ISD Staff

Administrators

Director: Dr. Kelly Kramer
Secondary Principal: Dr. Jim Anderson
Elementary Principal: Dr. Raedel Bagley

Coordinators

Curriculum and Learning Coordinator: Dr. Raedel Bagley
Early Childhood Coordinator: Ms. Grace Leong
IB Diploma Program Coordinator: Ms. Alissa Gouw
Information Technology Director: Mr. Thomas Kerrigan
Athletics Director/PE Teacher: Mr. Hal Hennenfent
Secondary Mandarin Coordinator: TBD
Elementary Mandarin Coordinator: Ms. Erin Liu

Specials, World Languages and Professional Support Team (Teaching Assistant)

Secondary School Career and College Counselor: Ms. Angela Blackmer (Ms. Jane Liu)
Elementary Counselor: Ms. Renee Johnson
Elementary ELL Teacher: Ms. Tracy Barne, Michelle Perry
Secondary ELL Teacher: Ms. Ana Arana, Ms. Kim Cassinelli, Ms. Julie Robitaille, Ms. Fatimah Kriel
Physical Education/Health: Mr. Hal Hennenfent, Mr. Andrew Gordon, Ms. Donato Nucciarone, (Mr. Chen Xing Guo)
Music: Ms. Kaori Okada, Mr. Robert Boer (Ms. Wing Lin)
Visual Arts: Ms. Michelle Anderson, Mr. James M Anderson (Ms. Lily Yu)
Mandarin: Ms. Erin Liu, Ms. Christy Xiao, Ms. Hazy Wu, Ms. Jenny Hu, Ms. Nickey Liu, Ms. Niki Yao, Ms. Jamie Chung (Ms. May Liang, Linda Zhai, TBD)
French: Ms. Julie Robitaille
Korean: Ms. Kate Choi
Makerspace Manager: Mr. Gordon Radcliffe
Elementary Tech Integrationist: Ms. Elizabeth Baker
Teacher Librarian: Ms. Marion Whisnant (Ms. Jane Liu)

Early Childhood and Elementary Teaching Teams (Teaching Assistants)

Pre-Kindergarten A: Ms. Susan Chopnick (Ms. Mya Liang)
Pre-Kindergarten B: Ms. Keri Digby Smith (Mya Liang)
Junior Kindergarten A: Ms. Alejandra Milano (Lucy Zheng)
Junior Kindergarten B: Ms. Soo Hui Chye (Haru Huang)
Senior Kindergarten A: Ms. Grace Leong (Ms. Nina Tang)
Senior Kindergarten B: Ms. Dayna Murdock (Ms. Vivian Yin)
Grade 1A: Ms. Kaitie Eifert (Ms. Gabriella Wu)
Grade 1B: Ms. Yurena Soreano Lopez (Ms. Sophie Mo)
Grade 2A: Mr. Benjamin Kriel (Ms. Cathryn Chen)
Grade 2B: Ms. Keirsten Pfieffer (Ms. Jane Zheng)
Grade 3A: Ms. Shu Lin Teh (Ms. Leslie Li)
Grade 3B: Mr. Ryan Fletcher (Ms. Emily Wu)
Grade 4A: Ms. Natalia Suarez (Ms. Phoebe Lin)
Grade 4B: Ms. Jen Baskerville (Ms. Betty Zhang)
Grade 5A: Ms. Jamie Hughes (Ms. Grace Mo)
Grade 5B: Mr. Roberto Catinelli (Ms. Mimic Chen)

Upper School Teaching Team

Middle School English Language Arts: Mr. Jarred Blackmer
High School/IB English/IB Film: Dr. Michael Storch
Middle School/High School/IB Music: Mr. Robert Boer
Middle School ELL Support: Ms. Michelle Perry
Middle School Math/Science: Mr. Abraham Eifert, Ms. Monica Rojas
Middle School/IB Mathematics: Mr. Henry Valencia
High School/IB Mathematics: Ms. Jyoti Pakianathan
Middle School Social Studies: Mr. Mario Arana
IB History & IB Economics: Mr. Ian Ketcham
High School IB Science: Mr. Abraham Eifert, Ms. Jyoti Pakianathan, Mr. Manihar Pasaribu
Lab Assistant: Ms. Lillian Liang

Administrative Support Team

Business/HR Manager: Mr. Michael Ng
Executive Assistant to the Director: TBD
Executive Assistant to the Secondary Principal: Ms. Natalie Gong
Executive Assistant to the Elementary Principal: Ms. Jane Yang
Marketing Manager: TBD
Events Coordinator: Bill Li
Community Liaison: TBD
Admissions Coordinator: Ms. Vicky Yang
Admissions Coordinator’s Assistant: Ms. Rita Zhou
Human Resource Assistant: Mr. Dylan Zheng
Human Resources Jr. Assistant: TBD
Accountant: Ms. Mandy Zhong
Cashiers: Ms. Jessie Ye, Rita Wu
Purchasing coordinator: Ms. Monica Zeng
Purchasing Assistant: Ms. Bella Su
Facilities Coordinator: Ms. Jessica Zeng
Bus Coordinator/Senior Office Assistant: Ms. Stella Xiao
Clinic Doctor: Dr. Emily Chen
Maintenance: Mr. Bill Yang, Mr. Ah Liu
Housekeeping: Ms. Long, Ms. Zhen, Ms. Qiong, Ms. Bing, Ms Mei Xiao, Ms. Mei, Ms. Jin, Ms. Fen, Ms. Xiao, & Ms. Ming
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From the Director

Welcome to our International School of Dongguan (ISD) Learning Community!

The International School of Dongguan is a leading school of excellence in the region given the high quality of its faculty and staff, the gold standard resource and management support of ISS (International Schools Services), and its exceptional facilities and campus. In its 6-year history, ISD has been approved to deliver the IB Diploma Program, is accredited by WASC (Western Association of School and Colleges) and NCCT (National Center for Curriculum and Textbook Development) and is a member of both EARCOS and ACAMIS.

The ISD faculty and staff are committed to providing students with an experience that is not only outstanding in academics but provide an environment where every child can develop and demonstrate his/her strengths. ISD’s warm and caring faculty and staff provide the necessary supports in order that an ISD student grows into becoming responsible and contributing citizens of our global community. ISD students from the Preschool to High School are engaged in a variety of activities designed to foster their physical, intellectual and emotional growth.

This handbook is a guide for both students and parents to help you both understand what is important and what is special about the International School of Dongguan. As the school develops and grows, procedures and policies may change. Parents will be notified of changes via the school newsletter or email as appropriate. The most up-to-date version of this document can be found on the school’s website (www.i-s-d.org).

As a community of learners, we will value parent and student involvement. It is this collaboration focused on learning, is a partnership that is invaluable to all stakeholders. We believe that as a team we can accomplish so much more!

With that fundamental commitment to student-centered education, ISD offers a full and varied program designed to provide a rigorous education in the sciences, language arts, the humanities, and mathematics. Our purpose-built facility, truly the best in Dongguan, provides a fitting backdrop for that focus.

