are recorded in our internal learning management system (PowerSchool) for record keeping and monitoring.

REFLECTION TIME

Detention may be assigned for violations of classroom or school rules, including tardiness, skipping class, or inappropriate behaviors that typically fall under level one and level two offenses. This time should be used to reflect on the choices that led to the detention, transforming it into a learning opportunity.

Detentions are normally assigned during lunch or after school, depending on the behavior and reflective time needed.

Failure to serve scheduled detentions will result in further consequences. Additionally, refusing to cooperate with the teacher or failing to attend detention may lead to additional consequences, including suspension from school.

SUSPENSIONS

Suspensions from school are extremely serious and may be issued for repeated violations of communicated expectations or for behaviors deemed excessive and inappropriate by the principal or vice principal. This includes, but is not limited to:

- Bullying and Discriminatory Behaviors: Engaging in bullying, harassment, or any form of discrimination against others will not be tolerated and may result in suspension.
- Violating the Technology Agreement: Failure to adhere to the school's technology policies, including inappropriate use of devices or online platforms, can also lead to suspension.

SUSPENSION TYPES

Suspensions may be served in school or at home. Suspension removes a disruptive student from the regular school environment to prevent harm to themselves and/or others. It is essential to maintain a respectful and safe environment for all members of our school community.

- **In-School Suspension:** A student assigned to in-school suspension will not attend regular classes but will complete classwork in isolation from peers. During this time, the student may be prohibited from participating in any school-sponsored activities but is expected to complete all missed assignments. If a student is absent during an in-school suspension, they must serve the suspension upon returning to school.
- **Out-of-School Suspension:** A student facing out-of-school suspension is prohibited from being on or near the school campus and cannot attend any school-sponsored activities. Students are responsible for contacting their teachers to gather and complete all assignments missed during the suspension period.

Following an out of school suspension, a re-entry meeting will be conducted prior to the student return to school. This meeting will include the student, parent(s), Principal and/or Vice Principal and Counselor.

BEHAVIORAL CONTRACT

In the case of repeated and/or significant misbehaviors on the part of a student, the student will be placed on a behavioral contract and plan as determined by the school. The plan will be presented to the student, along with their parents/guardians at a meeting for that purpose. All parties at the meeting will sign the plan acknowledging they are aware of the contents of the plan. Should any meeting participant refuse to sign the plan, a note to that effect will be made on the plan. The plan will still go into effect and be placed in the student's file. At the end of the probationary period, the Vice Principal

or Principal will meet with the parents to discuss the student's status. It is possible that the Vice Principal or Principal will recommend to the Head of School that the student not continue at SAS.

A first suspension may last one to two days, while a second suspension can range from three to five days, with a maximum of ten days depending on the severity of the offense. The determination of suspension duration is based on several factors, including:

- **Type of Offense:** The specific nature of the violation.
- **Habitual Offenses:** Any repeated offenses of a similar nature and/or level.
- **Previous Discipline History:** The student's past behavior and previous disciplinary actions.

These factors will be carefully considered to ensure a fair and appropriate response.

If there is a need to extend a suspension beyond ten days, the Head of Campus, Principal, Director of Support Services and Admissions team will be involved in reviewing the situation. They will determine whether an extension of the out-of-school suspension is necessary and may also consider a referral for enrollment review.

Students who have been suspended may lose the opportunity to participate in future activities (ex. MS Socials, ASAs, School Sponsored Trips, World Classroom, etc.).

EXPULSIONS

An expulsion is the permanent exclusion of a student from Shanghai American School and is a very serious matter. Expulsions come only when a student continues significant inappropriate conduct or when the behavior is judged to be a risk to the safety and security of other students. The Head of School would make a recommendation to the SAS Board of Trustees for expulsion, and they would make the final decision.

BEHAVIORAL PROBATION

SAS holds the safety and security of our students in the highest regard. Except in cases where safety and security are issues of high risk, SAS believes in working in partnership with families to support students who struggle behaviorally. Because each child is unique, our approach to supporting students who repeatedly have difficulty making appropriate behavioral decisions or repeatedly disrupt the learning of others is tailored to meet each child's needs.

