



A LifePlus® International School



Contents

A	General Information	
1	Our History	3
2	Our Mission	4
3	Our Vision	4
4	Our Philosophy	4
5	9 Qualities for Life	5
6	Accreditation/Associations	6
7	Governance	6
8	Non-discrimination	6
9	Student Body and Class Size	7
10	School Day	7
11	School Year	8
12	Force Majeure	8
13	Financial Information	8
B	Communications at CDIS	
1	How CDIS Communicates with Parents	10
2	Communications from Parents	12
C	Admission Policies and Procedures	
1	Enrollment Priority Policy	14
2	Admissions Requirements	14
3	Admission Procedures	17
4	Change of Personal & Contact Information	17
5	Withdrawal from School	18
6	Student Files and ID Cards	18
7	Student Insurance	18
D	Standards Of Conduct	
1	Positive Behavior Expectations	19
2	Code of Conduct	20
3	Technology at CDIS	25
4	Other School Expectations	27
E	Student Safety And Wellbeing	
1	Safety and Security On and Off Campus	32
2	Air Quality	33
3	Fire Drills, Earthquake Drills & Building Evacuations	33
4	Health Policies	33
5	Self-harm and Suicide Awareness & Prevention	36
6	Child Safety and Protection	36
F	Early Childhood & Elementary Programs	
1	ECC & Elementary	37
2	Elementary Grading and Advancement	38
3	Homework Policies	39
4	External Assessments	40
5	Elementary Attendance Policies	41
6	Elementary Discipline Procedures	42
7	Elementary Student Activities	42
G	Secondary Program	
1	Course Catalog	44
2	Secondary Curriculum	44
3	Graduation Requirements	45
4	Secondary Attendance Policies	48
5	Student Activities	55
6	Student Recognition & Commencement	57
7	Awards	59
8	Discipline Procedures	60
9	Other Secondary Information	61



General Information

A1 | OUR HISTORY

Chengdu International School (CDIS) was founded in 1997 to provide an American educational program for the children of expatriates living in the Chengdu area. Classes began in the fall of 1997 on the campus of Jia Hao School.

Initially there were 18 students and four full-time teachers at CDIS. Classes were held on the third floor of the original building. In the fall of 1998, the school grew to 38 students and expanded to the second floor of the original building. In 2000, the school grew to 72 students and expanded the Secondary program from 7th to 10th grade. Because of continued school growth, CDIS moved to the fifth floor of Jinguan Xincheng School in 2002. In December of 2005, CDIS moved to the Zhonghai International Community campus where the school grew to over 300 students. Once again CDIS outgrew its facilities and in October 2013 relocated to the Jinjiang District of Chengdu near Tazishan Park, where enrollment

increased to over 350 students. In 2018, CDIS made its home on a new campus in the heart of the city in Jinjiang District, just east of the first ring road in downtown Chengdu.

CDIS belongs to a network of schools, including six international schools in China in Chengdu, Qingdao, Tianjin, Wuhan, Wuxi, and Yantai, and one international school in the UAE, as well as an online school.

CDIS was the first international school in Chengdu and is the longest operating school serving foreign expat children within the city, having been in operation for 25 years. It is licensed by the Ministry of Education and accredited by Cognia.

A2 | OUR MISSION

Chengdu International School is committed to providing families with transformative, holistic PK-12 education to develop globally minded individuals who learn, love and lead.

- CDIS learns by providing high quality education through rigorous academic services for all learners.
- CDIS loves by providing opportunities for all stakeholders to be connected through tangible and lasting positive relationships.
- CDIS leads by being engaged in persistent service to the community and the world.

A3 | OUR VISION

We desire to have world class leaders raised up in every vocation.

A4 | OUR PHILOSOPHY

We believe in providing an educational experience that transforms students from the inside out. Our education is built on the ideas: Learn, Love and Lead. Our curriculum is intended to prepare students for active involvement in our contemporary, multicultural society and to equip them with tools for shaping the future.

We Believe:

- Parents and the school are partners in education.
- Parents are ultimately responsible for the education of their children, while enlisting the expertise of the school to assist in their children's development.
- The school should partner with families in helping their children develop a sense of their own intrinsic worth and their identity as human beings created for a purpose.
- Education is a continuing process through which this awareness develops individuals as they grow in all areas of their life toward their fullest potential.
- Lifelong learning occurs when students' hearts, minds, and bodies are actively engaged.

For these reasons, we provide academically challenging learning opportunities within a college preparatory course of study, replete with exploratory activities.

A5 | 9 QUALITIES FOR LIFE

CONNECTION

- I value people, and so I invest in communication, language learning, and understanding the cultures in which I live.
- I collaborate effectively and respectfully with people from any culture.
- I build and maintain healthy relationships with others in my life.

COURAGE

- I take risks and boldly do what is best.
- I am willing to ask questions and make mistakes.
- I persist in thinking, inquiring, and discussing even in the presence of threat or fear.

CURIOSITY

- I investigate and explore by asking questions and thinking critically about the answers.
- I am eager for authentic knowledge, wisdom, and understanding.
- I refuse to let others do my thinking for me or cheat myself out of learning opportunities.

COMPASSION

- I show empathy for others and look for ways to make a difference.
- I listen carefully and think deeply to determine the best response or action.
- I know how to speak perceptively about what I believe.

SERVICE

- I make available my gifts, talents, time, energy, and enthusiasm to serve the needs of those around me.
- I show love towards the world around me by being a responsible caretaker of our resources.

PERSISTENCE

- I strive for excellence and practice diligence to get things right; I don't give up.
- I respectfully communicate until I am understood and question until I understand.
- I approach challenges with tenacity, creativity and thinking.

DISCERNMENT

- I can see and understand people, things, or situations clearly.
- I use knowledge to make wise choices and judgments, speak the truth, and live with integrity.

HUMILITY

- I have an accurate picture of my abilities, thinking neither too highly nor too lowly of myself.
- I acknowledge my limitations and my need for help, as well as accept criticism and demonstrate a teachable spirit.
- I demonstrate good sportsmanship.

PURPOSE

- I treat myself and every person with intrinsic value and purpose.
- I strategically use the gifts and talents that I have to accomplish bigger purposes.
- I look for deeper meaning and explanations and I am not content with appearances or easy answers.

A6 | ACCREDITATION/ASSOCIATIONS

CDIS has achieved Education Services Agency accreditation through Cognia. Cognia accreditation represents three of the six U.S. Department of Education regionally recognized K-12 accrediting bodies which together have been accrediting institutions for 125 years:

- North Central Association Commission on Accreditation and School Improvement (NCA CASI)
- Northwest Accreditation Commission (NWAC)
- Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)

CDIS is associated with multiple educational services agencies and membership organizations globally, within the Asia region, and within the city of Chengdu.

- WIDA: World-class Instructional Design and Assessment
- ACAMIS: Association of China and Mongolia International Schools
- CollegeBoard AP and Pre-AP School
- CISA: Chengdu International Schools Association

A7 | GOVERNANCE

CDIS is part of a larger consortium of schools called LifePlus. LifePlus is a network of schools, which includes six international schools in China, in Chengdu, Qingdao, Tianjin, Wuhan, Wuxi and Yantai; one international school in the United Arab Emirates; and one online school, LifePlus Academy. LifePlus is governed by a single management team that works with the superintendents to ensure that the schools are effectively meeting their annual goals and achieving a consistently high level of educational quality. Each LifePlus school also has a local advisory committee, which supports the Head of School by serving as a sounding board and source of information on local issues. School administration deals with all parent concerns directly and takes them to the Superintendents Management Team (SMT) on such occasions as required action.

A8 | NON-DISCRIMINATION

CDIS and its network of schools do not discriminate on the basis of students' personal backgrounds. Enrollment and participation in all educational programs, including co-curricular programs, are open to students irrespective of race, ethnic origin, gender, or religion.

A9 | STUDENT BODY AND CLASS SIZE

The CDIS student body is comprised of students from many countries and regions, including the United States, Canada, Korea, Japan, Australia, Malasia, Singapore, Germany, Switzerland, Poland, Russia, United Kingdom, and others. CDIS values reduced class sizes and low teacher to student ratios in our efforts to build relationships with students and meet their individual needs. We strive to limit our class sizes as listed below:

Foundations Class	14 (Ratio of 1 teacher to 7 students)
Junior Kindergarten	16 (Ratio of 1 teacher to 8 students)
Kindergarten	18 (Ratio of 1 teacher to 9 students)
1st to 3rd Grades	20 (Ratio of 1 teacher to 10 students)
4th and 5th Grades	24 (Ratio of 1 teacher to 12 students)
6th to 12th Grades	24

In rare circumstances, the school administration reserves the right to exceed these numbers where circumstances warrant.

A10 | SCHOOL DAY

The school day begins at 8:00 a.m. and ends at 3:20 pm. Students may not be allowed to enter the school grounds, hallways, or classrooms until 7:45 a.m. Parents are responsible for getting students to the bus stop, or to school, safely and on time. Students may ride the school bus, and parents should inform the transportation department if interested in bussing services. The school is not responsible for accidents that occur on the way to or from school for those in private vehicles or using public transportation.

A variety of after-school activities are offered to students according to a set schedule for those in 1st through 12th grades from 3:25-4:25 on Mondays, Wednesday, Thursdays, and Fridays. Tuesday afternoons are reserved for teacher and staff training, and all students must depart campus at 3:20.

Elementary School students in grades 1st-5th may only stay after school with parent permission registered in the offered after-school activity. Elementary School students must be in direct supervision of the club teacher during this time.

Middle School students may stay after school with parent permission and when involved in a school activity, have a pre-arranged meeting with a teacher, or have special permission from the principal. Middle School students should be in their approved activity area during this time.

High School students may stay after school for school activities, teacher meetings, or if they are in a common area such as the Panda Pour Café, the library, or on the field/basketball court.

CDIS does not provide childcare services.

A11 | SCHOOL YEAR

The school year generally starts in late August and ends in early to mid-June. The school year is divided into two semesters for reporting. There are approximately 180 school days on the school calendar. Any days missed due to emergencies or unforeseen circumstances may be added to the end of the school year.

A12 | FORCE MAJEURE

In the event that CDIS is unable to deliver any part of its scholastic or extra-scholastic program due to an act of nature, or any situation falling under the category of "force majeure," the school will not be held financially responsible. CDIS shall adopt alternative and substitutive programs (such as online courses or other forms of courses) as much as possible to achieve the goal of normal teaching programs. Without reasonable cause, parents shall not refuse such alternative and substitutive programs offered by CDIS. If CDIS is unable to provide normal courses and take alternative measures, the normal refund policy will be in effect in such situations and reasonable consideration given to the circumstances.

A13 | FINANCIAL INFORMATION

TUITION AND FEES

Tuition shall be determined annually and assessed at the time of registration. Tuition is payable in accordance with an approved payment plan. Late fees will be assessed where appropriate.

All tuition and fees are based on the RMB unit of currency. In the event of a change in the exchange rate, all unpaid tuition and fees that are paid in USD must be paid at the adjusted rate. The RMB fees will not change. If a change in the exchange rate occurs, parents will be notified of the revised USD amount due.

TUITION PAYMENTS AND REFUND POLICY

Parents are responsible for the payment of all school fees. Report cards, diplomas, and transcripts will not be released if payments are not complete.

Tuition refunds for students who withdraw will only be given for full quarters not attended. Once a student begins a quarter, regardless of the

number of days attended, full tuition for that quarter must be paid. If a student withdraws at any time during the last quarter of the school year, there will be no refund. No portion of tuition shall be refunded for a student dismissed by expulsion or for disciplinary reasons.

Tuition and fees are non-transferable to another student.

DELIQUENT ACCOUNTS

Tuition payments are due to the school according to the payment schedule shown on the school invoice. Payments more than 5 days past due are subject to a 50 RMB late fee per business day. If payments are more than 30 days past due, students may be excluded from classes until payment is made.

No child who has an outstanding tuition balance will be able to graduate from the school without the consent of the superintendents. Also, no transcript or report cards will be issued for students with outstanding balances.



B

Communications at CDIS

B1 | HOW CDIS COMMUNICATES WITH PARENTS

There are many ways that CDIS staff communicate with parents. It is our hope that communications between the school and parents can be smooth, timely, and useful. The guidelines below outline most, although not all, of the ways that the school communicates with parents.