On behalf of our staff, I welcome you and wish you a rewarding and challenging year ahead at the International School of Dongguan.

Inspire, Succeed, Dream! You will soon understand that these aspirations will be central to what we do at ISD and I welcome you to take part in realizing them with us.

Sincerely,

Dr. Kelly Kramer
Orientation

ISD History

The International School of Dongguan (ISD) is beginning its seventh year, having opened its doors to students in August 2012. The school offers a strong academic program delivered by qualified, experienced, and effective teachers. The academic program is supplemented by a variety of extra-curricular activities within the school’s exceptional facilities. Classrooms are modern and resource rich. The campus boasts recreational facilities including dual football fields, a baseball diamond, and a Black Box Theater. The school is appropriately licensed and accredited.

ISD contracts management consulting services through International Schools Services (ISS). ISS has been involved in international education since 1955 and is a non-profit educational organization headquartered in Princeton, New Jersey, USA. ISS has been meeting the educational needs of expatriates and communities around the world by developing and managing quality international educational programs. These schools combine the best of Western and American education within the culture and environment of their host country. Currently there are three ISS-managed schools in China and they are located in Dalian, Shekou, and Nansha, with several new schools in preparation.

Governance of the school is conducted by the 5-member school Board, which is chaired by Mr. Horace Song.

The school offers an American-International style, English language curricular program to children of expatriates and foreign residents working for local and international companies. The school offers programs for children in Pre-K to Grade 12. All instruction is in English with the exception of Mandarin, Korean, and French classes. ISD is fully accredited by the Western Association of Schools and Colleges (WASC) and NCCT (National Center for Curriculum and Textbook Development). It is also a member of ACAMIS (Association of Chinese and Mongolian International Schools). ISD is a member of the East Asian Regional Council of Overseas Schools (EARCOS), and is an IB World School, fully authorized to deliver the International Baccalaureate Diploma Program.

Philosophy/Purpose

The philosophy of ISD is based on the premise that the purpose of education is to enable children and young people to play a full and active role as global citizens. ISD serves the community of Dongguan and has developed a rigorous, internationalized US-style college preparatory curriculum.

Mission Statement

ISD provides a rigorous, well-rounded education while fostering the unique gifts and aspirations of each child.

We believe that...
- Family is the primary influence on a child’s development and learning.
- Developing skills necessary to live in an ever-changing world is essential.
- A foundation in basic skills is essential for quality education.
• Development of independence, collaboration, and critical thinking are fundamental to quality education.
• Meaningful learning is enhanced through active involvement in the learning process.
• People are accountable for their actions.
• Honesty and respect are essential in successful relationships.
• Learning to set goals and priorities is a prerequisite to successful learning.
• A supportive, positive partnership among school, family, and community fosters successful learning.
• All children can learn when the expectations and learning environment support the child.
• A desire to learn is an intrinsic human quality.
• Respect and recognition of cultural diversity is fundamental to understanding and developing an appreciation of others.
• Cooperation and collaboration are essential to an individual’s success in a diverse society.
• Active involvement in community service is a critical component in developing responsible, caring youth.

Expected Student Learning Results (ESLRs)

ISD students will be prepared to:

Communicate Effectively by
• Listening, reading, writing, and observing to gain understanding
• Analyzing, synthesizing and evaluating information
• Supporting arguments with evidence
• Using more than one language to confidently and creatively express oneself
• Listening carefully to the perspective of others

Demonstrate Personal Management by
• Showing competence through mastering skills and learning strategies
• Exhibiting confidence, initiative and independence
• Developing habits to maintain mental and physical health
• Acting with integrity and honesty
• Working to understand strengths and weaknesses to support development
• Taking responsibility for actions and the consequences
• Being resourceful and resilient in the face of challenges and change
• 3Bs (Be Safe, Be Responsible, Be Respectful)

Work Collaboratively by
• Using effective skills to foster, develop and maintain relations within diverse settings
• Establishing and accomplishing goals within a group
• Actively and empathetically contributing to their immediate and expanding communities
• Being open-minded
• Listening carefully to the perspectives of others
• Learning independently and with others
Become Complex Thinkers by
• Solving problems with no obvious answers
• Examining text and graphics to interpret, infer and draw conclusions
• Resolving conflicting points of view found in source documents or experiences
• Using critical and creative thinking skills to analyze and take responsible action on complex problems
• Developing and using conceptual understanding
• Exploring knowledge across a range of disciplines
• Seeking and evaluating a range of viewpoints and grow from the experience
• Approaching uncertainty with forethought and determination
• Thoughtfully considering the world and ones own ideas and experiences
• Nurturing curiosity, developing skills for inquiry and research

Demonstrate Global Citizenship by
• Showing empathy, compassion, and respect
• Acting with a strong sense of fairness and justice, and with respect for the dignity and rights of all people
• Fostering compassion for fellow citizens
• Enhancing cultural understanding and contributing respectfully to the local community
• Developing an awareness and a sense of ethical responsibility to the global community
• Working to make a positive difference in the lives of others and the world around us
• Engaging with issues and ideas that have local and global significance
• Critically appreciating ones own culture and personal history as well as the values and traditions of others
• Balancing different aspects of ones life – intellectual, physical, and emotional – to achieve well-being for ourselves and others

With these ESLRs, ISD follows a learning approach that fosters critical thinking skills, collaboration, problem-solving and intellectual creativity, all of which align with the IB standards and learner profile. We teach a standards-based curriculum from Pre-Kindergarten through grade 10, in English and we teach the International Baccalaureate Diploma Programme (IBDP) curriculum in grades 11 and 12. All programs have been designed to address the intellectual, social, emotional, and physical well-being of students. ISD’s program of study features an American curriculum that follows a rigorous set of benchmarks and standards which are broad statements that identify the knowledge and skills that students should acquire. These remain constant from PreK to grade 10 and purposefully incorporate the content and skills necessary for success in the IB diploma programme in grades 11 and 12.

IB Learner Profile and Approaches to Teaching and Learning
Further to our goals of fostering international-mindedness and fully-authorized to deliver the International Baccalaureate Diploma Program, ISD aspires to develop in our students the attributes of the IB Learner Profile. ISD students will strive to be:
• Inquirers
• Knowledgeable
• Thinkers
• Communicators
• Principled
• Open-minded
• Caring
• Risk-takers
• Balanced
• Reflective

In addition, ISD incorporating the IB Approaches to Teaching and Learning across the curriculum by adhering to the following skills:

**IB approaches to learning skills:**
1. Thinking skills
2. Communications skills
3. Social skills
4. Self-management skills
5. Research skills

**IB approaches to teaching skills:**
1. based on inquiry
2. focused on conceptual understanding
3. developed in local and global contexts
4. focused on effective teamwork and collaboration
5. differentiated to meet the needs of all learners
6. informed by formative and summative assessment

These ESLRs, the IB Learner Profile and Approaches to Teaching and Learning are an integral part of what we teach, learn and model as educators.