Students who continue to be unable to make appropriate behavioral decisions or continue to disrupt the learning of others despite individualized support or whose families are unable or unwilling to work in partnership with the school, may be recommended for expulsion from SAS.

In cases of ongoing or repeated misbehavior, an improvement plan with defined probationary standards and a definite time period may be imposed by the principal or vice principal. At the end of the probationary period, the appropriate principal will determine whether or not the standards have been met. In extreme cases, if standards have not been met, a student may be asked to leave the school.

SHANGHAI AMERICAN SCHOOL EMPOWERED USER AGREEMENT

Shanghai American School believes in the power of technology and innovation to transform learning and empower students to be changemakers in both their local and global communities.

Shanghai American School believes it is the shared responsibility of our community to support and guide students in becoming responsible, reflective, safe, ethical global citizens. Regardless of device ownership or location, SAS students are committed to acting with integrity and compassion, embodying the SAS mission and values.

By agreeing to this document, students are committing to use technology at school to support their learning, and the vision and principles outlined below.

In my use of digital tools and systems at SAS, I acknowledge that:

I am a **Critical Thinker**

- I am a critical consumer of information, and I recognize the need to evaluate the credibility and trustworthiness of the information sources that I use.
- I am a responsible creator of digital content, and I recognize the need to produce credible and trustworthy information that may be used by others.
- In my use of content created by others, I use complete and accurate citations in an appropriate, accepted format.
- I realize that time spent on devices should be balanced with face- to-face interactions that nurture my social and emotional well-being.
- I recognize it is my responsibility to protect myself and my personal data through the disciplined use of passwords, thoughtfulness and scrutiny when giving personal or sensitive information to a person or company, and continuously learning about the ways in which my personal data can be obtained and used.

I am a **Skillful Communicator**

- I know that my actions, both online and offline, affect my personal reputation as well as the representation of others, and the communities to which I belong.
- I am aware of the permanency of my online actions, and I make healthy decisions about how I represent myself
  and others.
- I will report to a trusted adult any behavior that demonstrates a lack of respect or care in any digital communication.
- I thoughtfully consider how technology influences relationships, and I make choices about how to maximize positive interactions while avoiding exchanges that might cause harm to myself and others.

I am an **Effective Collaborator**

- I work with others to construct new knowledge and understanding.
- I leverage the skills and talents of others both inside and outside the school, in order to meet shared goals and contribute to team projects.
- I engage with others in positive ways that consider multiple approaches and perspectives to broaden mutual understanding and learning.

I am a **Creative Learner**

- I express myself and share original content across a variety of platforms and media.
- I harness the power of technology to design and create innovative, authentic solutions to problems.

I am an **Ethical Global Citizen**

- I understand that technology connects me to a larger community both locally and globally.
- I use technology to advocate for myself, others, and ideas in ways that are respectful, safe and thoughtful.
- I respect the culture and laws of my host country in both online and offline interactions and seek to develop global competence so I can act for collective wellbeing.
- I have the responsibility to respect and protect the rights and privacy of others in our community, and I will model positive and supportive behaviors.

Where students are unable to meet the expectations of the EUA, they will be supported in accordance with the behavior and discipline procedures of their division.

TECHNOLOGY USAGE EXPECTATIONS

To help support students to meet the Empowered User Agreement, Puxi Middle School has adopted the following norms.

Puxi Middle School believes that unstructured times are valuable opportunities for students to strengthen interpersonal skills through engagement with others without the distraction of technology.

Therefore, technology, including laptops, smart phones, and wearable devices, may be used only for educational purposes during the school day. Technology should not be used outside of classrooms or the library without teacher permission. The following guidelines provide detailed expectations and what happens if students are unable to work within these expectations.