APPOINTMENTS

From time to time, it may be necessary for a teacher or other member of staff to make a face-to-face appointment with one or both parents of a student. Parents will be notified by either email or phone if an appointment is required.

EMAIL

Email is typically used for personalized communications between small numbers of people, for example from a teacher to one or both parents to discuss a student's grades, or from a principal to a parent to answer a parent's question. It is essential that parents submit an email address that they access regularly so that important personalized communications aren't overlooked. The email address that CDIS staff use for these communications is the one submitted by parents in their child's application for enrollment or the one input by the parent into PowerSchool. Changes to email contact information may be made in PowerSchool or through the local registrar at registrar@cdischina.com.

OFFICIAL WECHAT ACCOUNT

CDIS's official WeChat account posts news and events each week. The CDIS WeChat Page provides links to families on important news and information, including the school calendar, upcoming events, contact information, and more. All families are highly encouraged to join the official WeChat page and turn on notifications in order to receive timely information weekly.

PANDA NOTES NEWSLETTER

Make every effort to read the CDIS Panda Notes each week so as not to miss any deadlines for activities. Panda Notes is shared through the school website and the weekly official WeChat Page for the school. In addition to important announcements and updates highlights of the week's activities and ongoing events at the school with pictures and narration is shared with the school and surrounding community through Panda Notes.

OPEN HOUSE

An Open House is held annually prior to the start of school at CDIS and gives parents and teachers a chance to get to know each other. This time is used to introduce parents to their child's teacher, the course content, and various CDIS programs. Informational booths regarding transportation, digital resources, curriculum, and finances are available at Open House to help families have a smooth transition to the start of the school year. Teacher classrooms are open, and teachers are available to help introduce both parents and students to the classroom in preparation for the year ahead.

PARENT-TEACHER CONFERENCES

Approximately one week in the middle of each semester, conference times are scheduled during which parents are encouraged to meet with their child's teachers. This conference gives teachers a chance to share valuable information regarding the student's progress during the school year and allows the parent to share information with the teacher and ask questions about their child's education. Communication between the teacher and the parents is not limited to this meeting—any time parents have questions about their child, they are encouraged to contact their child's teacher.

POWERSCHOOL AND CANVAS

PowerSchool is an electronic database of student data. Parents can find records of their child's grades, attendance, lunch account balance, and more in PowerSchool. It is recommended parents check PowerSchool regularly to monitor their child's academic progress. For secondary parents, it's also worth noting that PowerSchool includes a section called, 'Daily Bulletin'.

Canvas is the learning management system (LMS) for CDIS and our network of schools. While most early learners will not use Canvas regularly, parents are able to view all their children's classes. Parents may also communicate with their child's teacher directly through Canvas. The Canvas Parent Portal gives secondary student courses, assignments, and class information, as well as general information related to events and projects.

WEBSITE

CDIS's website (www.cdischina.com) has detailed information about CDIS's mission, philosophy, history, programs, and more. For current parents, there is a convenient 'News & Events' page that has archived Panda Notes, photos, etc.

B2 | COMMUNICATIONS FROM PARENTS

CDIS encourages regular communication from all parents. Below are some guidelines on ways parents can communicate with staff at CDIS.

WHO PARENTS SHOULD CONTACT

For communication regarding classroom needs, parents should contact the homeroom teacher through the teacher's email. Teacher email can be accessed via Canvas and/or PowerSchool. Teachers make every effort to respond to parents within 24 working hours.

For questions regarding admissions procedures, the Marketing, Admissions, and Communications (MAC) Department should be contacted at admissions@cdischina.com.

To change parent contact information, inquire about student records, or update the student's passport and visa/residence information, contact the registrar at registrar@cdischina.com.

For questions regarding finance and/or tuition payments, contact the finance office at finance@cdischina.com.

For general information related to your child, contact the divisional principal's assistant.

Parents with concerns about their child's behavior or academic progress are encouraged to consult first with the classroom teacher. After that, if further consultation is needed, your child's principal is also available to help. After these steps, if parents still feel like the situation is not resolved, they may want to contact the Head of School at headofschool@cdischina.com.

For other general information and inquiries, feel free to email cdisinfo@cdischina.com at any time with your questions or concerns.

APPOINTMENTS

Parents are encouraged to make an appointment with any staff member involved in their child's education at any time during the school year, not only during parent-teacher conferences. Staff members have times during the week when they are available to make appointments. To make an appointment, please either contact the staff member directly, or the appropriate principal's assistant. Also, please understand that due to work commitments such as teaching and supervision of students, it is difficult for staff members to accommodate face-to-face meetings without an appointment.

EMAIL

Parents are welcome to send emails to specific teachers and staff members about any issue at any time. CDIS staff will make every effort to respond by the next business day. Parents can also email the teacher or staff member directly or through the Canvas platform.

PHONE CALLS

Requests that need a response within 24 hours should be made directly to the school receptionist who will direct your call to the appropriate person. Please do not send an email, text message, or use other messaging platforms for urgent matters. Furthermore, please be aware that teachers cannot answer the phone during the school day when they are teaching; therefore, calls may be directed to a principal or principal's assistant.



C

Admission Policies and Procedures

C1 | ENROLLMENT PRIORITY POLICY

CDIS adheres to the following enrollment priority policy:

- First Priority – Children of CDIS staff and associates
- Second Priority – Siblings of students already attending CDIS
- Third Priority – Children currently enrolled in an English-speaking international school
- Fourth Priority – Children enrolling in an English-speaking international setting for the first time

C2 | ADMISSIONS REQUIREMENTS

The school considers the following as essential for admission:

- An age-appropriate level of educational aptitude and skills as determined by interview, examination and/or academic records. Adequacy in the English language will be determined by interview, examination, and/or educational records.
- Completion of all forms and paperwork, and payment of the registration fee before students are placed on the class roster.
- Before initial entrance into the school, parents must provide proof of the child's age and a completed CDIS Student Medical Report filled out in English. Part one of the report should be filled out by the parents, and part two by a registered medical doctor. Proof of a child's age may be in the form of a birth certificate, passport, school records, or other appropriate official government document.

CDIS policy regarding admission of students follows Chinese Law requirements.

EARLY CHILDHOOD CENTER ENTRANCE REQUIREMENTS

- Foundations students must demonstrate readiness and reach the age of three by September 1 of the enrollment year. An interview is required.
- Junior Kindergarten students must demonstrate readiness and reach the age of four by September 1 of the enrollment year. An interview is required.
- Kindergarten students must demonstrate readiness and reach the age of five by September 1 of the enrollment year. An interview is required.

All students entering the Early Childhood Center must be fully toilet trained and able to perform all toileting without adult assistance. Students should be able to advocate for themselves when they need to use the toilet and be able to clean themselves without assistance. Regardless of age, a child may be refused admittance to the ECC if evaluated as not ready.

FIRST GRADE ENTRANCE REQUIREMENTS

Students must reach the age of six by September 1 of the enrollment year and have been promoted from kindergarten in an LifePlus school. OR

Students must reach the age of six by September 1 of the enrollment year, have passed an interview given by the school, and have received approval from the principal.

PARENTS' PRESENCE IN CHENGDU

We believe that parents are ultimately responsible for the education of their children. Cooperation between the school and the home is necessary to ensure that students reach their fullest potential. As a result, and in the best interest of the student, CDIS has established the following guidelines concerning residency of parents.

- At least one parent or guardian must have full-time residency in Chengdu.
- Guardians are only permitted to function in lieu of parents in unusual circumstances with the permission of the school administration.
- A hired employee (such as an ayi or nanny) does not qualify as an appropriate guardian for a child.
- In any case where both parents will be out of town for a short period of time, the school should be notified, and a guardianship form should be filed with the school.

ENGLISH LANGUAGE SERVICES (ELS)

CDIS has a dedicated English Language Services Team for supporting students that require language learning. Non-native English-speaking students are required to undergo diagnostic testing of their English skills and proficiency upon enrollment to determine the level of supports that

may be needed for their success in the classroom. Use of these services will require additional assessments throughout the school year and upon enrollment. Student readiness for English speaking education, level of English proficiency, and age/grade of the student may impact placement and admission and is at the discretion of the school.

LEARNING SUPPORT SERVICES (LSS)

CDIS understands and recognizes that some students may have a learning difference that may require they receive additional support. CDIS has a Learning Support department to assist students, teachers, and families in developing specific interventions when extra academic and behavioral support is needed. Parents should inform the school if their child has a known learning or behavioral need upon enrollment, so that the school can immediately prepare for serving the student from the beginning of the year.

WAITING LIST

If a student has passed the necessary admissions requirements but there is no space available, he/she may be placed on a waiting list. Students will be added to this list according to the enrollment criteria. This waiting list is dissolved at the end of the school year and parents need to reapply if they wish to be considered for enrollment for the following school year. CDIS encourages parents to look for other educational options while their child is on the waiting list.

GRADE PLACEMENT

Students are ordinarily placed in the appropriate grade indicated by their previous schooling. If a question regarding placement arises, the following factors are considered in parent/school discussions:

1. School records
2. Chronological age
3. Evidence of maturity
4. Results of entrance or standardized tests

The school does not practice acceleration of students (skipping a grade) in cases of high achievement. New students who are non-native English speakers may be placed at a lower grade level at the principal's discretion, but no more than one grade lower than chronological age. Students placed one grade below their chronological age may have an opportunity to be promoted to the class corresponding to their chronological age at the end of their first year.

Grade	Considerations for Placement
9	Student has obtained fewer than 6 credits.
10	Student has obtained more than 6 credits, but fewer than 12 credits.
11	Students have obtained more than 12 credits, but fewer than 18 credits.
12	Students have obtained more than 18 credits.

C3 | **ADMISSION PROCEDURES**

NEW STUDENTS

1. Submit a completed application form.
2. Complete all necessary testing.
3. Submit a current transcript or copy of school records.
4. Submit the original student's passport.
5. Complete an admissions interview with the grade-level teaching team and/or principal.
6. Upon acceptance, pay the nonrefundable re-enrollment deposit.
7. Submit a completed Student Medical Report before the student starts school.

CONTINUING STUDENTS

1. Complete the yearly online health update and consent to medicate in PowerSchool, and then complete re-enrollment through PowerSchool.
2. Complete health forms. All new students must submit a CDIS Student Medical Report including a parent-completed medical history, physician-completed medical exam, copy of immunization record, and parent-completed treatment consent form. Medical exams must be completed within 6 months of the start date of the current academic year. Student Medical Report forms are available from the admissions office and/or the school nurse.
3. Pay the enrollment deposit by the date specified in the re-enrollment packet.

C4 | **CHANGE OF PERSONAL & CONTACT INFORMATION**

The school needs to have the most current address, phone number, and email address of parents and emergency contacts. Please notify the registrar at registrar@cdischina.com promptly of any changes. It is also important that the registrar has current passport and visa/residence permit information for every student enrolled.

C5 | WITHDRAWAL FROM SCHOOL

Withdrawal is the early removal of a student from the school roster.

If possible, parents must notify the Registrar at least two weeks prior to the date that the student plans to leave. As a rule, a student may not withdraw more than two weeks prior to the end of the quarter and still receive full credit for the course.

C6 | STUDENT FILES AND ID CARDS

CDIS maintains records of each student showing personal data and progress throughout his/her career at the school, including academic achievement, health information, discipline logs and test results. These files will be kept confidential. Only the student's parents as well as CDIS teachers, counselors, and principals will be permitted to review a student's records.

All students will be issued a CDIS identification card. If this card is lost, the student will be charged for the cost of a new one.

C7 | STUDENT INSURANCE

The school has limited insurance coverage for accidents that occur during school events. Parents are encouraged to provide their own emergency/health insurance for their children.



D

Standards of Conduct

D1 | POSITIVE BEHAVIOR EXPECTATIONS

CDIS strives to teach students how to exhibit positive behavior and excellent character in all aspects of life, both at school and in the community. CDIS has adopted the nine Qualities for Life that exhibit positive behavior and promote great character: connection, courage, curiosity, humility, purpose, discernment, service, persistence, and compassion. Each month students, teachers, and staff focus on the characteristics of the Qualities for Life. Exhibiting values and great character are reiterated in weekly assemblies, through interactions among peers and staff at school, in the classroom, and more.