**Our Commitment**
As a school, we are committed to:

• Honor the skills and knowledge that students have and continue to build upon them
• Develop students’ problem solving approaches, skills, and thinking strategies
• Enhance students’ current knowledge by applying skills in problem solving situations
• Prepare students to be successful in the 21st century through developing their ability to
  o Examine text and graphics to interpret, infer and draw conclusions
  o Support an argument with evidence
  o Solve complex problems with no obvious answers
- Resolve conflicting points of view found in source documents or experiences
- Teach skills to collaborate and inquire effectively
- Guide students to make responsible choices
- Develop individual affinities while preserving the value of being a member of a group
- Provide a supportive, positive partnership involving members of the school, the families, and the community
- Provide timely and effective feedback to all constituents of the learning community regarding each student’s academic and social progress in order to facilitate his/her continued and efficient improvement
- Provide a nurturing and safe learning environment
- Develop students’ skills to establish goals and setting priorities as a prerequisite to successful learning
- Provide a learning environment that uses multiple methods to assess learning
- Provide a learning environment that involves active involvement in community service to develop responsible and caring students

**Admissions Requirements**

September 1st is the “cut-off” date and is one factor that determines grade placement. However, all applicants will be placed based on the grade level of the program they came from whenever possible. Placement is made to maximize the likelihood of success of each student.

**Pre-Kindergarten:**
A student should be three years of age before September 1st of the academic year enrolled.

**Junior Kindergarten Program:**
A student should be four years of age before September 1st of the academic year enrolled.

**Senior Kindergarten:**
A student should be five years of age before September 1st of the academic year enrolled.

**Grade 1:**
A student should be six years of age before September 1st of the academic year enrolled.

A placement test will be given to applicants whose native/academic language is not English. If accepted, the test results will be used as a benchmark of acquired English language skills and for placement in the regular classroom and the English Language Learners (ELL) program. Consideration will be given to the ratio of native English speakers to non-English speakers in any one classroom.

At this point in its development ISD is not able to adequately provide for special needs students, and therefore will not be able to accept them into the school program. Such exclusions may occur before enrollment, or at any time after
enrollment. Final decision of grade placement and admission rests with the school Director. Registration packets detailing policy and procedures in full are available from the main office, and from the school website: www.i-s-d.org.

Registration Procedures
Prior to admission:
The following documentation is necessary for students applying to ISD. All documents listed below and the application fee must be on file in the school office before considering the admission of the prospective student:

1. Completed ISD application form.
2. Completed ISD health form.
3. Payment of non-refundable application fee.
4. ELL testing at ISD, when applicable/requested.
5. Academic records in English from previous two years, including a letter from previous teachers if applicable/requested.
6. Records of any special needs testing.
7. Photocopy of the student's passport.

Temporary Guardianship
The best learning environment for students is achieved when both home and school work in partnership with each other. Students may not enroll in ISD unless one parent or an officially appointed guardian is in full-time residence with the student in Dongguan at all times. Domestic helpers do not qualify as acceptable guardians, regardless of the student's age.

Tuition Payment
The school Board establishes school fees each year as part of the budget preparation process. The tuition is calculated based upon the enrollment projections for the budget year, so that estimated total tuition income covers the school’s total operating budget.

Payment Schedule
Please see the school website (www.i-s-d.org) for current tuition, placement and admission costs.

Tuition can be paid in RMB or US dollars. Tuition fees may be paid in single payment or semester payment plans. Please consult the “Tuition and Fees 2018-19” document on the school’s website for details.

The parent remains responsible for the payment of all fees.

In the case of financial delinquency, grades, transcripts, letters of reference or other school records will be withheld. Any student whose tuition is outstanding may be asked to discontinue school attendance until payment is made. Questions about bills and payments should be referred to the Accounting Office. A first-time non-refundable testing fee is assessed to all applicants whose native/academic language is not English. A retesting charge will apply.
Placement Testing (when necessary)
Admission for non-English speakers is contingent upon meeting the general admissions criteria, upon space availability, and upon individual determination of whether an appropriate program of instruction can be offered to meet the student’s educational needs.

Withdrawal:
Students withdrawing at any point from Quarter 1 to Quarter 3 of the school year are entitled to apply in writing for a refund equal to the remaining fees paid for all subsequent quarters of the school year from which the student currently withdraws minus a Withdrawal Administration Fee that is equivalent to 20% of the annual tuition. Failure to pay the Withdrawal Administration Fee will result in a withholding of all school records. Students are charged the rate of the full quarter’s tuition for all quarters in which they are enrolled in whole or in part. Continued enrollment is presumed (regardless of the attendance record) unless official written notice of withdrawal is provided to the school. ISD will not consider any school suspension refund.
ISD Curriculum Overview

ISD offers a curriculum based on current practices and trends in Western countries with adjustments to meet the unique situations of students overseas. The core curriculum areas are covered in self-contained classrooms with some degree of departmentalization as appropriate for the older students. The curriculum is designed to be rigorous and provide students with clear, simple, and focused instruction and assessment.

ISD’s mission is furthered through the continuous efforts of the faculty to work toward the stated core goals. ISD teachers recognize the importance of laying a solid foundation for later success. In all subject areas and at all grade levels, students learn, practice, and develop the following Established Schoolwide Learner Results (ESLRs) for education, for social interaction, and for careers:

- Communicate Effectively
- Demonstrate Personal Management
- Work Collaboratively
- Become Complex Thinkers
- Demonstrate Global Citizenship

As the students are in the process of developing enduring attitudes about themselves and the world, the ISD curriculum helps them develop a pride that comes from a variety of accomplishments; a sense of joy in learning that comes from meaningful, rich experiences; and a growing ability to be responsible for themselves and others.

The EARLY CHILDHOOD (AGES 3 & 4) program is our foundation program for young children’s educational success. It consists of Pre-Kindergarten (Pre-K) and Junior Kindergarten (JK) classes. The learning habits formed, such as inquiry, investigation, independence, socialization, risk-taking, decision-making, and development of empathy and cultural awareness become the blueprint for a child’s journey into elementary school. At ISD, we value the mission that children should enjoy this opportunity to learn and grow, so we create a wide range of learning experiences to stimulate each child while they are playing and having fun.

The SENIOR KINDERGARTEN (SK) program reflects an emergent literacy perspective by providing methodology and materials that create language-rich learning opportunities for exploration and growth. The development of reading readiness, speech, mathematics, and writing according to the child’s maturity is a primary concern. In science, students learn about animals, the weather, the impact of organisms on the environment, and energy. There is a balance between active and quiet activities, indoor and outdoor play, and individual and group exercises. The program provides experiences in art, music, PE, Chinese language and culture, and exploration with technology.

The GRADE ONE program’s rich and varied reading experiences include whole-group reading; sustained, uninterrupted reading time; individual reading conferences with the teacher; and sharing book reactions with other children. Children receive direct instruction for English language acquisition and development as well as reading skills and comprehension. Many opportunities are
given for meaningful writing experiences. Use of invented (temporary) spelling is expected and encouraged at this level. As comfort and interest in writing increases, opportunities exist to move towards standard spelling. When at all possible, the language arts integrate with the social studies, science, and mathematics curriculum. In mathematics, the children learn that strategies, process, and mental exercise are as valuable as getting the right answer. Specific vocabulary is encouraged, as well as the ability to articulate mathematical concepts. In science, first graders learn about predictable patterns, parts of living things, and sound and light. The ESLRs are integrated throughout the curriculum.