1. Middle students may possess a smart phone / laptop during the school day as follows:
    - Prior to entering the school building, the smart phone must be turned off.
    - Throughout the school day smart phones must be turned off, secured, and out of sight unless an educator has given a student authorization to use the device for an educational activity or to contact parents/guardians. Once the activity is completed the smart phone must be turned off and secured out of sight.
    - Laptops may be used for educational purposes in classrooms and the library. Screens should be visible from afar; no laptops will be used in the hallways unless specifically requested by a teacher.
2. All students who have smart phone use as part of their SAS Individual Support plan are authorized to use the device for the purpose(s) specified in the plan during the regular school day.
3. Smart phones/smart watches/laptops may only be used during school sponsored or school related after school and weekend activities with the permission of the person supervising the activity.
    - For clarity, students may switch on their phones at 3pm to connect with parents/guardians or others as needed. However, students may not hang out in the upstairs commons or other hallways after school and be on their phones or laptops. Students staying after school must be in a supervised area regardless of using technology or not.
4. During bus transportation students may only use smart phones / laptops in compliance with the guidance of the bus monitor or other authorized adult (e.g. teacher, coach, etc.).

5. Students who use smart phones/laptops in any of the following ways are not meeting expectations:
    - Using a smart phone / laptop to bully, threaten, harass, or attack another student or school employee whether or not communicated directly to that person.
    - Sending or using pictures, memes, or language in a derogatory or discriminatory manner.
    - Sending, receiving, or asking to receive pictures or videos of people without their permission.
    - Sending, receiving, or asking to receive inappropriate pictures or videos.
    - Playing video games.

DIGITAL CITIZENSHIP

SAS is a Commons Sense accredited school that follows the Common Sense Digital Citizenship curriculum. SAS believes that all students deserve support in becoming responsible digital citizens by learning how to make safe and smart choices online. Students will focus on six different topics from K-12 which include: Media Balance & Wellbeing, Privacy & Security, Digital Footprint & Identity, Relationship & Communication, Cyberbullying, Digital Drama & Hate Speech, and News & Media Literacy.



BRING YOUR OWN MAC HARDWARE AND SOFTWARE REQUIREMENTS

All SAS students in Grades 6-12 must bring to school a MacBook Pro, MacBook Air, or MacBook computer (less than 4 years old) with the most recent version of Mac OS X operating system.

Student computers must have a productivity suite that is capable of saving documents in standard Microsoft Office (Word, Excel, PowerPoint) formats. Examples of productivity suites with this capability include:

- Microsoft Office (Word, Excel, PowerPoint)
- Apple iWork (Pages, Numbers, Keynote)
- OpenOffice
- LibreOffice

Students may also use online applications, such as Microsoft Office 365 or Google Documents/Spreadsheets/Slides, although network connectivity may be needed.

ADDITIONALLY, STUDENTS MUST:

- have a method for backing up their data in the event of a hardware problem or data loss. Examples of backup methods include backing up to an external hard drive with TimeMachine, or synchronizing files to a cloud-based service such as OneDrive or iCloud.
- maintain the computer in proper operating condition (i.e. functional and without any damage preventing proper operation). Students who have AppleCare can access the services in the Apple Service Centers, often without charge.

Loaner computers are available for short periods of time (maximum 1 week) while required repairs are carried out.

Please reference the website for the most updated hardware and software guidance.

FREQUENTLY ASKED QUESTIONS

What about special software used in classrooms?
Specific software beyond the above requirements may be required for specific courses. In those cases, students will be directed to download free or open-source software or will be provided software by the school.

Will the school still be able to take care of disciplinary issues related to personal computers?
Yes. Students and their parents/guardians are responsible for understanding and agreeing to the SAS Acceptable Use Policy (AUP) that allows for computers to be searched, monitored and any disciplinary actions taken as deemed appropriate.

Can I bring an iPad instead of a MacBook?
No. iPads do not offer many of the content development capabilities that full MacBooks have, and we need to ensure that our classroom programs provide both continuity and consistency.

Can I bring a computer brand other than a Mac?
No. Other computer platforms do not offer many of the content development capabilities that MacBooks have, and we need to ensure that our classroom programs provide both continuity and consistency.

WHAT MS PARENTS SHOULD KNOW

BOARDING, DAY SCHOOL AND SUMMER PROGRAMS APPLICATION PROCESS

While we hope that our students remain with our SAS Eagle family until they graduate, we recognize that some students will apply to other schools for various reasons. The PXMS counseling department will provide support for up to 10 applications through the following process.

Please be aware of our deadlines:

For applications due in January: our priority deadline is October 15, 2026 (applications will be processed in the order that they are received) and the final deadline to submit is November 24, 2026. Applications submitted after this date will be processed after we return from winter break. Families should schedule their counselor meeting no later than December 4, 2026.