To help students embrace great character, each month a student-of-the-month is chosen for going above and beyond in living out the character word daily or for making improvements in showing such character.

Additionally, across the campus for all age levels and divisions, our school has adopted the positive behavior trait of **COURTESY** in common areas of the school and in all classrooms.

At CDIS we learn, we love, and we lead with **COURTESY** for myself, for others, and for my community.

In the hallways, we learn, we love, and we lead with **COURTESY**:

- For myself: I am on time and prepared.
- For others: I practice quiet movement.
- For my community: I say, "Excuse Me," "Please," and "Thank you."

In the cafeteria, we learn, we love, and we lead with **COURTESY**:

- For myself: I choose a healthy and balanced meal.
- For others: I embrace conversation and time together.
- For my community: I leave a clean space.

In the restroom, we learn, we love, and we lead with **COURTESY**:

- For myself: I practice good hygiene.
- For others: I respect the privacy of others
- For my community: I leave a clean area and conserve paper.

In the library, we learn, we love, and we lead with **COURTESY**:

- For myself: I choose books appropriate for my age. I utilize technology for learning.
- For others: I am quiet and respectful of my peers and adults.
- For my community: I refrain from eating or drinking near books and technology.

D2 | CODE OF CONDUCT

Students are expected to demonstrate exemplary conduct at school, on the way to and from school, and at all school-related functions. After reviewing this handbook, students and parents are asked to sign the Code of Conduct in the student signature booklet to show they agree with these principles.

ACADEMIC INTEGRITY, PLAGIARISM, AND CHEATING

Academic cheating includes lying, stealing, or copying another's work, possession of tests or teacher materials prior to the assignment or test, doing work for someone else, and plagiarism. Copying or doing part or all another student's homework is considered cheating. Cooperative efforts on assignments are allowed only with a teacher's direct permission. Cheating has serious consequences in a college or university setting. Students caught cheating at university can be expelled on the first offence. Additionally, when students cheat, they are not learning the material for themselves. LifePlus schools will investigate all occurrences of cheating and consequences will reflect the level of cheating and the student's history with cheating. A student who helps another to cheat will also be investigated and, where appropriate, receive consequences.

BULLYING

LifePlus schools seek to provide a positive school culture where harassment and bullying is not acceptable. The school community will engage in respectful relationships with one another, creating a teaching and learning environment based on compassion and empathy for others, thus providing a safe and secure school.

At CDIS, bullying is defined as behavior that seeks to cause harm or intimidate another person. Bullying can be verbal, social, or physical. Bullying is said to have happened when it is:

- Purposeful: There is a calculated intent to harm another person in a physical or emotional way.
- Pervasive: The bullying action or words have continued over time or to multiple individuals.
- Persistent: The bullying action or words have been repeated and/or harassment has continued even after being asked to stop.
- Power Imbalance: There is a misuse of power, such as physical strength, age, access to information, or cultural connections.

Bullying behavior is not tolerated at CDIS and will be taken very seriously. Any instances of bullying, violence, intentional exclusion, harassment, and threatening of students will be treated with serious consequences; ultimately leading to expulsion if continued repeatedly. The staff at CDIS is committed to the school being a safe and healthy setting for each child.

The following steps will be taken when bullying behavior is discovered.

1. CDIS will help anyone involved in bullying understand that it hurts others and will not be tolerated in any form.
2. Classroom teachers will address bullying when it becomes an issue, and if needed, the principal and other administration will provide additional support.
3. If bullying becomes an issue on a regular basis, the school will call parents in for a meeting to discuss an action plan. Consequences will be administered.

Bullying (including cyberbullying) that occurs outside the school grounds that has the potential to be a problem at school may be addressed by CDIS staff if it is a disruption to the school day or the individual student's ability to feel safe and secure while at school. CDIS reserves the right to administer consequences for off-campus bullying to maintain a safe learning environment.

COMMUNITY LANGUAGE

Since students of many national and ethnic backgrounds attend LifePlus schools, students are expected to use a common language of English during the school day or at school activities. Exceptions include language classes, and speaking with adults of a different language, or when appropriate speaking to adults who are studying/learning Chinese.

DRESS CODE

Appropriate dress and grooming contribute to a productive learning environment. CDIS follows a uniform dress code for all ages, Foundations through 12th grade. We believe in the importance of modest dress and good grooming.

Hair should be worn neatly and kept clean. Hair styles or colors that cause disruption to the normal operations of the school day will be prohibited.

Aside from earrings, students may not wear any other body piercings in school or at school activities.

UNIFORM EXPECTATIONS

Students are expected to wear uniform CDIS-branded polo-style shirts from arrival to departure from school excluding participation in middle and high school PE and athletics or on-campus special occasions. The CDIS uniform expectation is extended to all students, from Foundations through 12th grade.

Pants, shorts, and skirts should be solid black, grey, or khaki in color. Writing, designs, or logos on pants must be smaller than the school "ID" card sized rectangle. Students shall pair uniform shirts with pants, shorts or skirts for girls that are intact (without rips, tears, or frays), fit well (are not excessively tight or loose), and are longer than his/her midthigh when sitting. Leggings are not considered pants and may only be worn with pants, shorts or skirts for girls that meet length requirements. Students shall wear safe footwear appropriate for recess, PE, and field trips and other activities/ classes as appropriate.

Students may wear long-sleeve undershirts under their uniform shirts for warmth. Uniform long-sleeved polo shirts, uniform jackets, and uniform sweatshirts are to be worn as outerwear. Personal hoodies, sweatshirts, jumpers, or sweaters may not be worn over approved uniform attire and are considered out of dress code. Personal coats may be worn outside in colder weather.

A progressive plan of improvement will be followed for those that are not in uniform:

- At the first and second offense, the student will be provided with an alternative school shirt to wear for the school day. A note will be sent home to the parents from the divisional principal as a warning. Students should launder the shirt and return it to the school clean after use.
- At the third offense, the student will be provided with an alternative school shirt to wear for the school day. The student will receive a lunch

or recess detention. A note will be sent home to the parents as a final warning. Students should launder the shirt and return it to the school clean after use.

- At the fourth offense, the student will be provided an alternative school shirt to wear for the school day. The student will receive a lunch or recess detention. The parents will be asked to meet with the divisional principal in a conference. Students should launder the shirt and return it to the school clean after use.

UNIFORM EXCEPTIONS

On select days, CDIS will celebrate school pride with a Panda Spirit Day. On Panda Spirit Day, students may wear their approved uniform attire, school store or athletic purchased attire with blue jeans that are considered intact (without rips, tears, or frays) and that fit well (not excessively tight or loose). Students may also choose to wear the Panda Onesie and/or Panda shirts and clothing on this day to show their school pride.

On select days of the year special events may allow students to wear clothing other than the school uniform. These days will be communicated in advance to students and parents.

PURCHASE OF UNIFORMS

All newly enrolled students will be supplied two short-sleeved polo shirts from CDIS free of charge. Short-sleeve and long-sleeved polos, available in CDIS Red or Grey, sweatshirts, jackets, and hoodies will be available through order form to all families as part of the uniform purchase during the re-enrollment period or throughout the school year through the MAC (Marketing, Admissions, and Communications) Department. Pants, shorts, and/or skirts in black, grey or khaki are to be purchased by the family and will not be provided by the school.

Purchase of accompanying school spirit wear from the school store, StuCo, or the athletics department may be worn on Panda Spirit Day with blue jeans.

DRUG-FREE SCHOOLS

Use, abuse, or possession of unauthorized tobacco, vaping devices, alcohol, drugs, narcotics, or other dangerous substances of any kind is considered a serious offense, whether on campus or at a school sponsored event.

FIGHTING ON CAMPUS

Students who participate in physical or verbal altercations either on school grounds or at a school function are subject to disciplinary actions. Involved parties will be questioned, and upon review of the incident, appropriate consequences will be implemented. Any student who aggressively hits

or slaps another student will be removed from classes for a one-day suspension. The administration reserves the right to determine the final consequences for all parties involved.

PRIVATE PROPERTY/SCHOOL PROPERTY/VANDALISM

Vandalism is the intentional destruction or defacing of others' property. Students are expected to respect the property of others, including school property. Students are required to fully reimburse the replacement cost of damaged property whether it was damaged intentionally or not.

PUBLIC DISPLAY OF AFFECTION

Because many cultures coexist at CDIS, it is important for students to demonstrate behavior regarding interpersonal relationships that is acceptable to people of various ethnic and religious backgrounds and beliefs. Even though genuine feelings of affection may exist between students, public displays of romantic affection on campus, on school transportation, and at school-sponsored activities are not acceptable.

RESPECT FOR AUTHORITY

Students are expected to recognize the authority of the entire staff and show proper respect to all school personnel. Students showing flagrant disrespect to any of the school staff will receive detention and parents will be notified. Subsequent offenses may result in a suspension from school, or expulsion.

SEXUAL MISCONDUCT

Sexual misconduct is considered a serious offense and may result in suspension or expulsion from school.

SWEARING/INAPPROPRIATE GESTURES

Students are expected to address each other and faculty/staff in a respectful way. Any form of swearing or inappropriate gesturing is not acceptable.

WEAPONS

Students may not bring guns, swords, knives (including pocketknives, razor blades, box cutters, or other items that could constitute a weapon) onto the school grounds; nor may they have weapons in their possession at any school activity. Toy versions of weapons are also not allowed on campus. Students who bring weapons to school will be subject to the school discipline policy.

D3 | TECHNOLOGY AT CDIS

It is the goal of CDIS that students become people of integrity, wisdom, stewardship, and accountability in their use of technology.

- Integrity: Doing what is right even when no one else is watching.
- Wisdom: Applying truth in daily decision-making.
- Stewardship: Making the best use of our time, our minds, our education, and our computers.
- Accountability: Giving and receiving help to become people of integrity, wisdom, and stewardship.

After reviewing this handbook, students and parents are asked to sign the Technology Acceptable Use Policy in the student signature booklet to show they agree with these principles.

ACCEPTABLE USE POLICY FOR TECHNOLOGY IN LIFEPLUS SCHOOLS PURPOSE

The school provides digital resources to enhance the educational experiences of students. Students are expected to exercise their privilege to use these resources in a manner consistent with the mission of the school, existing school policies, the policies of our internet service providers, as well as all national and local laws. Any activity that is unethical, illegal, disruptive, offensive, or mischievous is inappropriate. Individual students are ultimately responsible for their conduct on the system and will be held accountable for their actions while using any facet of the computer system at school.

EQUIPMENT AND FACILITIES

Technology resources and information systems covered under this document include but is not limited to all hardware (computers, mobile devices, cameras, TVs, projectors, microphones, sound systems, local hard drives, networking devices, physical infrastructure, etc.) and all software (user accounts, programs, applications, cloud-based systems, files, data, etc.) used at LifePlus schools or sponsored events regardless of whether such technology resources are personal or LifePlus owned. As such, technology resources and information systems are subject to confiscation and investigation by authorized personnel without notice or permission, in order to maintain compliance with this acceptable computer use policy. The privacy of information stored on school property should not be expected. Student owned computers used at CDIS are the responsibility of the student. CDIS is not responsible for any damage or theft that may occur.

USERNAME AND PASSWORD

All students are issued a username and a password. Network activity is tracked by username; therefore, this information must be kept private and confidential. Any violation of this Acceptable Computer Use Policy attributed to a student's username will result in disciplinary action being taken against that student.

PROHIBITIONS

- The presence of food or drink in the vicinity of computers or computer-related equipment is forbidden.
- Students are prohibited from doing the following on school computer equipment.
- Damaging, changing, or tampering with any part of the school's computer system, hardware, or software.
- Copying copyrighted software without permission from the appropriate entities.
- Using, altering, creating, or distributing a password not specifically issued to the student.
- Adding, deleting, or altering files or installing programs without the technology department's permission.
- Engaging in non-academic uses of the computer system, such as game-playing and streaming entertainment.
- Accessing or storing illegal or explicit material, or material that is potentially harmful to the user, the computer system, or others.
- Using the internet or email to solicit or conspire about illegal activities.
- Making harassing, threatening, prejudicial, or discriminatory statements over the computer system.
- Accessing, storing, transmitting, or distributing offensive, indecent, obscene, or pornographic materials in any form.
- Storing, transmitting, or distributing protected material without the written consent of the holder of the protection rights.
- Circumventing, or attempting to circumvent, the security measures on any school computer.
- Using the computer system or the internet for commercial gain, political purposes, or to advocate violence or discrimination.
- Using a VPN other than the school-provided "always-on tunnel".
- Using BitTorrent software, P2P or other software that use the school network to share files.