The GRADE TWO program focuses on complementing the language skills foundation acquired in Grade One, and on continuing to develop complex thinking skills. Students engage in daily reading and writing experiences that hone their ability to read, write, speak, and listen effectively. Whenever possible, the language arts component is woven into other content strands, particularly social studies and science. The mathematics component focuses on building problem-solving strategies and number sense through investigating the addition and subtraction algorithm, number patterns through 100, data collection and representation, measurement systems, and fundamental geometry. Second grade science includes learning about the changing earth, earth’s features, properties and states of matter, and the needs of living things. The ESLRs are integrated throughout the curriculum.

The GRADE THREE program builds more sophisticated vocabulary and comprehension strategies in a variety of ways. Students’ word study includes parts of speech and expanded work on writing skills. Strengthening basic mathematics facts and operations is a major emphasis. Mathematics components are also focused on building more complex problems solving strategies, measurement, data collection and interpretation, understanding area, beginning multiplication, and introduction to fractions. Science knowledge and skills develop through hands-on and group work and students explore the themes of weather and climate, life cycles, adaptation, forces, and magnetism. Themes explored in social studies include the age of exploration, international cooperation, and tolerance. Reading, writing, and English language skills are integrated within the social studies, science and mathematics curriculum. The ESLRs are integrated throughout the curriculum.

The GRADE FOUR students read a variety of story genres including exposition and poetry. Exposure to a wide variety of writing skills focuses on narrative, expository, descriptive and persuasive. In mathematics, students work on multi-step problem solving, multi-digit multiplication and division, extending their understanding of fractions, and understanding decimals. Science emphasizes the development of scientific thinking using the Science themes of structures of living things, earth’s changes, earth’s features, energy, and waves.

Social Studies themes are explored through novel studies. Time period primary explored is the early to mid 20th century. The ESLRs are integrated throughout the curriculum.

The GRADE FIVE program strengthens the language arts basics through integrated and interrelated skills across the curriculum. In mathematics, students continue to
improve multiplication and division of multi-digit whole numbers, using exponents; adding, subtracting, multiplying, and dividing decimals; understanding mathematical expressions, adding and subtracting fractions, and analysis of relationships between numerical patterns. Science emphasizes further development of scientific thinking, focusing on themes ecosystems, the human footprint, earth systems and the universe, and changing states of matter. In social studies, students delve into literature-based units focused on specific historical eras such as the early 19th century, the 17th century, and early 20th century. Students will practice interviewing skills, collecting and interpreting data, and integrating technology through the use of cameras, iPads, online resources, and multimedia presentations. Students will focus on the geography of Asia as well as biographies of important leaders who have contributed to Asia in the past and in contemporary times. Students will use ISD as a case study to examine the role of governance and its effect on the individual. Students will use their data and evidence to support a point of view in a written expository piece. They will learn how to cite their sources and resolve conflicting views encountered in source documents and experiences. The ESLRs are integrated throughout the curriculum.

The MIDDLE SCHOOL (Grade 6-8) is committed to challenging each student academically, fostering a love of learning, and enhancing a feeling of self-worth. The school recognizes the middle school years as a time of change. There is rapid physical growth as students mature at varying rates.

In all subject areas and at all grade levels, students learn, practice and develop the following Established Schoolwide Learner Results (ESLRs) for education, for social interaction, and for careers:

- Communicate Effectively
- Demonstrate Personal Management
- Work Collaboratively
- Become Complex Thinkers
- Demonstrate Global Citizenship

ISD offers a program that introduces a variety of subjects tailored to address a range of needs- intellectual, social, physical and emotional.

The academic program is a rigorous one. Core courses in English, social studies, math and science may use hands-on involvement. Lessons and activities challenge students with increasingly sophisticated levels of thinking. Students discuss and debate as they form their own opinions. Middle School students will apply the standards for success with support and guidance from the teacher while also developing independence and fluency with them.

HIGH SCHOOL The Grade 9-12 program provides academic standards for credits toward a high school graduation diploma. The school offers the IB Diploma Programme for students in grades 11 and 12. The grade 9 and 10 program prepares students to pursue the advanced level studies required for the IB program.

The High School curriculum integrates and refines authentic literacy and is based on the knowledge that students learn at different rates, but with effective instruction and feedback, all students can be successful. In all subject areas and at
all grade levels, students learn, practice and develop the following Established Schoolwide Learner Results (ESLRs) for education, for social interaction, and for careers:

- Communicate Effectively
- Demonstrate Personal Management
- Work Collaboratively
- Become Complex Thinkers
- Demonstrate Global Citizenship

ISD recognizes that students need continued support in vocabulary, in thinking skills, and in learning and refining the English language to be able to be successful in all dimensions of the curriculum. ISD’s curriculum is designed to give students explicit instruction, guided practice and frequent feedback in order that students become independent learners who are proficient with the standards for success and who can apply their knowledge and skills as independent learners.

Middle and high school social needs are addressed through structured and unstructured opportunities for peer interaction. Sports exchanges, movie and game nights, and other supervised social activities are offered by both ISD and the Parent Support Association (PSA). Annual Week Without Walls trips to diverse locations in China help students bond while learning about their host country’s culture and people.

Middle and high school physical education classes stress students’ participation, fitness and wellness, and personal best rather than competition with classmates. Computer skills strengthen through projects integrated within the curriculum. Art, music, and foreign languages are offered as exploratory courses.

The ADVISORY PROGRAM creates a rigorous and supportive learning environment where each and every student can develop their individual potential and prepare for their role as productive global citizens, leaders, and life-long learners. Advisory members will be expected to be active participants as they develop socially, emotionally, and academically as individuals and within an intimate learning community. Activities include service learning, goal setting, portfolios, student-led conferences, team building, and much more.

The WORLD LANGUAGES (MANDARIN, KOREAN AND FRENCH) program is a thoughtfully designed and educationally differentiated program that is attractive to native and non-native Mandarin speakers who attend ISD. School enrolment data indicates that children have varying fluency levels in Mandarin. In order to meet these needs and to provide a real opportunity to improve their language skills children will have appropriate levels of exposure to Mandarin within the school. French and Korean are offered as additional World Languages. It should be noted however, that Korean is currently only offered to native speakers of the language and French is limited to those students who have previously and consistently been enrolled in French at ISD.

The TECHNOLOGY program applies an integrated approach and is designed to meet the needs of students in this rapidly changing world of technology. The school has Internet access for research, social media, and e-mail for global
communication. Grades 2 and 5 have 1 to 1 iPad programs and all Upper School students are part of a ‘Bring your Own Device’ laptop program to support student learning.