For rolling admission applications, families are required to submit our electronic form and schedule their counselor meeting no fewer than three weeks prior to the application deadline. Please note, this timeline refers to school business days only.

We receive a large number of applications, and these deadlines help us support the application process while allowing us to remain focused on our primary responsibilities during the school day.

Step 1: Students and parents should contact the PXMS counseling department to schedule an appointment to discuss the independent boarding and day school application process with their child's counselor. Families should schedule their counselor meeting absolutely no later than December 5, 2026. Please contact Ms. Haisam Mai at haisam.mai@saschina.org to schedule an appointment.

Step 2: When Ms. Mai confirms your appointment via an email calendar invite, she will attach a Boarding/Day School Student Information electronic form that should be completed by students with their parents prior to the meeting. If the attachment is not included with your appointment confirmation, please notify Ms. Mai immediately. The form will ask you to list the schools you will be applying to, the application deadlines, the admissions office's email addresses, and which platform you will use to complete the application such as Ravenna, Gateway, or SAO. SAS will support (provide documents and recommendations) up to 10 applications. This form will also ask you to confirm the date of your scheduled meeting with the counselor.

Step 3: Parents and students meet with their counselor to review the application requirements and deadlines. It might be necessary for students to schedule a follow-up meeting with their counselor. Should that be the case, students will be notified.

Step 4: Students should be proactive in speaking with their teachers to ask for their support prior to submitting requests for recommendations. Teachers should also be given 3 weeks' (not including holidays or weekends) notice to write letters of recommendation. Schools generally ask for a math and English teacher recommendation as well as a principal or counselor recommendation. The counselor will be responsible for this recommendation, unless it specifically asks for the principal.

Step 5: Letters of recommendation must be sent directly from the recommender to the school. Applications for boarding and day schools generally require you to input your teacher/counselor's email address so that they can send them a link they will need to follow to submit information and their recommendation. Please ensure that this is done early to give the recommenders enough time to complete. For recommendations that have met our deadlines, we will submit records and recommendations before SAS goes on winter break

SUMMER SCHOOL PROGRAMS

Like boarding and day school programs, summer school programs often require recommendations and school records. Please make requests at least three weeks (not including holidays and weekends) before the application deadline. Please be aware of our final deadline for summer applications is April 30, 2026.

Parents are strongly encouraged to attend the Boarding School Counselor Coffee on September 9, 2026 at 10:00 am for more information and details.



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 on line 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.



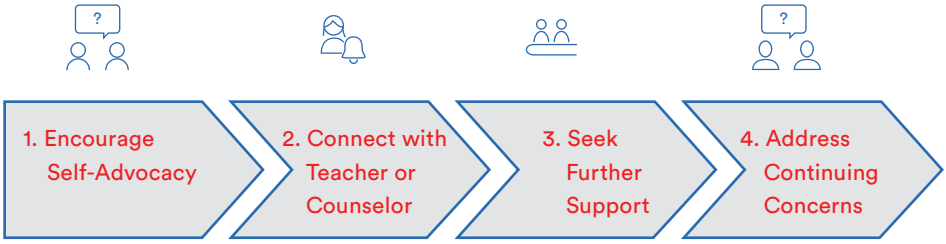
COMMUNICATION GUIDE FOR FAMILIES

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.

PTSA AND MIDDLE SCHOOL GRADE LEVEL COORDINATORS

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 (GLC) or also referred to as a representative who will report directly to the PTSA Divisional Vice President(s). The GLCs function as a link between the PTSA Executive Committee, parents, and teachers. GLCs create and facilitate grade level WeChat groups to communicate PTSA and school information to parents. GLCs also communicate with grade level teachers to help coordinate and solicit support for events like celebrations and field trips.

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.

FAMILY ACKNOWLEDGEMENT PAGE

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 safe-guard 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.

Enrollment Agreement and Board Policy: 9.400

PXMS students and parents/guardians will receive an electronic form at the beginning of the school year to confirm they have read, understood, and committed to the handbook. This is an opportunity for families to review all sections together to support mutual understanding and commitment.

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 。

SHANGHAI AMERICAN SCHOOL

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