PROCEDURES FOR ALLEGED VIOLATIONS

Students or faculty members who have discovered a possible violation of the Acceptable Computer Use Policy should report it promptly to the divisional principal. The alleged violator will be referred to the proper

authority for investigation. Disciplinary actions may include but are not limited to:

- Re-imaging the device immediately
- Student loss of administrative rights
- Computer Use privileges restricted to 8:00 am – 4:30 pm
- Computer Use privileges suspended completely
- Parent meeting
- Installation of additional filtering and monitoring software
- Suspension from school
- Recommendation for expulsion from school

LIMITATION OF SCHOOL LIABILITY

CDIS is not responsible for a student's exposure to inappropriate or unacceptable material and cannot guarantee the accuracy or quality of any information found on the internet. The school is not responsible for damages that may occur because of interruption of service or loss of data, or financial obligations which result from unauthorized or improper use of the network or the internet.

ADDITIONAL RULES AND REGULATIONS

Users must log off any computer they are using before leaving the area. If a user is concerned that their password is no longer secure, they can visit the IT office and request a new password.

Before using the computers at CDIS, users must sign a statement as evidence that the student has read, understands, and intends to comply with these policies and all other related policies.

D4 | OTHER SCHOOL EXPECTATIONS

TRANSPORTATION POLICIES

CDIS provides bussing transportation for students to and from the school. Transportation is provided for children based upon availability of bussing to the area and based upon the number of students in need for the area. CDIS makes every effort to pick-up and drop-off children in a safe area adjacent to their home but does not guarantee "door-to-door" service.

If a child is not going to ride his or her usual bus or plans to get off at a location different from usual (such as going home with a friend), parents should submit a request through the iBus App 24 hours ahead of time. Permission will be confirmed with parents through the app and with students via divisional principals' assistants.

For students participating in CDIS sponsored activities, CDIS provides a late bus which stops at predetermined bus stops. It is the parent's responsibility to ensure the safe arrival of their children from the bus stop to home. The school cannot provide transportation for those staying after school for non-school related activities.

BUS RIDER EXPECTATIONS

Students are expected to:

- Wait for the bus to come to them and do not run after the bus.
- Allow others in front to get off the bus first.
- Keep hands and feet to themselves and keep all body parts inside the bus.
- Put backpacks and school bags on their laps or on the floor between their feet.
- Keep the bus clean and not damage any part of the bus.
- Refrain from eating or drinking on the bus, except drinking water.
- Get on the bus immediately after school.
- Talk quietly and kindly, and only to the people nearby.
- Wear seat belts.
- Stay seated until it is time to get off.
- Exit the bus quickly without running.
- Be respectful and obey the bus monitor.

CONSEQUENCES

First Incident: Warning by bus monitor or bus driver

Second Incident: Parent contacted by transportation manager

Third Incident: Student referral to principal and parent is contacted by principal

Fourth Incident: Student referral to principal and parent is contacted by principal; possible suspension from bus service for a set period as determined by the principal.

Fifth Incident: Student referral to principal and parent is contacted by principal; possible suspension from bus service for a set period or permanent bus expulsion as determined by the principal.

CHEWING GUM

Because discarded chewing gum causes serious maintenance problems, students are not allowed to chew gum during school hours, on buses, or on school property.

FOOD/DRINKS

Students are required to eat lunch in the cafeteria unless they have a lunch meeting with a teacher. Students are not to take food or drink to classrooms or to the library, except under the supervision of a teacher. Students should bring a water bottle with a secure top to school, which

they can drink from during class, recess, and PE classes. Outside deliveries of food are not allowed by students with the exception of seniors on Fridays as approved by the secondary principal.

LIBRARY

Library hours are from 8:00 am - 4:25 pm Monday, Wednesday, Thursday and Friday. Students will use their fingerprint ID for checking out books and resources from the library.

OVERDUE BOOKS AND FINES

If a student has an overdue book or an unpaid fine, they will not be able to check out another book until the overdue book is returned or the fine is paid. For each day a book is overdue the fine is 0.5 RMB. If the book is overdue more than 30 days, it is considered lost, and the student must pay for the book. Lost books will be paid for by the student at the present value + 40% for shipping and customs to replace them. Failure to pay library fines and/or replacement of lost books will result in holding of school records. Overdue book notices will be given to students as reminders when books are overdue. Please return overdue books as soon as possible after receiving notice.

PHOTOCOPIES

The photocopy machine in the library may be used for personal or school use. However, the student should ask for permission from the librarian first. For personal copies, the cost of one black-and-white A4 copy is .5 RMB, and payment must be made at the time of service.

REFERENCE MATERIALS

Reference books (encyclopedias, dictionaries, etc.) may not be removed from the library. If a student needs to use a reference book, they should make time in their schedule to come to the library to use these books.

LOST AND FOUND

Any items found unattended around school or on the bus are put in the designated 'lost and found' area. Students who lose an item should check that area to see if it has been found, and students who find a missing item should notify a school staff person. Please label any items that are brought to school such as lunch boxes, cups, coats/jackets, and shoes. Periodically and with advance notice, the lost and found area will be cleaned out, and unclaimed items will be donated to charity.

LUNCH

CDIS strives to provide a well-balanced and nutritional meal to all students daily. Students are given a choice of either a Chinese or international

entrée. Included in the price of a full meal is one entrée, rice, vegetables, soup, fruit, and a small dessert. To help students learn the importance of a well-balanced meal, and in order to provide the best nutrition possible, all ECC and Elementary students are provided with a full meal at full price. Secondary students may choose to purchase a la carte meal items at individual prices the first time they enter the lunch line. CDIS offers the “second helping free” program for students that purchase the full meal and finish it, and then request additional portions if they are still hungry. All students who would like an additional item after their first purchase of an a la carte item may purchase additional items for the a la carte fee.

PERSONAL ELECTRONIC DEVICES

In an effort to provide a proper academic environment, the use of personal electronic devices such as smart-watches, tablets, phones, gaming devices, and the like is not permitted during school hours. Students are expected to exercise their privilege to use digital resources in a manner consistent with the mission of the school, existing school policies, the policies of our internet service providers, and all Chinese national and local laws. Any activity that is unethical, illegal, disruptive, offensive, or mischievous is inappropriate. The student is ultimately responsible for his/her conduct and will be held accountable for his/her actions while using any facet of the technological system.

Middle and high school students only are permitted to possess cellphones and other electronic devices while on school property and during school functions, but such devices should be turned off and stored in the bookbag throughout class hours. Students should not use their devices to contact their parents during the school day but should instead utilize the secondary office phone that is available to them. Parents should also refrain from contacting their students through their devices and should send any necessary messages through the secondary office. Computers may not be used for gaming or streaming of video content on school property.

These devices may only be utilized during class time as part of the instructional process as directed by staff members. Cellphones may also be used to pay in the café or as personal music devices in the Panda Study Center or other classrooms during study halls and/or on buses before and after school. As a result, students should only be wearing headphones during study hall times while in the study hall area.

A phone in hand is considered to be a phone in use. Students who violate this policy shall be subject to appropriate actions. Refusal to surrender a device to a staff member will result in automatic detention.

- 1st offense – Warning and confiscation of the device. Students may pick up the device at the Secondary office at the end of the school day.
- 2nd offense – Detention and confiscation of the device. A parent/guardian may come to school to pick up all confiscated electronic devices after 3pm.

PETS

Students may not bring pets to school without special permission.

TEXTBOOKS, LOST AND DAMAGED BOOKS

The school provides physical textbooks for some courses. Students must take all measures to ensure that the books are not damaged beyond ordinary wear. Textbooks that are checked out to students for the school year should be covered with an additional paper, plastic, or cloth cover to help protect against wear and tear. Students will be assessed fines, which are set by the textbook manager, if books are damaged or missing. Textbooks that are found not stored inside the classroom, a book bag or locker will be collected and returned to the library.

Students are responsible for the books and textbooks checked out under their names. It is very important for students to keep track of books, especially textbooks that they have checked out. If a book or textbook becomes lost or damaged, it is the responsibility of the student who originally checked it out to replace it. Report cards, transcripts, and diplomas will be withheld until all checked out books are returned, or all the damage/replacement fees are paid.

PARENTS AND VISITORS ON CAMPUS

Parents and visitors to the school must check in and out at reception and receive a visitor ID that they must wear while on campus. Upon arrival at the school gate all visitors must register with their name and identification and any other requested information. Visitors must check-out at the reception area upon leaving and return the visitor ID badge.

Parent volunteers and helpers in the classroom must be approved in advance and assigned to classrooms by the responsible principal or designee. Volunteers should be caring, dependable and effective with children and willing to work cooperatively with teachers and under the direct supervision of the teacher. Any individual having contact with students must complete all child safety training and CDIS volunteer training to be approved to work with students and in the school setting.



E

Student Safety and Wellbeing

E1 | SAFETY AND SECURITY ON AND OFF CAMPUS

We are committed to the safety and security of our people and respecting the communities in which we operate. Our safety and security goals are no accidents, no harm to people.

To achieve this, we use the following principles:

- Always operate safely and securely.
- The safety and security of our people and the communities in which we operate is critical. We must be vigilant, disciplined, and always looking out for one another. Each of us is a role model for others.
- Know the emergency procedures that apply where you work.
- Report any accident, injury, illness, or unsafe condition immediately. Never assume that someone else has reported or will report a risk or concern.
- Stop work, your own or others', if you consider it unsafe. Always be prepared.
- Speak up if you observe an unsafe or unhealthy working environment, or a person you do not recognize. Listen to others who speak up.
- Expect and encourage partners and others with whom we work to comply with these expectations.

LifePlus schools follow the Daniel and Jett Safety Standard for event safety, planning, and operation which can be found on the school website at www.cdischina.com.

E2 | AIR QUALITY

CDIS staff monitors and reports the air quality index for the air inside and outside our school twice daily. Based on the findings, the administration and teachers are notified if action needs to be taken to modify student activities. The best air quality levels allow all students to engage in strenuous activities outside. Moderate air quality levels allow students with respiratory illness to refrain from participation in strenuous activities. Poor air quality may require that outdoor activities be modified or cancelled.

E3 | FIRE DRILLS, EARTHQUAKE DRILLS, AND BUILDING EVACUATIONS

Every quarter, the school will conduct at least one fire/earthquake drill or emergency evacuation. Students are expected to follow all directions during these practice sessions. When asked to, students should evacuate the building using the nearest stairway. They must with their classes and assemble in pre-determined locations outside the school building. All students and staff are required to follow emergency drill procedures including exiting the building in a quiet and orderly manner. Evacuation routes are posted in each classroom. In an earthquake emergency, CDIS's primary action is to protect students. Immediate action will be to take cover. Once the earthquake has subsided, teachers will inform students either to stay inside or move outside. An evacuation code to exit the school may be given. Depending on the magnitude of the earthquake, a text message may go out to parents explaining that students will stay at school. Students will not be driven home. CDIS feels it would be safer for students to remain in one location; therefore, parents will need to plan to come to the school to pick up their children. The school has enough water and food for staff and children to stay at school for three days if needed.

E4 | HEALTH POLICIES

Medical attention is the responsibility of the parent. However, trained health personnel are on campus during school hours to provide the following services:

1. Basic health consultation for staff and students
2. Referrals to local healthcare providers
3. Classroom health instruction
4. Maintenance of health records
5. First aid care for illness and injury

The Health Office is available to consult with parents about students' health during school hours by phone or by email at nurse@cdischina.com.

SICKNESS

Germs spread quickly in a classroom of children. Keeping a sick child at home shows care for the child as well as for other school families and helps keep the school a much healthier place for all children. Students should not be sent to school if they have:

1. Severe colds
2. Fever (above 99.0°F/37.3°C)
3. Nausea or vomiting
4. Diarrhea
5. Undetermined rash or spots
6. Lice

Parents should not give medicine in the morning to reduce fever, and then send their child to school. If a student is sent home because of a fever, they should not return to school until they are fever-free for 24 hours without medication to reduce the fever.