The **ENGLISH LANGUAGE LEARNING** program at ISD adopts an immersion approach to language acquisition, recognizing that the best way to learn English is within the context of each of the content classes. At ISD, all teachers are language teachers. Learning, refining and deepening one’s English language skills is embedded in all courses. Additional support is offered through ELL (English Language Learners) teachers who support children who are non-native English speakers. The amount of time students spend working with ELL teachers varies according to the child’s proficiency in reading comprehension, vocabulary knowledge, and spoken and written English.

Upon enrollment at ISD, all students in Grades 2-12 who are non-native English speakers and/or who come from a non-English curriculum school take an English proficiency test. Students receive differentiated ELL support based upon test results. ISD uses established entrance and exit test guidelines in conjunction with classroom-ELL teacher’s evaluation of the individual student’s need for continued ELL support.

The **LIBRARY PROGRAM** supports and enriches the curricular program as well as helps students satisfy their needs for information and pleasure. All students are taught to use the online system, literary and research skills. Students are encouraged to use the library media center and their various resources for personal as well as academic satisfaction.
General School Affairs

School Hours
8:00 AM to 3:00 PM

Student Arrival/Departures

Students should NOT arrive at school before 7:45 AM. No ISD supervision can be provided before these arrival times. Students are asked to leave campus at the end of lessons unless they are attending a sponsored and supervised activity.

After School Activities (ASA)

ISD is a focal point of the community for our students. As such, ISD provides activities that extend beyond the regular school day. These include after-school clubs, sports activities, field trips, and special events. ISD seeks to conduct social and academic exchanges with local area national and international schools.

The After School Activities program is organized and supported by ISD teachers, teaching assistants, parents, and other community members. The program offers different activities that are geared for particular age groups and their interests. Students may choose different clubs during each separate ASA session. Some costs may apply for certain activities. There are two (2) sessions of ASAs each year, one in each semester lasting approximately 11 weeks.

Assemblies

ISD assemblies are arranged to enrich and broaden student learning and build a sense of community. Parents and guests are welcome to attend assemblies, which are held three times a month (dates to be announced). PreK to Grade 5 Assemblies (BBT), Grades 6-12 Assemblies (BBT) and All Grades Assemblies (Gym).

Attendance Pre-K to 5

The following procedures and policies about school attendance are very important. Please read them carefully.

Parents should notify the office of absences or tardiness by telephone before 8:30 AM on the day in question. Parents are encouraged to send prior written notification. In the event a call is not received, the office will attempt to contact you at home. This safety measure reconfirms the whereabouts of your child.

1. Written excuses for tardiness must include the date, time, reason, and parent’s signature.
2. Written excuses for absences must include the date, reason, and parent’s signature.
3. If you want a friend or sibling to bring your child’s assignments home, please make arrangements through the school before 11:00 AM.
Parents must notify the school if they will both be out of town. A guardian should be appointed in case of illness or emergency.

Acceptable reasons for absence include illness, dental or medical appointments (although these should be made outside of school hours if at all possible), family emergencies, religious holidays, and, in some cases, educational opportunities, and other reasons agreed upon in advance and in writing by the teachers and parents.

An elementary student should be in attendance 90% of the total number of school days to be eligible for promotion into the next grade. Participation in school trips is considered to be in attendance. Days missed due to illness, extending vacations, late arrival and early departure are considered absences. For students who enroll after the start of the school year, attendance at the previous school will be counted.

ISD teachers engage students in learning experiences each day, and the activities of each day build for the next. Absences for family convenience, vacation travel, home leave, or non-school holidays are strongly discouraged due to their effect on school progress.

Parents are asked to take the responsibility of establishing travel schedules that ensure continuity and maximum educational growth. It is difficult and sometimes impossible to make up for missed lessons as classroom instruction is instrumental. Therefore, detailed lesson plans will not be prepared for leaves, but alternate assignments might be suggested. We hope it is understood that our enthusiasm and concern for the progress of each student is the basis for this request.

Students may not leave the campus unsupervised during the school day without authorization from the Director or Principal. Students who become ill at school must check out through the school office. Leaving school grounds without following the prescribed procedures will result in serious disciplinary intervention (see Student Responsibilities).

**Upper School Attendance**

Students are expected to be in school and in each class as scheduled.

**Late Arrival to School**

All students arriving late to school must check in with the Receptionist to obtain a Late Pass and go to class. Students will not be admitted late to class without first securing a pass. Arriving to class more than 15 minutes late will count as an absence for that class for attendance purposes.

**Illness at School**

A student who becomes ill at school must report to the school nurse or the Receptionist if the nurse is unavailable. Parents will be contacted to arrange for the student to be collected, and the parent should sign the student out. Students checking out of school due to illness will not be allowed to return for school-sponsored practices, performances, competitions, or other events, except in highly unusual circumstances approved by the Director or Principal. Children with fevers should remain at home.
The ISD school doctor will assess and treat injuries or illnesses and will contact parents if necessary. Teachers are not permitted to dispense medication to students in any situation nor may students bring medication to school without prior approval of the Director. No medication is allowed to be left in children’s bags under any circumstances.

The school must be notified by the parents of any contagious health problems such as flu, lice, conjunctivitis, skin conditions, or diseases such as chicken pox or hand-foot-mouth disease. Students will not be permitted in the school if such a condition exists without written clearance from a family doctor. All students having had a fever must be clear of the illness/fever for 24 hours before reentering school. Additionally, parents will be asked to take a student home if they have a condition that places other students at risk of infection (heavy colds, coughs, fever, etc.).

**Leaving School during the Day**

ISD operates a closed campus for students. Students may only leave the campus in the case of an emergency or for medical reasons. To release a student during the day, parents should either phone or send a note in to the Receptionist who will notify teachers and administrators as appropriate. The student must sign out at the front desk, complete the ISD Campus Departure Permission Form, and be picked up by a parent or guardian. Each student leaving campus early must provide the departure form to the guards in order to be allowed to leave.

**School-Related Absences**

Involvement in school activities does not release students from their academic responsibilities (homework, papers, tests, etc.) in their classes. When class time will be missed, the activity sponsor will notify the teachers of all those students involved in the activity.

A student should not be absent the day after a major event unless ill. A student should be in school the day of a practice, rehearsal, etc. or a major event in order to participate in the event. Parents should clear any exceptions with the Director or Principal.

**Late to Class (Tardy)**

Students are expected to be in class on time. If a student needs to see a teacher or staff member, arrangements should be made to meet at break, lunch, before, or after school. In that case, the adult will send the student to class with a note.

If a student is late to school, a late pass must be completed at the front desk prior to going to class. Arriving to class more than 15 minutes late will count as an absence for that class for attendance purposes.

If tardiness becomes a problem in a class, the teacher may assign the student to a teacher-supervised detention (lunch or after school). The teacher will advise parents of after school detentions. Continuation of a pattern of tardies to a class may result in other disciplinary action.

**Truancy (Unexcused Absence)**
Students are expected to be in their assigned classes each period. If a student is absent during part or all of a school day without his/her parents’ permission and the school’s permission, the student will be considered truant. Minimum disciplinary action includes parental contact and makeup of missed class time after school. Repeated truancy may result in suspension or loss of credit for the class.