Any sickness or condition deemed contagious by the school will require the student to stay home until normal health is restored or the child brings a note from a physician. If a student has been sent home, s/he may not return to school that day.

If a child is recovering from an illness or injury and is required to stay indoors during recess or physical education, a written note from home must be sent to the child's teacher.

Please see the chart below regarding your child's absence and a doctor or hospital diagnosis. If your child is diagnosed by a doctor with any of the following illnesses, please notify the school and follow the chart for the recommended time that they should stay home.

Diagnosed Illness	Time at Home After Doctor Diagnosis
measles	5-10 days
urticaria	5 days
mumps	21 days
chicken pox	14 days and until the pox is scabbed over
influenza	3 days after last fever and symptoms disappear
epidemic petechial fever	7 days after outbreak, 3 days after symptoms disappear
scarlet fever	7 days after outbreak, 3 days after symptoms disappear with 3 negative tests
pulmonary tuberculosis	Three continuous negative results from the tests on sputum smear are required (At least a one-month gap is needed in between each test)
cholera	Until all symptoms disappear, and 2 negative tests are taken.

bacillary dysentery	7 days after all symptoms disappear
hand foot and mouth disease	7 days after all symptoms disappear, no fewer than 14 days since onset of symptoms
typhoid/paratyphoid	3 days after symptoms disappear, and negative tests are taken
hepatitis A/ viral hepatitis type E	21 days
acute hemorrhagic conjunctivitis	7 days
norovirus	3 days after all symptoms are gone
herpangina	7 days after all symptoms disappear, no fewer than 14 days since onset of symptoms

Students who have lice will be sent home and should remain home until their hair has been thoroughly treated. All clothing and bed linens should also be treated, and family members should also be checked for lice. To return to school, the child must be free of live lice and nits.

MEDICAL EMERGENCIES

Parents or guardians will be contacted if students have the following injuries or symptoms of illness:

1. Vomiting
2. Fever
3. Suspected contagious illness
4. Burn
5. Immobilizing pain
6. Suspected bone fracture
7. Unconsciousness
8. Wound requiring more than a small bandage
9. Potential concussion

If parents or guardians are contacted due to student illness and requested to pick-up the child from school, parents should make plans for the pick-up of the child and/or transportation home from school within the determined reasonable time between the parent and the school. Middle and high school students may be sent home via an approved method unescorted with permission from the parent.

MEDICATION POLICY

The health office does not dispense over-the-counter medications for fever, headache, or stomachache. If parents would like their child to have these at school, they can send a small amount in the original package, which will be stored in the health office for their child to use. Parents must also complete the Medication Administration Permission form.

Students are not allowed to carry their own medicines unless they are for emergency conditions such as diabetes, asthma, or severe allergic reactions, in which case, parents must also complete the Medication Administration Permission form.

Any daily or prescription medication to be taken by students during school hours must be clearly labeled with the child's name and be brought to the health office.

It is the responsibility of the student to be aware of the times the medication is to be taken and to go to the health office at the proper time. The health office staff will administer medications to students only according to their parents' instructions.

EPIDEMIC PREVENTION AND CONTROL

In accordance with local regulations for epidemic prevention and control, the school completes daily campus disinfection and completes health and temperature checks and logs for all persons entering campus in accordance with local regulations for epidemic prevention and control. A regular supply of prevention supplies such as masks, soap and hand sanitizer, and disposable protective clothing is available. Training is provided to staff and students regarding physical distancing, mask wearing, and response to illness. The health status of all students and staff is monitored two times or more each day.

Anyone on campus identified with flu-related symptoms will be moved to a temporary isolation and monitoring area to receive care. Parents or emergency contacts will be notified immediately, and the person will be assisted at the local hospital designated by authorities for follow-up care.

More information and protocols about campus safety procedures can be found on the school website.

E5 | SELF-HARM AND SUICIDE AWARENESS AND PREVENTION

Students are encouraged to contact a trusted adult to receive support if personally struggling or knowledge of a classmate struggling with self-harm and/or ideas of suicide. The school will support students and their families based upon child safety best practice and resources available when aware of students struggling with self-harm and/or ideas of suicide.

E6 | CHILD SAFETY AND PROTECTION

We follow our Child Safety and Protection policies which can be found on the school website at www.cdischina.com.



F

EARLY CHILDHOOD & ELEMENTARY PROGRAMS

F1 | ECC & ELEMENTARY

In this handbook and other CDIS communications, 'ECC' (Early Childhood Center) is defined as Foundations, Junior Kindergarten, and Kindergarten grades. 'Elementary' is defined as 1st through 5th grades. The phrase, 'All Elementary' is used whenever something applies to all Elementary grades from Foundations through 5th grade.

EARLY CHILDHOOD

Foundations, Junior Kindergarten and Kindergarten classes make up the ECC program. Our goal in the ECC is to give students the necessary skills for school readiness while also allowing them to engage in the world around them through play-structured and discovery-based learning. We provide initial learning experiences in language development, number concepts, creative skills, and social, emotional, and physical development. Using practical experiences, pupils are given the building blocks for creative thinking, problem solving and future learning. Educational experiences provide balance and variety between physical, mental, spiritual, and social activities as the child's world of awareness is extended from the home to the classroom. Children are taught to care for and share in a safe, nurturing environment.

CDIS believes that students at this age learn best in a consistent environment and routine. Daily attendance is critical to ensure that students have this consistency. Because learning builds upon itself, parents are encouraged to make every effort to have their child at school every day of the school year for the full day.

ELEMENTARY

The curriculum of the elementary division uses a combination of independent, small group and teacher-directed learning activities in character education, language arts, science, social studies, Chinese, math, physical education, STEM, library, art, and music. The curriculum seeks to provide a continuum in each core content area as the basis for the development of perceiving, thinking, and problem-solving skills. The child moves from concrete experiences to increasingly complex levels of abstraction in critical thinking. Skills related to each area are built upon previous learning and measurable performance objectives.

Since students come from a variety of educational backgrounds, an effort is made to identify the instructional level of each student in relation to the subject continuum, including recommending and/or requiring alternative instruction, if necessary, which will assist the pupil to achieve at an optimum level.

F2 | ELEMENTARY GRADING AND ADVANCEMENT

GRADING, REPORT CARDS, AND POWERSCHOOL

CDIS operates on the semester system. Each child will be graded in academic areas. End-of-semester reports are activated through the PowerSchool student and PowerSchool parent portals at the close of each semester. Only the final end-of-year report card will be issued to parents in hardcopy. End-of-semester report cards will be issued to students leaving or upon request. Please request a report card a week in advance from the registrar.

Parents are encouraged to monitor the progress of their children using PowerSchool, an online system for tracking student grades and attendance. Students with academic or behavioral difficulties will receive a mid-semester report which will be posted at the midway point of each semester. Parents of students who require a mid-semester report will be notified via email or in writing.

GRADING SCALE

Numerical Grade	Letter Grade
98-100	A+
93-97	A
90-92	A-
88-89	B+
83-87	B
80-82	B-

78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
Below 60	F

The ECC at CDIS uses a standards-based reporting system. Students are assessed quarterly, and their progress is reported relative to the standards being assessed.

PROMOTION

Students will be promoted to the next grade level if the requirements for advancement are met, upon the approval of the classroom teacher or teaching team.

RETENTION

In rare cases, grade retention may be an appropriate tool among other educational strategies used for the development of students. While it is recognized that this is a serious action with potentially long-range impact on children and their families, retention will be recommended in certain cases, and may only be approved by the educational team which includes the elementary principal, Learning Support Coordinator, Wellbeing Counselor, and classroom teacher.

SKIPPING A GRADE

A sincere and conscientious effort is made at the time of enrollment to place students at the proper grade/age level. On occasion, because of a student’s strong academic performance, parents will request that a student be advanced to a grade level beyond normal progression. Skipping a grade is generally not considered to be a beneficial practice. The nature of the curriculum is such that a student will usually miss critical concepts and skills by skipping a grade. The school administration must also consider other factors such as maturity and social development.

F3 | HOMEWORK POLICIES

PRINCIPLES GUIDING POLICY

We believe that play is a child’s work and that they learn from interacting with their environment.

We believe that English language learners should be encouraged at home in speaking, reading, and writing in their first language (mother tongue).

We believe that the school's role is to assist families to develop their child's unique potential. Homework is one way for parents to connect with their child's learning.

We believe that homework and practice provide opportunities for students to refine their knowledge and extend their learning. Teachers will assign homework that reviews concepts students should already be familiar with from class. When asked, teachers will clearly communicate the purpose and expected outcome of each homework assignment.

HOMEWORK AMOUNTS

Each child works at their own ability and pace. Some students may need additional time to complete homework while others may finish relatively quickly. Teachers give homework that can be completed within a reasonable time frame. Generally, a student's written responsibilities for homework, not including daily reading or special assignments, should take about the length of time for the child's grade x 15 minutes. Therefore, a student in kindergarten or 1st grade may spend about 15 minutes on written homework, while a student in 4th grade may spend about an hour on homework. If a child is struggling with completing homework, parents are encouraged to talk with the classroom teacher.

In addition to written homework, parents are encouraged to have their child read 20 minutes of English language content each night. Educational research shows that daily reading of 20 minutes has been shown to improve learning in all subjects. Nightly reading may include books from home, books from the classroom or library, or books for fun.

F4 | EXTERNAL ASSESSMENTS

MAP® GROWTH

Students in kindergarten through fifth grade participate in MAP (Measures of Academic Progress) Growth testing three times a year. MAP testing is an internationally recognized assessment designed to chart a student's progress through school in the areas of reading, language arts (writing), and math. MAP test scores are used by teachers to help identify students' strengths and weaknesses in academics, and help teachers develop a plan for learning with the individual child in mind. MAP scores are not recorded as part of the students' grades in any course.

WIDA® MODEL

CDIS also participates in WIDA MODEL (World-Class Instructional Design and Assessment Measure of Developing English Language) testing for English Language Learners upon enrollment and twice annually at mid-

year and end of year. Progress on the WIDA determines a student's need for language services, as well as the proper time for the student to formally exit the program. WIDA scores are not recorded as part of the students' grades in any course.

F5 | ELEMENTARY ATTENDANCE POLICIES

Consistent attendance is important for every student. Excessive absence from school hinders academic progress and jeopardizes the acquisition of academic credit. Attendance records will be kept by the school office and become part of a student's permanent record at the end of each semester. If an unplanned absence occurs, parents should notify the divisional principal assistant by 8:30 a.m.

PLANNED ABSENCE

- Approval for a planned absence must be requested in writing to the divisional principal, at least one week in advance. Parents should clearly state the reason for the request. If approved, it will be considered an excused absence.
- Any activity that can be taken care of during non-school hours will not be considered an acceptable reason for a planned absence.
- Teachers may require any work to be done in advance that they deem necessary. Teachers will communicate with parents and students to give them a reasonable idea of the work that will be missed.

TARDINESS

CDIS believes that being punctual to classes is important in achieving success in school. This is an integral part of self-discipline for life and shows respect for teachers and fellow students. Students are expected to be in class on time.

TRUANCY

Truancy is an absence without the knowledge and consent of parents and/or school staff. This includes leaving school without permission before the end of the school day and staying out of scheduled classes or activities without permission. Consequences can range from detention to a meeting with parents, or suspension.

EARLY RELEASE

Students are expected to stay on campus for the entire school day. Elementary students will not be permitted to leave campus during the school day without a parent or guardian. To aid in the smooth afternoon dismissal process, students will not be dismissed to early release between 3:00 and 3:20 p.m. If a student needs to leave school before 3:00 p.m., the school

must have notification from the parent before permission will be granted. The students will receive an early release slip that should be presented by the parents to security staff and reception when exiting the campus.

F6 | ELEMENTARY DISCIPLINE PROCEDURES

Each classroom has a basic set of rules and procedures that is age-appropriate and encourages a healthy learning environment. Classroom teachers also have specific classroom management tools for the purpose of rewards and consequences for students.

CDIS ECC and elementary teachers utilize Class Dojo as part of their elementary classroom management practices. Students are rewarded with points for making good choices and exhibiting positive character. Students may lose points for making poor choices. Parents receive a Dojo report each Friday and are encouraged to speak with their children about their behavior and ways they can continue to develop positive character education.

Parents are asked to read the classroom behavior expectations sent home from the classroom teacher at the beginning of the school year. Classroom and school rules and procedures are designed to reinforce good character traits. Repeated classroom disruption will result in a progressive discipline plan. After being addressed in the classroom by the teacher, principals may be involved. The principals will be involved with all suspected bullying or behaviors considered to show extreme disrespect or physical harm to others.

F7 | ELEMENTARY STUDENT ACTIVITIES

AFTER-SCHOOL CLUBS

A variety of activities and clubs are offered throughout the year after school to provide students in 1st through 5th grade opportunities to expand their learning outside the regular classroom and explore various topics. Clubs such as woodworking, Lego robotics, homework help, and athletics are available dependent on the season and availability of staff.

Parents and students are encouraged to read over club information at the beginning of the year and make choices in club activities at that time. Sign-ups for after-school clubs for elementary school are made through PowerSchool. Elementary clubs begin after regular school dismissal and end at 4:25 p.m. Parents may elect club bussing for their child or should plan to pick-up their child no later than 4:30 p.m. If students are picked up late from clubs, a warning will be given at the first offense. At the second offense, the student may be asked not to participate in clubs the following week. At the third offense, the student may be asked not to participate in clubs for the remainder of the semester.

Students involved in these activities are expected to be responsible, respectful, and punctual, just as they would be in the regular classroom. All school rules and expectations apply to the club setting.

ASSEMBLIES

Weekly assemblies are an integral part of CDIS. Attendance and participation are required for all students.

BIRTHDAY PARTIES

To preserve learning time and ensure that all students are treated kindly and equally, individual birthday parties in the classroom are not permitted. Students may bring small individually packaged treats to share with their classmates, such as a cupcake or fruit. The classroom teacher will distribute the treats when the schedule best permits. Please contact your child's teacher ahead of time to let them know the child will be bringing in a treat to share. As part of our health and safety guidelines, foods that must be shared among the group, such as large cakes, chips in large bags, or items requiring cutting and serving are not permitted. Individual portions only, please.

EVENTS AND PERFORMANCES

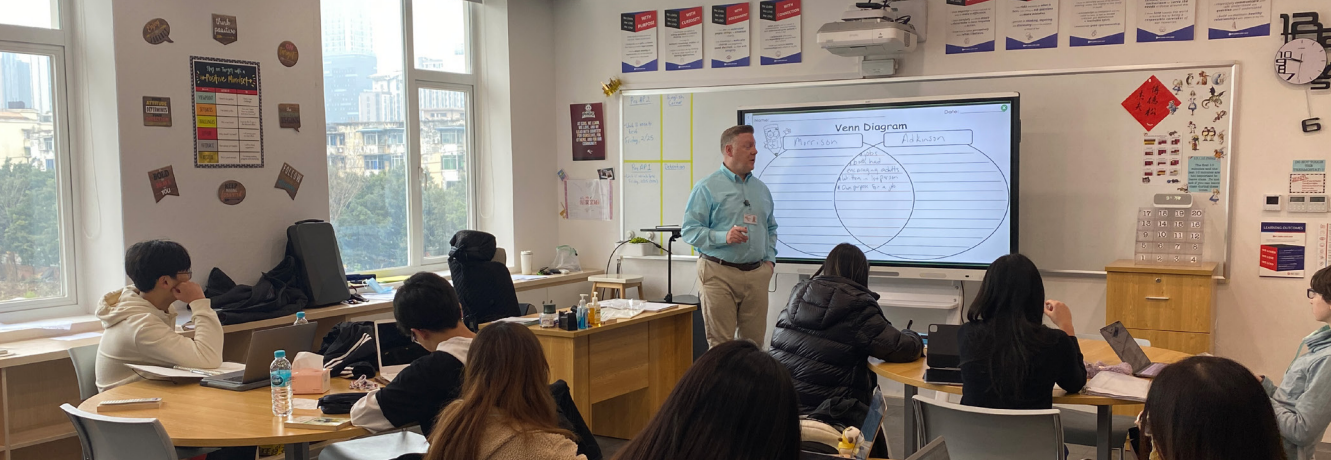
CDIS strives to provide opportunities outside of the traditional classroom environment to enrich each student's education. These activities include traditional Chinese holiday celebrations, International Day and other concerts and programs.

Students performing in school programs are required to attend unless they have permission from the principal and the performance director. Students will only be excused for illness or family emergencies. If a student is unable to attend, parents should notify their student's teacher or principal and the performance director as soon as possible.

If a student fails to attend a school program for a reason other than the exceptions mentioned above, his or her final grade for the quarter will automatically be reduced.

FIELD TRIPS

Occasionally field trips are planned by classroom teachers to supplement what is taught in class. Permission slips will be sent home in advance to be signed by a parent. Students will not be permitted to go on a field trip without a signed consent form. Students must wear clothing that conforms to the school dress code on field trips.



G

SECONDARY PROGRAM

G1 | COURSE CATALOG

The secondary course catalog contains course descriptions and is available on the CDIS website at www.cdischina.com.

G2 | SECONDARY CURRICULUM

CDIS secondary consists of grades 6 through 8 (referred to as middle school) and grades 9 through 12 (referred to as high school).

We use a predominantly American-based curriculum and management structure while attempting to use best practices from around the world. The fundamental emphasis of the secondary curriculum is on English, Mathematics, Social Studies, Character Education/Philosophy, and Science. Elective courses may include Art, Computer Science, Yearbook, Choir, Band, Physical Education, and Chinese Language.

ADVANCED PLACEMENT COURSES

Advanced Placement courses are designed to provide an additional challenge for students wanting to learn more about a specific subject area. Courses are taught at the level of a university freshman course. Students in AP classes receive more homework than they would receive in an honors course. See “TESTING and ACHIEVEMENTS” for specific AP testing and payment requirements. See the Course Catalog for the current AP offerings.

CDIS recommends that students do not exceed 2 AP courses as a sophomore, 3 AP courses as a junior and 4 AP courses as a senior. For

those students desiring to take additional AP coursework above the recommended numbers, a conference is required between the student, parent, and divisional principal.

LIFEPLUS ACADEMY OFFERINGS

High school students may choose to join other LifePlus students in AP courses offered through LifePlus Academy when given permission from their divisional principal. These courses are assigned a time in the schedule but completed as a distance course, with the teacher communicating through digital tools. These courses require more responsibility, self-discipline, and communication on the part of the student, and count towards the school's AP cap.

DUAL ENROLLMENT PROGRAM

In collaboration with Grand Canyon University, eligible 11th and 12th grade students are offered Dual Enrollment university-level courses. Dual Enrollment (DE) courses enable students to simultaneously earn university and high school credit to enhance their academic journey. Credits earned through the Dual Enrollment program will be recorded on the student's transcript.

INDEPENDENT STUDIES

High school students are eligible for independent study in a content area if they have completed all the coursework offered by the school in that area. Independent study must be approved by the administration and must include a minimum of 50 hours of documented work per quarter.

Parents should understand that any costs incurred from independent study are separate from the school and that the school is not responsible for the management of the course.

G3 | GRADUATION REQUIREMENTS

24 units of high school credit are required for graduation. One half credit is given for each full semester of a course successfully completed in 9th through 12th grades. A failing grade does not earn any credit.

The following credits must be earned in order to graduate:

- 4 credits of English
- 3 credits of Social Studies
- 3 credits of Sciences
- 3 credits of Mathematics
- 2 credits of Foreign Language
- 2 credits of Physical Education and Health
- 3 credits of Philosophy*
- 1 credit of Fine Arts
- Electives as needed

*Philosophy credits by years of high school enrollment in an LifePlus school – 4 years/3 credits, 3 years/2 credits, 2 years/1.5 credits, 1 year/1 credit. A 1/2 credit speech course is required for 10th grade students.

COURSE LOAD REQUIREMENT

Students in 9th grade are required to take a full load of 8 courses. Students in 10th grade who are taking at least one AP course, may request to have one study hall. Students in 11th and 12th grade who are taking two or more AP classes may elect to take two study halls.

ADDING OR DROPPING A COURSE

Students may add or drop courses during the first two weeks of a semester by following the add/drop procedures. Dropped courses do not show on transcripts. This policy is subject to change at the divisional principal's discretion based on exceptional circumstances.

WITHDRAWING FROM A COURSE OR SCHOOL

Withdrawal is the early removal of a student from the school or a course roster. Regarding school withdrawal, parents are requested to notify the registrar at least two weeks prior to the date that the student plans to leave. Students may not withdraw more than two weeks prior to the end of the semester and still receive credit for that semester.

Typically, classes dropped after the add/drop period will still appear on transcripts as either Withdraw Pass (WP) if the student is passing the course or Withdraw Fail (WF) if the student is failing at the point of withdrawal. Students may withdraw up to two weeks before a semester ends, pending administrator approval.

Students may be administratively withdrawn from a course by the divisional principal under circumstances impacting the student's ability to succeed in a course deemed outside of the student's control. If administrative withdrawal is recommended or required, the divisional principal will contact the student and his/her parents to discuss how the circumstances and/or the administrative withdrawal could affect student's ability to meet graduation requirements. Courses from which a student is administratively withdrawn may still appear on the student's transcript.

PASS/FAIL COURSES

Some secondary elective classes are graded on a Pass/Fail basis. Students in these courses are given a list of course requirements at the beginning of the quarter. Students who meet these requirements will receive a passing mark, and those who do not fulfill the requirements will receive a failing mark.

TRANSFER OF CREDIT

High school students may transfer credits from other accredited/recognized schools. Any number of courses may be transferred if the student received a "C" or higher. Transferred courses that do not satisfy LifePlus credit requirements will be transferred as electives. GPA is only calculated from courses taken at LifePlus schools. Transcripts will only include grades earned in LifePlus schools, including those courses completed through LifePlus Academy and pre-approved GCU dual enrollment and other school-arranged online distance courses.

Students must secure written permission from administration before enrolling in another school or in correspondence/online courses if they wish to receive transfer credits. LifePlus schools may recognize one full credit for outside work in any given school year. Transfer credits may also be earned in the summer so that students can receive credit for failed courses. However, transfer credits are not typically approved if being used as a means of accelerating through required LifePlus courses, unless the student is at least a year older than the norm for his/her class.

EARLY GRADUATION

Although early graduation is typically discouraged, juniors may apply for early graduation if they have a minimum grade point average of 3.0 (calculated through semester 1 of their junior year) and have completed a minimum of two full years of high school study at LifePlus schools. They must be able to complete required graduation credits before the first semester graduation date. To apply for early graduation, students must submit an early graduation application to the divisional principal by the end of March of their junior year. Students who graduate early will be required to pay 75% of the yearly tuition fee.

TRANSCRIPTS

Transcripts record all coursework, semester grades, credits, and yearly, as well as cumulative GPA earned by students in high school. Students in grades 11 and 12 may request a transcript to be sent to specific universities, colleges, or government institutions.

- Transcripts will only be sent after CDIS receives a request from the student. (Request forms are available from the registrar or counselor.)
- All transcript requests must be made at least two weeks prior to the date they are needed.
- While unofficial transcripts may be requested free of charge and picked up by students or parents, official transcripts cannot be released directly to the student or parent.
- Ten copies of official transcripts will be processed free of charge.

Additional transcripts will be processed for a fee of 50 RMB each.

- The student is responsible for the shipping costs of the transcripts that are sent to the universities.
- School transcripts and documents are available 3 business days after the end of the semester.

G4 | GRADING, ACADEMIC STANDARDS, AND ADVANCEMENT

GRADING SCALE AND GRADE POINT AVERAGE

A grade point average (GPA) is derived for high school students by ascribing a point value to a letter grade as follows:

Numerical Grade	Letter Grade	GPA Points
98-100	A+	4.00
93-97	A	4.00
90-92	A-	3.66
88-89	B+	3.33
83-87	B	3.00
80-82	B-	2.66
78-79	C+	2.33
73-77	C	2.00
70-72	C-	1.66
68-69	D+	1.33
63-67	D	1.00
60-62	D-	0.66
Below 60	F	0.00

Please note that the right-hand column will be used to determine a student's grade point average (GPA).