**Upper School Attendance Policy**
A student missing more than seven class periods of a course during a semester is at risk of losing credit in that course. Excessive absences will result in an Attendance Review Board (consisting of the Director, Principal, and at least two teachers) meeting with the student concerning the absences.

The Attendance Review Board will exercise one or more of the following options:
- specify conditions relative to make up work.
- restrict the student from participation in extra-curricular activities that would lead to further absence.
- place the student on attendance probation (the attendance required for the remainder of the course would be specified in order to retain credit).
- remove the student from the course with loss of credit.

**Books and Supplies**
ISD supplies students with textbooks and supplementary materials. All program materials are on a review cycle to ensure they best meet the goals of our program.

Students are given a supply list of items that are specific to a subject (e.g. water bottle for PE, instrument for music). In an effort to instill responsibility, Middle and High School students are provided supplies on a one-time basis.

Textbooks are provided to students on a loan basis. Students are expected to take care of these books and return them at the end of the year.

Textbooks are supplied at the beginning of the school year in good condition. If a textbook is damaged, defaced, or lost, students must pay the replacement charge (cost of book plus 50% of the cost of the book) or replace the book within a specified time. For other losses, the actual price may vary.

While the school supplies all basic materials, it is wise to have a personal supply of reference materials, paper supplies, book bags, reading materials and art supplies for home use.

**Classrooms Without Walls**
Class excursions are integral to the school’s educational program, and all students are expected to participate. A blanket permission slip for all off-campus trips is signed by parents each school year. So that parents are fully informed, specific information about each field trip is sent home in advance.

Even when a student may have visited the destination previously, she/he is expected to go on the trip due to follow-up classroom discussions and projects. In addition, it is important for students and teachers to share together in Classrooms
Without Walls. Other than a medical reason or family emergency, an absence on an excursion day will be considered unexcused.

**Closures**
ISD may be forced to close unexpectedly due to weather conditions, maintenance difficulties, or other problems. All efforts will be made to reach parents by telephone before school closure time.

ISD will, as far as possible, aim to inform parents before 7:00AM of school closures. Communication will occur through the school website, SMS and email. As such, it is important to keep the ISD office informed of current phone numbers and an alternate emergency number.

In case of typhoons or heavy persistent rains, please refer to the storm warning procedures in the Addendum to this Handbook.

**Dress Code**
Students should reflect pride in themselves and their school by their manner of dress and appearance. Student attire should be clean and functional. Students should be dressed in a manner that is both appropriate and reflects well on the school and the international community at ISD.

For all students, modest tropical attire is accepted. However, due to safety concerns, flip-flops are not allowed.

For health and safety reasons, a hat or cap and sunscreen/block are encouraged when outdoors. Both can be left at school to use when necessary.

Students should not wear short shorts or skirts, revealing tops, crop tops or other clothing that bears inappropriate messages including drugs, alcohol and/or violence. If someone finds it inappropriate, it likely is.

Caps, hats or sunglasses worn in the classroom are considered inappropriate.

**Early School Day Release**
Parents must report to the office when picking up children before the regular dismissal time.

**Library/Media Center**
Along with classroom opportunities, library usage is strongly encouraged at all times. The library/media center will have a large collection including fiction, periodicals, and reference books. Parents and students who attend ISD may check books out of the library.

**Library Hours:**
The library media center is considered a school and community resource and is open to students, staff and parents before, during, and after regular school hours. The library is intended to be a quiet place to read, research, work on class
assignments, and study. High school students who are in an independent study class are requested to sign in at the circulation desk.

**Loan Periods:**
The library media center offers a great selection of books, periodicals, and reference materials. Parents and students who attend ISD may check books out of the library. The maximum number of books that can be borrowed by students is determined by grade level. Students may ask the librarian for permission to borrow a greater number than this should the need arise. Books may be checked out for two weeks and renewed once for an additional two weeks. The prompt return of all books/materials is appreciated and expected.

Please see the librarian for more information about borrowing privileges.

**Overdue/Lost and Damaged Materials:**
The responsibility for a book rests with the last recorded name on the book’s checkout list. All patrons are expected to return library materials in a timely manner. Librarians will advise students of any outstanding items. At the end of each reporting term, parent(s) or guardians may be contacted regarding books and materials that are damaged or past due. Official records will be withheld until all overdue books are returned and all fees for damaged or lost books are paid.

A fee equal to the replacement, customs and processing cost will be charged for books, materials or equipment that are lost or damaged beyond repair. We would rather have the book in good condition than the money, so if/when the book is found within a reasonable time, the money will be refunded.

**Privileges:**
The rules for behavior and use of materials and equipment are governed by the Code of Conduct. The librarian reserves the right to recommend to the Principal that student privileges be restricted, suspended, or revoked.

**Lost and Found**
A Lost and Found box is kept in the offices for misplaced personal items. If a student has lost an article, he/she should check at the reception first. Do not allow your child to bring expensive articles to school and to prevent articles from being misplaced, please clearly write your child’s name on all belongings. The school is in no way responsible for lost or stolen items.

Lost and Found items will be displayed periodically. Large quantities of money or valuables should not be brought to school. If a student needs to bring money for a school trip or event, they should give it to the appropriate member of staff at the beginning of the school day. In the event that Lost and Found items are not claimed within 3 weeks the items will be donated to a local charity.

**Lunch and Snacks**
Students are encouraged to bring a healthy snack to munch on during the mid-morning recess or breaks (fruit, cheese, nuts, etc.). Nutritionists concur that
children need healthy sustenance at this time of day to maintain their energy level and attention span. Neither carbonated drinks nor gum are allowed at school except for specially designated events. Healthy snacks will be available for purchase at school should parents wish to opt for that.

Lunch will be available for purchase on a quarterly basis this year. Note, however, that refunds will not be available due to absences or extended leaves. Lunch cards can be purchased through the Business Office and must be purchased in advance of the subsequent quarter.

For families wanting fixed menu lunches, these can be purchased for the entire quarter. **These set menu meals will only be available for students who have purchased the quarterly lunch plan.** Set Western and Asian style options are available each day and include the meal, drink, soup, and fresh fruit. Each day, five menu items will be available and the set meal will include a choice of three of those dishes. Other snacks, drinks and food items will also be made available for purchase on a cash basis until our smart card system is in place.

A Snack Plan is available for students in PreK, JK, and SK only. Morning and afternoon snacks which include fruit and milk or yogurt are available for purchase for the whole quarter. Quarterly Snack Plans and Lunch Plans can be purchased through the Finance Office.

Families are also welcome to send their children to school with their own lunch and snack if they choose. Refrigerators and microwaves are available as needed.

**Newsletters, Communications and Reminders**

ISD’s Qilin News newsletter and other publications are posted on the school website. Make sure the office has your most recent email and we will notify you when a new publication is uploaded.

Each Friday ISD publishes the weekly Qilin News newsletter to inform families of upcoming events and other ISD information. The newsletter is available in English, Chinese, and Korean. If there are announcements to add for the benefit of the ISD school community, please submit them to the Director by noon Tuesday during the week of publication.