Class of 2023, 2024, 2025: GPAs for students enrolled in LifePlus Approved AP and DE courses will be weighted at 0.66 points for those courses.

Beginning with the class of 2026 (2022-23 incoming 9th graders), all LifePlus Schools will not add weighted GPA points to AP or DE classes. The highest GPA that can be achieved will be 4.0.

INCOMPLETE GRADES

A student may be awarded a grade of 'INC' if work for a specific course has not been completed. A student must make up the work within two weeks of the end of the semester; otherwise, the grade will result in an 'F'. No incomplete grades may be given for the fourth quarter.

GRADING, REPORT CARDS, AND POWERSCHOOL

CDIS operates on the semester system. Each student is graded in academic areas. End-of-semester reports are activated through the PowerSchool student and PowerSchool parent portals at the close of each semester. Only the final end-of-year report card will be issued to parents in hardcopy. End-of-semester report cards will be issued to students leaving or upon request. Please request a report card a week in advance from the registrar. Secondary parents and students are given passwords allowing them to check grades and attendance online.

Parents are encouraged to monitor the progress of their children using PowerSchool, an online system for tracking student grades and attendance. Students with academic or behavioral difficulties will receive a mid-semester report which will be posted at the midway point of each semester. Parents of students who require a mid-semester report will be notified via email or in writing.

ACADEMIC STANDARDS AND INTERVENTION

We believe that all students can become globally minded individuals who learn at high standards, which is why we set high expectations for all students' learning. Students are in good academic standing when all current and cumulative GPAs are above a 2.00 average. Newly admitted students are presumed to be in good academic standing unless admitted on probationary status. When students are found to be falling short of good academic standing, they and their parents/guardians will be notified about how students can return to good academic standing through support measures that the school provides.

ACADEMIC INELIGIBILITY

A priority on academic growth over participation in extra-curricular activities is a general standard in education. Therefore, students who have a GPA of less than 2.00 for any marking period may become academically ineligible to participate in extra-curricular activities, such as team sports, theater arts, or Model United Nations. Academic ineligibility is meant to support students in restoring their good academic standing. LifePlus schools recognize that learning is unique to each student and the determination of Academic Ineligibility is done on a case-by-case basis with input from teachers, Learning Support staff, the school counselor, and the divisional principal. Students unable to resolve academic deficiencies resulting in academic ineligibility for more than a semester may be placed on academic probation.

ACADEMIC PROMOTION/RETENTION

The purpose of promotion and retention is to ensure the success of the student. The decision to retain a student will usually only be considered when academic probation terms are not met.

In middle school, administration is responsible for the decision to promote or retain a student; takes into consideration academic and other relevant educational aspects (social, emotional, and physical maturity) of the student's development; and is responsible for ensuring that parents are adequately apprised of their child's progress and options.

In high school, requirements for promotion are typically as follows:

- Grade 9 to 10: earning at least 5 credits
- Grade 10 to 11: earning at least cumulative 11 credits
- Grade 11 to 12: earning at least cumulative 16 credits

ACADEMIC PROBATION

Academic probation may occur when students are deemed academically ineligible for more than a semester. Students on academic probation need to resolve academic deficiencies and any other conditions determined to be appropriate. While on academic probation, certain conditions and restrictions may be placed on students as determined by the school. When requested, instances of academic probation will be reported on forms issued by prospective universities and schools.

ACADEMIC DISMISSAL

Academic dismissal from the school may occur when students fail to meet the terms and conditions of academic probation. When a student has been dismissed due to poor academic performance, the student and his/her parents/guardians will be notified of conditions for readmission; acceptance for readmission requires students to enroll on a probationary status.

RIGHT OF APPEAL

A student or his/her parents/guardians may appeal a decision of academic dismissal if the student can offer compelling reasons for his or her academic standing. The student must request an appeal within 15 days from the date of the notification of dismissal. The request must include a written personal statement explaining the student's poor academic performance and demonstrating why the student should not be dismissed. School leadership will review the student's statement and academic record to determine if the dismissal will stand. If the dismissal stands, school leadership will attempt to provide a more detailed explanation for the reasons for dismissal and the potential terms and conditions for future re-enrollment.

HOMEWORK POLICIES

PRINCIPLES GUIDING POLICY

Learning is a process made possible by application, repetition, and practice. Thus, homework can be helpful if focused on these aspects.

Homework is to be limited so as not to unnecessarily interfere with a student's family time and interests outside of school. We strive for students to have a balanced and healthy lifestyle. There will be homework, but it should not consume all discretionary time.

Homework is to be relevant, meaningful, and related to classroom content.

KINDS OF HOMEWORK ASSIGNMENTS GIVEN AND GRADING

- Review for assessment
- Preview of material before a new skill or content is taught
- Practice of a skill
- Completion of work not completed in class
- Completion of long-term projects/papers

CDIS teachers have the freedom to develop homework assignments relevant to the content they are teaching and consistent with the homework policy. Different teachers will have different approaches to some aspects of homework. There will be reasonable expectations regarding due dates and work that is completed late. Teachers will be flexible when needed but will also clearly communicate limits and expectations. CDIS teachers choose a weighting for graded homework within the range of 0%-15% of a student's overall grade. The teacher will set the weight for homework assignments at the beginning of the semester.

NEED FOR FOCUS

It is important for students to limit distractions in order to focus on completing work efficiently and with quality. This will ensure that time spent is kept to a minimum.

Research on multi-tasking suggests that students who combine academic work with texting, video gaming, television viewing, etc., do not retain content as well, and take significantly longer to complete the task.

TIME EXPECTATIONS

Secondary students should expect to spend 15-45 distraction-free minutes daily per subject on homework; a total time allotment per night should not exceed 1.5 hours for middle school students and 2 hours for high school students (AP classes may require an additional time commitment).

Teachers will not assign homework over holiday breaks (with few exceptions such as AP classes, Science Fair projects, etc.).

Toward the end of each semester, the week prior to semester exams is allotted for review. During this week there are minimal homework assignments given and they should be for the purpose of exam review.

HOMEWORK COMMITMENTS

Student Commitments

- Complete all work with academic integrity and honesty.
- Complete work in a timely manner without distractions, and responsibly manage the homework load.
- Practice good study habits that reflect balanced health. This includes utilizing study skills and maintaining healthy eating and sleeping habits

Teacher Commitments

- Homework assignments will be meaningful, relevant and necessary. Homework is limited when possible.
- Guidelines and expectations will be clearly communicated.
- Homework assignments will be posted digitally or in the classroom and reminders are given about deadlines and due dates.

Parent Commitments

- Talk to the child about what they are learning in school.
- Protect study and learning time by providing an environment free of distractions. Encourage healthy habits and a good balance between home and school commitments.

REPEATING A COURSE

With approval from the divisional principal, students may choose to repeat a course in which they have received an unsatisfactory score. Credit will be given only once for the course. Students who are repeating a course they have already passed will not be given priority if enrollment limits for the class are reached. Only the second score will be counted toward GPA. Transcripts and report cards will show all the courses a student has taken.

COURSE ASSESSMENTS AND EXAMS

Students can be expected to be tested on mastery of course standards through a combination of assessments. For example (but not limited to):

- Written Exam (i.e., Quiz, Unit Test, End-of-Semester Cumulative Test)
- Essay
- Project
- Presentation
- Performance

Teachers share specific course expectations for assessments and exams through class syllabi given at the start of the course or whenever a new student enrolls in the course.

CUMULATIVE EXAMS

Cumulative exams are given at the end of each semester in most secondary classes. These assessments are designed to evidence students' mastery of standards covered during the semester. Some classes may give projects in place of written exams and/or may administer exams at different times than the scheduled exam periods. All exams are reviewed by the divisional principal, or an appointed representative, to ensure connection to the academic program, evidence of assessment of standards, and academic relevance. Seniors in their second semester may be exempt from exams in courses in which they have a grade of A- or above.

As an approved Pre-AP curriculum school, CDIS offers exams and monitoring assessments in Pre-AP in accordance with CollegeBoard testing schedules. Pre-AP exams may be used as part of the cumulative exam grade for the course.

Grade	Fall Exams	Spring Exams
6th	No cumulative exams	No cumulative exams
7th	Math and English	Math, English, and Science
8th	Math, English, and Science	All exams cumulative
Middle School Grading	Exams Count as 2 Test Grades	Exams Count as 2 Test Grades
9th-12th	All exams cumulative	All exams cumulative
High School Grading	Exam 1 = 20% of Semester 1	Exam 2 = 20% of Semester 2

TAKING EXAMS AT DIFFERENT TIMES

Students may only take semester exams early with permission of the secondary principal. If a student cannot take the tests at the assigned time, they must contact the secondary principal no less than three weeks before the scheduled exam to request an alternative exam session. Exams must be taken within two weeks of the scheduled time. Failure to do so will result in the student receiving a failing grade for the exam. An early exam fee of 100 RMB/exam will be required.

EXTERNAL ASSESSMENTS

MAP® GROWTH (MEASURES OF ACADEMIC PROGRESS)

Students in 6th through 10th grades participate in MAP Growth testing two to three times a year. MAP testing is an internationally recognized assessment designed to chart a student's progress through school in the areas of reading, language arts (writing), and math. MAP test scores are used by teachers to help identify strengths and weaknesses in academics for students and help teachers develop a plan for learning with the individual child in mind. MAP scores are not recorded as part of the students' grades in any course.

WIDA MODEL (WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT® MEASURE OF DEVELOPING ENGLISH LANGUAGE)

CDIS also participates in WIDA MODEL testing for English language learners upon enrollment, and twice annually at mid-year and end of year. Progress on the WIDA determines a student's need for English Language Support, as well as the proper time for the student to formally exit the program. WIDA scores are not recorded as part of the student's grades in any course.

COLLEGE ENTRANCE TESTING

CDIS is an approved College Board testing center. Throughout the school year, various exams are offered:

Students in grades 9th and 10th grades will take Preliminary Scholastic Aptitude Testing (PSAT): PSAT 8-9, PSAT 10 and PSAT NMSQT. CDIS covers the cost of these exams.

Throughout the school year, the ACT and SAT exams are offered to high school students. The responsibility for registration and payment of these exams falls upon the student's family.

The Advanced Placement (AP) program at CDIS offers accompanying exams for courses taken. Students who have taken an AP course at CDIS must also register for the corresponding AP Exam offered in May. The cost of the exams is not covered by the school. If a student did not take the AP course at CDIS or LifePlus Academy, they must have the permission of the secondary principal before registering. All costs incurred for these self-studied exams will be paid by the student.

G5 | SECONDARY ATTENDANCE POLICIES

Consistent attendance is important for every student. Excessive absences from school hinders academic progress and jeopardizes the acquisition of academic credit. Attendance records will be kept by the school office and become part of a student's permanent record at the end of each semester. If an unplanned absence occurs, parents should notify the secondary principal's assistant by 8:30 a.m.

PLANNED ABSENCE

Planned absences approval by the divisional principal must be requested at least one week in advance in writing by the parents, clearly stating the reason for the request. If approved, it will be considered an excused absence.

Any activity that can be taken care of during non-school hours will not be considered an acceptable reason for a planned absence.

For students to receive credit for classes missed during a family vacation, prior notification must have been received.

Teachers may require any work to be done in advance that they deem necessary. Teachers will communicate with parents and students to give them a reasonable idea of the work that will be missed.

ATTENDANCE RECORD AND CREDITS

A student will not receive semester credit for a course if the total number of non-school-related absences (excused or unexcused) exceeds 5 in block classes or 10 in single period classes per semester. The administration may make exceptions to this policy if there is a family emergency or a special need. A student is marked absent if they miss half of a block or single period class. Without special permission granted by the administration, middle school students will not have the opportunity to make up work missed if they are absent more than ten days in a semester.

MAKEUP WORK

EXCUSED ABSENCES

Students with excused absences will be allowed two class day(s) to make up each missed day's work. Students should not expect teachers to delay tests or allow them extra time simply because they missed a day of school just before the test. Consideration will be given to students missing several days in a row, or those too ill to prepare for school.

The maximum time limit for make-up work will be five days for extended excused absences, unless agreed upon by the teacher.

Any work not made up will result in an incomplete for the assignment, equivalent to a failing grade on the assignment.

Teachers will facilitate make-up work. However, it is the student's responsibility to determine what work has been missed and see that it is made up. When a student has delayed or put off doing academic work, an incomplete will be awarded, equivalent to a failing grade on the assignment.

Students are not permitted to miss regularly scheduled classes in order to make up work.

Predetermined assignments are due on the date announced, or immediately upon return to school.

If a student was in school the day before a test and absent the day of the test, they are obligated to take the test the day they return.

If a student is absent the day that a scheduled assignment is due, but the student's absence causes a critical inconvenience (such as a group presentation), s/he may receive a predetermined reduction on the assignment.

UNEXCUSED ABSENCES

For unexcused absences, any missed work assignment or test falling on that day will receive an incomplete for the assignment, equivalent to a failing grade on the assignment and the student will also be ineligible to participate in after-school activities for that day.

An unexcused absence on Friday will result in the student not being eligible for weekend activities.

TARDINESS

CDIS believes that being punctual to classes is important in achieving success in school. This is an integral part of self-discipline for life and shows respect for teachers and fellow students. Students are expected to be in class on time. Multiple tardies to class may result in a detention to be served after school.

TRUANCY

Truancy is an absence without the knowledge and consent of parents and/or school staff. This includes leaving school without permission before the end of the school day and staying out of scheduled classes or activities without permission. Truancy will normally result in disciplinary action by the school.

EARLY RELEASE

Students will not be permitted to leave campus during the school day without written permission from a parent or guardian. To aid in the smooth afternoon dismissal process, students will not be dismissed to early release or to parents between 3:00 and 3:20 p.m. If a student needs to leave school before 3:00 pm, the school must have notification from a parent before permission will be granted. Secondary students will go to Ms. Yang's office (C211) to obtain an early release form that will be presented to security staff when exiting the campus.

CLOSED CAMPUS POLICY

Students are expected to stay on campus for the entire school day. Students must ask for special permission from the administration and have/parental approval before leaving. If permission is granted, students must sign out at reception. Any parents coming to pick up students early must sign them out at reception.

G6 | STUDENT ACTIVITIES

ADVISORY

All secondary students will participate in an advisory course that meets at least twice per week. This course is designed to help students develop their understanding and development of healthy social, emotional, physical, professional, and spiritual skills, as well as connect with a staff designated to be the student's advocate in navigating school life.

ASSEMBLIES

Weekly assemblies are an integral part of CDIS. Attendance and participation are required for all students.

ATHLETICS

Middle and high school students are encouraged to participate in volleyball, soccer, basketball, and other sports as available. These sports include games and tournaments against other schools in the region and beyond. When these require travel outside of the local area, students may be asked to pay a travel fee.

EXTRACURRICULAR ACTIVITIES

Extracurricular clubs and activities are offered throughout the year during lunch and after school to provide students opportunities to expand their learning outside the regular classroom. Students involved in these activities are expected to be responsible, respectful, and punctual, just as they would be in the regular classroom.

FALL CAMP

CDIS Secondary students spend one school day each fall on a school retreat. The purpose of the retreat is to establish a healthy school identity at the beginning of the school year, and to encourage student unity and a sense of belonging. All Secondary students must participate in this activity.

FIELD TRIPS

Occasionally, events and field trips are used for purposes such as supplementing class instruction, and cultivating in students the desire to Learn, Love, and Lead. Permission slips will be sent home and must be returned with a parent signature in order for the student to participate in all events off-campus as well as on-campus events that are scheduled outside of normal school hours.

Students are expected to adhere to rules outlined in the permission form. These rules include, but are not limited to, curfew hours, and arrival to specified assembly areas. If a student breaks activity rules, they may be sent home and parents will be responsible for all financial costs incurred.

SPRING TRIPS

Every spring, CDIS takes the secondary students on week-long trips throughout China. The spring trip is a required attendance as part of the academic learning for the year. The purpose of these trips is to expose students to the land, culture, history, and people of China. Students may sometimes encounter conditions which are less pleasant than they typically would experience in their day to day lives. Such experiences help them to develop a more complete view of the world and a greater appreciation for the blessings they experience. All students from grades six through twelve are expected to go on their class trip. Trip expenses, aside from any personal purchases, are borne entirely by the school. Parents and students will be informed of the destinations of trips in the spring.

Use, abuse, or possession of tobacco, alcohol, drugs, narcotics, or other dangerous substances of any kind while on spring trips is considered a serious offense. Students who violate this regulation will be dismissed from their trip. Parents will be fully responsible for collecting their child and will bear all expenses for the child's return to Chengdu.

OTHER ACTIVITIES AND EVENTS

CDIS strives to provide opportunities outside of the traditional classroom environment to enrich each student's education. These activities include traditional Chinese holiday celebrations, International Day and other concerts and programs.

Students performing in school programs are required to attend unless they have permission from the principal and the performance director. Students will only be excused for illness or family emergencies. If a student is unable to attend, parents should notify their student's teacher or principal and the performance director as soon as possible.

If a student fails to attend a school program for a reason other than the exceptions mentioned above, his or her final grade for the quarter will automatically be reduced.

G7 | STUDENT RECOGNITION AND COMMENCEMENT AWARDS

HONOR ROLL

Each semester, middle and high school students who achieve excellent grades will be placed on the Principal's Honor Roll and Honor Roll. To be placed on the Principal's Honor Roll, a student must have an 'A' average (a 4.0 GPA) with no grade lower than an 'A'. To be placed on the Honor Roll, a student must have an 'A' average (a 3.7 GPA) with no grade lower than a 'B'.

VALEDICTORIAN

An award will be presented to the graduating senior(s) with the highest-grade point average in their junior and senior years. To be eligible for consideration as valedictorian, a student must have completed no fewer than four semesters at LifePlus schools and have a GPA of at least 3.7 for those four semesters. GPA will be calculated for consideration of this award at the end of the semester two marking period of their senior year.

SALUTATORIAN

An award will be presented to the graduating senior with the second highest grade point average in their junior and senior years. To be eligible for consideration as salutatorian, a student must have completed no fewer than four semesters at LifePlus schools and have a GPA of at least 3.3 for those four semesters. GPA will be calculated for consideration of this award at the end of the semester two marking period of their senior year.

LEARN, LOVE, LEAD AWARD

The Learn Love Lead Award is the highest honor bestowed to a CDIS senior male and female by the faculty and staff, awarded to those individuals who stands out in exemplifying the characteristics consistent with CDIS and LifePlus pillars of excellence: Learn, Love, and Lead. These students are purposeful truth-seekers and truth-speakers. They are connected, courageous, and compassionate in relationship to themselves and others. They are engaged in humble, persistent service to the community and the

world.

G8 | DISCIPLINE PROCEDURES

SECONDARY DISCIPLINE PROCEDURES

At the core of any disciplinary action taken at CDIS is the Code of Conduct. All infringements of the code of conduct will be placed in one of three categories:

Minor offenses- Offenses in this category may result in immediate detention. These include, but are not limited to the following:

1. Uniform violations
2. Negative interactions and unwanted classroom behavior
3. Repeated failure to follow directions
4. Consistently not using the community language

Major offenses- Offenses in this category will result in consequences determined by the administration and applied according to the seriousness of the offence.

1. Repeated minor offenses
2. Disrespect
3. Bullying
4. Cheating or Plagiarism
5. Truancy
6. Inappropriate public displays of affection

Serious offenses- Offenses in this category will result in an immediate suspension and/or a behavior contract. These include, but are not limited to the following:

1. Repeated major offenses
2. Fighting (any form of physical violence)
3. Falsifying parents' signatures on school documents
4. Cheating or Plagiarism on a major assignment/assessment
5. Use of tobacco, alcohol, or drugs
6. Vandalism

CONSEQUENCES

WARNING

Verbal or written messages to remind the students of positive behavior expectations.

DETENTION

Detentions are sometimes assigned as disciplinary consequences for secondary students. Students are expected to be present for all detentions they are assigned. These take priority over all other activities.

SUSPENSION (TEMPORARY EXCLUSION FROM SCHOOL)

During an in-school suspension, the student must stay in the designated room for the duration of the school day and work will be given to him/her. Any other work missing must be made up and it is the responsibility of the student. Students may lose access to electronic devices such as phones or media players for part or all of an in-school suspension. For an out-of-school suspension, the student is not allowed to come to school for the day.

EXPULSION (PERMANENT EXCLUSION FROM SCHOOL)

Expulsion from the school requires Head of School advisement. One purpose of expulsion is to help students make necessary changes in their lives. The school is very willing to assist students in the process of repentance and restoration. Students who show a significant change in behavior will be given the opportunity at a later time to return to school.

The school reserves the right to expel any student who has received more than two suspensions in a school year or anyone who poses any threat to other students. If a student does not show remorse for what he or she has done and repeats the serious offense, then he or she may be expelled from school.

IMPORTANT: Students who have been suspended will be disqualified from serving on the Student Advisory Council or the National English Honor Society according to the Student Advisory Council and National English Honor Society By-Laws.

The attached Student Code of Conduct form must be signed by parents and students and then returned to the homeroom teacher.

G9 | OTHER SECONDARY INFORMATION

STUDENT CHANGE ROOM EXPECTATIONS

- Food, gum, beverages, and glass items are prohibited in the changing room.
- Mobile phones, cameras & other electronic tablet/devices are not allowed in changeroom or bathroom facilities.
- Students are to get changed as quickly and privately as possible and move out of the room as soon as they are ready.
- Students must respect each other's privacy.
- Running or playing or throwing objects in the changing room is prohibited.
- Clothing must be stored inside your personal bag and put neatly on the hanger or bench.
- Do not talk or loiter in the changing room.
- Pick up any trash or litter.
- Maximum time allowed in the changing room is 5 minutes.

TEACHER'S AIDE

Students in 11th and 12th grade are eligible to apply for a Teacher's Aide position. Teacher's Aides assist teachers and school staff in a variety of tasks and responsibilities. Participating students receive a pass/fail grade that appears on transcripts but is not counted towards academic credit.

LOCKERS

Each secondary student is assigned a locker. Students are responsible for maintaining the cleanliness and order of their lockers. They may decorate the insides of their lockers (put up photographs, etc.), but all decorations **MUST** be removed at the end of the school year.

No food items are to be left in lockers over the weekend.

Lockers are to be kept locked during the school day and all nights and weekends.

CDIS is not responsible for any valuables missing from lockers.

The lockers remain the property of the school and may be inspected at any time.

Any student found opening another student's locker will be disciplined.

PANDA POUR CAFÉ

Middle School students may only purchase items from the café when they have a principal-issued gift certificate. If a parent purchases an item from the café for their child, the child must stay with their parent to finish it and cannot take that item with them to class. This will not be an excused absence or tardy from class.

High School students may visit the café, during lunch or during the school day with their teacher's permission. Students in study hall must report in person to the Panda Study Center first and get the study hall monitor's permission to visit the café. Students should not visit the café during passing periods.

NATIONAL ENGLISH HONORS SOCIETY (NEHS)

The National English Honor Society (NEHS), founded and endorsed by the International English Honor Society Sigma Tau Delta ($\Sigma\Delta$), is the only international organization exclusively for High School students and faculty who merit special note for past and current accomplishments in the field of English. Immediate benefits of affiliation are international recognition, scholarship eligibility, and opportunities for networking with others who

share enthusiasm for and accomplishment in English language arts.

Sophomore, Junior, and Senior students who have completed at least one semester at CDIS and two semesters of High School English are eligible to be considered for membership after meeting the following requirements:

1. Demonstration of exceptional ability in areas such as literary analysis, media studies, composition, linguistic study, and creative writing.
2. An overall minimum GPA of 3.0 and an English GPA of 3.5; 3. No major disciplinary issues, especially those of cheating or plagiarism.

Students identified as meeting the above requirements will be invited by the student and faculty NEHS advisory board to apply for membership.

Identified applicants must complete an application and interview; the NEHS advisory board will then vote on an applicant's induction. Applicants receiving a majority vote will be invited for membership.

NEHS members are expected to continue to uphold and encourage NEHS goals. This includes maintaining the application criteria as well as active involvement in meetings and NEHS activities. Members who fail to do so may have membership revoked after a probationary period. Seniors in good standing will be granted the privilege of wearing the NEHS honor cords at graduation.