ISD values the importance of communication and keeping families informed and therefore provides weekly SMS and email reminders about important news and upcoming events. ISD Connects is our social media presence which includes WeChat, Facebook, Instagram and more. Log on to the [school’s website](#) to learn more.

**Safety Drills**

In case of fire or any other type of emergency, students and staff must be prepared to evacuate the school quietly and calmly and in the least possible time. To that end, periodic safety drills train everyone in procedures to be followed. ISD considers the safety of children in the school, getting them home if possible, and protecting students and staff in an emergency, as one of its most important responsibilities.
ISD buildings meet host country codes of safety. Practice drills are scheduled periodically throughout the school year. Emergency announcements can be made from the office. Parents are asked to review the following points with their children.

**Drill Procedure**

When the announcement is heard:

1. Everyone (students, staff, parents, visitors, etc) must leave the building through exits designated for each room and proceed to the designated area. Be aware of the possible need for alternative routes. Evacuation routes are posted throughout the building.
2. Pay serious attention during the regularly held fire and disaster drills.
3. Stay away from the buildings until permitted to reenter.
4. Above all, remain calm, don’t talk, listen for instructions and help others do the same.

**School Parties**

School and class parties are periodically scheduled throughout the school year for special occasions. Students may have their birthdays observed at school with a simple treat provided for the whole class by the parent, but gift giving cannot be a part of this birthday observation. Arrangements for these birthday observations must be made in advance with the classroom teacher.

In the event of parties held outside of school, please do not distribute invitations at school unless the entire class or all boys/girls in the classroom are invited; it can cause hurt feelings for those left out.

**Student Council**

The purpose of the Student Council is to improve the welfare and spirit of the school and community by providing means for student expression in school affairs, giving opportunity for student experience in various skills of leadership, making and interpreting policies concerning school events, and contributing to the foundation of a positive school climate. Each enrolled ISD student is a member of the organization. The President, Vice President, Treasurer, and Secretary are elected by all students at the beginning of each school year. Currently, only an Upper School Student Council is in place at ISD.

**Transportation**

Transportation service is available to all students. For costs involved with these services please contact the main school office or visit the school website. Due to limited seating and for insurance purposes, only students may ride the bus with the exception of chaperones on class field trips.

ISD provides school bus service through a contracted company to and from school. The school bus routes will be available on the school website once final routes are established.
In order to minimize travel time, ensure student safety, and to make certain that students arrive to school on time, the following procedures will be followed:

1. Parents, guardians or older (Grade 6 or more) siblings must accompany all children to and from the bus pick-up and drop-off points. Children who are not met at the drop-off points will be returned to school and it will be the responsibility of the parent to pick up their child.
2. Drivers will be instructed to depart their pick-up points at the designated times. Students who are late will need to find alternate means of getting to school on time.
3. Bus fees must be settled before students can use the school bus service.
4. ISD will try to arrange pick-up and drop-off points at or near each student’s housing complex. However, in some instances where fewer students live, parents or guardians may be required to meet at the closest pick-up according to the established school bus routes.
5. School bus routes will be reviewed each semester and are subject to change.
6. All school buses have bus supervisors who are in mobile phone contact with the school office at all times.
7. The student is expected to interact respectfully with the bus driver and supervisor at all times, be Personal Managers: Be Safe! Be Responsible! Be Respectful!
8. During travel time, the student is expected to remain seated with the seat belt always on, keep all windows closed at all times, talk quietly, look after personal belongings, and take rubbish with him/her after eating.
9. There is no eating or drinking of any kind on the bus.
10. The bus supervisor keeps a Bus Behavior Log, through which any issues, questions, or misbehavior of the students during travel will be directed to the Bus Coordinator and the school Director. Violation of, and failure to follow the school bus travel rules may result in disciplinary action. In serious cases, a student’s bus service will be terminated.
11. Any request for a change to the drop-off or pick-up points must be notified to the Bus Coordinator in writing using the Bus Change Request Form available in the school office and on the website. This form must be received at least 24 hours before the change is to be made.
12. School bus space is limited and is reserved for the transportation of ISD students only.
13. Rules #7, #8, and #9 should be shared specifically with each child.

Tutors

When additional academic assistance is recommended, the school will attempt to provide parents a list of suitable tutors available in the community, if available. ISD teachers are not permitted to serve as a paid tutor for any student in the school unless specifically authorized by the Director. Permitting, arranging, and paying for tutorial assistance is the parent’s responsibility and is a private contract between the family and the tutor. Note also that all tutoring should take place after school hours and off campus unless authorized by the Director.

Visitors

All visitors are to report to the school reception. Parents of students who wish to have a guest accompany their child to school must contact the school office for
approval at least one day prior to the proposed visit. Approved guests may visit for one school day. Although the student’s teachers will be notified in advance, the host should introduce the guest to each teacher.

Withdrawals

Withdrawing before the end of the school year should be avoided if at all possible. When a student withdraws, parents must inform the school in writing of the child’s last day of attendance. This note should arrive at least two weeks prior to the departure date, insuring that school documents and report cards can be provided to families upon their departure. Student records can be mailed if a forwarding address is provided.

Applications to Other Schools and Programs

As a service to families applying to private / boarding / overseas / international schools, or applying to summer programs, our counselor and teaching staff will assist in the application process as outlined below. Please note this policy does not necessarily apply to 12th grade students who are applying to colleges and universities for post-secondary education.

SETTING A TIMELINE: The primary responsibility is on the parents and students for tracking the application paperwork and timelines. Families should check what the deadlines are in order for the schools / programs to receive the completed applications, and then count back at least 4 weeks to do all the paperwork. (If applicable, allow an additional 1-2 weeks for international mail to arrive on time.) Families who need to request certificates of attendance, letters of recommendation, and other documents from ISD must do so at least 2 full weeks (10 working days) before the application deadlines; official transcripts may require additional time to prepare and therefore must be requested at least 4 weeks (20 working days) ahead of application deadlines.

OUR STEP-BY-STEP PROTOCOL: To ensure that you get the necessary paperwork done on time and efficiently – while also being respectful of faculty’s time and energy – students, parents, counselors and teachers will follow the step-by-step protocol described below:

1. The parent or guardian (not the student) initiates the request for applications from the schools / programs they have decided to apply to. Applications must be requested in time to receive all the materials at least 4 weeks before the school’s / program’s deadline for completed application.

2. The parent or guardian contacts the school counselor by email to inform them of which schools / programs they will be applying to and to request all the required documents for each school / program. A standard form has been provided for this purpose. Families must provide the following in a written request at least 2-4 weeks before the application deadline(s):
   a. Name of school(s)/program(s) to which the student is applying
   b. Specific documents being requested, e.g. copy of report card or test scores for a particular school year or semester, official transcript (grades 9-12 only), certificate of attendance, or letter(s) of recommendation
c. Copies of recommendation forms (if available) or specific information on what details are to be included in a letter of recommendation
d. Receiving deadline for application materials
e. Information on exactly how materials are to be submitted – if by web portal or email, provide URL or email address; if by postal mail, provide full mailing address. If materials are to be submitted as hard copies by the parent, they will be provided in a sealed envelope to ensure confidentiality.

The counselor or family may choose to schedule an appointment to meet in person to discuss the transfer process, go over the paperwork together, and address any questions well in advance of the deadlines.

3. The counselor will communicate with teachers / other faculty as needed, review records, request official transcripts, and, if required, complete a counselor recommendation form or letter. Please allow 10 working days for faculty to prepare recommendation letters and forms, certificates of attendance, and copies of report cards; allow 20 working days for the preparation of official transcripts (grades 9-12 only).

4. Teachers / other faculty will then give their completed recommendation forms / letters directly to the counselor. For online recommendations, teachers / other faculty will complete them also within 10 working days, and then inform the counselor by email that they have been submitted electronically.

5. For each school / program to which a family is applying, the requested documentation will be compiled and sent by the counselor to the receiving school per the method specified in step 2e, above. Again, if materials are to be submitted as hard copies by the parent, they will be provided in a sealed envelope to ensure confidentiality.

6. The counselor will inform parents and students when these documents have been mailed and/or submitted electronically.

VERY IMPORTANT NOTES
- Given the process outlined above, it is imperative that students and parents be organized, start their process well in advance of deadlines, and monitor this process along the way!
- Students and parents should not request that school / program information and applications be sent directly to ISD or teachers without first speaking with the counselor.
- Please be aware that ISD teachers and staff will not be available to work on recommendations or other application-related documentation over school holidays.
- All requests will be completed in the order that they are received. Therefore, late requests may not be completed on time.

GOOD LUCK!
Student Responsibilities

As an ISD learner, you are expected to be Personal Managers and follow the 3 B’s – Be Safe! Be Responsible! Be Respectful! Students are expected to:

- Develop and exhibit growth in the areas of personal responsibility for your learning, social relationships, character development, work habits, health, and safety;
- Channel your energies toward positive life-enhancing activities and relationships;
- Contribute to the positive learning environment of our international community;
- Master basic academic skills;
- Develop critical thinking skills, aesthetic and moral values, interpretive abilities and creativity to the best of your ability;
- Recognize that freedom and responsibility go hand-in-hand.

As an ISD student, you have the right to:

- A safe, clean, and orderly environment;
- Respect as an individual;
- Caring and qualified teachers;
- Be a participant in making decisions that affect you;
- Be trusted;
- Know what is expected of you as a student.

Along with rights come responsibilities. As an ISD student, you are expected to accept certain responsibilities. If all students act responsibly, all of us can enjoy an atmosphere of trust and freedom.

Your first major responsibility is to understand the guidelines for responsible behavior, which will be taught to you by your teachers. We will spend lots of time discussing these guidelines so you will be sure to know what is expected of you at all times. If you are not sure about something, it is best to check with your ISD teachers.

After a thorough review of the expectations outlined in this handbook, you will be asked to sign a statement saying you understand them. From that time forward, you will be held accountable for responsible action.

You should be aware that school behavior expectations apply from the time you leave your home to attend school until you return home after leaving school. Any act of misbehavior or mischief while going to or from school or during school-sponsored events and trips will be dealt with just as if the behavior happened at school. Maintaining positive community relationships with our host country is critical.

Every ISD student is an ambassador for his or her own country as well as for the International School of Dongguan.
It is taken for granted that students at ISD will strive to uphold its positive reputation. As a private school, ISD reserves the right to take appropriate disciplinary action, including suspension or expulsion, for activities of a student, whether on or off campus, which are considered detrimental to the welfare of the school, student body, or individual.
Technology User Agreement

International School of Dongguan is pleased to offer students access to computers, a local area computer network, and the Internet. Upper School students are required to Bring Their Own Device. Access to the Internet will enable students to explore libraries, databases, and other sources of information. Families should be aware some materials accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. The school’s intent is to use Internet resources for constructive educational goals, but students may accidentally access other less than desirable materials.

Students are responsible for appropriate behavior on the school’s computer network just as they are in a classroom or at a school activity. General school rules for behavior and communications apply. The use of the network is a privilege, not a right, and may be revoked if abused. Staff members may review student communications and files to insure that students are using the system responsibly.

Use of the school’s electronic communications system and Internet of the International School of Dongguan shall be in support of education, the mission of the School, or school related business and operations.

Expectations:

1. Respect the privacy of the other users. Do not access the folders of other users without their consent.
2. Be courteous and ethical. Do not produce, send, save or publish information or communication that is profane, obscene, pornographic, hateful, harassing, discriminatory or that demonstrates other antisocial behaviors.
3. Do not destroy, modify or abuse hardware and software in any way. Unauthorized access or ‘hacking’ into the network system and its information systems is prohibited and will result in disciplinary action.
4. Students should never provide personal information such as full names, addresses and telephone numbers over the Internet without getting permission from their teacher and parents.
5. Students should never make appointments to meet other people in person without getting permission from their teacher and parents.
6. Students should notify their teacher if they see any information or communication that is profane, obscene, pornographic, hateful, harassing, discriminatory, or that makes them feel uncomfortable.
7. Students should not access chat sites, instant messaging, or personal blogs during class times unless directed by a teacher to do so.
8. Treat information created by others as the private property of the creator. Respect copyrights and give credit appropriately.

All students and parents in Grades 1 to 12 will be asked to sign a Technology acceptable use policy form at the beginning of the school year.
Discipline Philosophy

International School of Dongguan affirms its position that an orderly and safe place for learning will be provided for all enrolled students.

ISD has developed policies to address student discipline. The purpose of such policies is the progression of an educational program that fosters a fair, secure, and stable environment for learning.

Discipline Infractions. The school has established a listing of behaviors that are inappropriate to the learning environment. In most cases, the inappropriate conduct will be interpreted as disruptive and as such, interferes with the rights of other students to a safe and supportive educational experience. In some cases, the conduct could cause injury to others or be harmful to the offending student. The school prohibits behavior that is not conducive to education. The policy lists a series of graduated consequences. The intent of this progressive discipline policy is to provide the students with an opportunity to learn from mistakes and to correct multiple occurrences of the same offense.

Discipline Policy implementation will consider the age and grade level of the student, as well as the gravity of the offense. Disciplinary interventions may begin with warnings and proceed to in-school or out-of-school suspensions, counseling when needed, and potentially, expulsion. It should be stressed that it is expected that the majority of discipline problems can and will be handled within the classroom. This policy is focused on dealing with discipline problems that are not able to be handled normally.

School community support of the Discipline Policy is needed because its purpose is the preservation of student safety, good order, and a quality educational experience for all of our students.

Parents are Partners

Research supports our belief at ISD that students benefit most from our program when parents are involved in the educational process in meaningful ways.

ISD aims to establish a strong home/school relationship with every parent in the school community. We may disagree at times, but let us disagree amicably and with the knowledge that we all want what is in the best interest of the individual child. Work with us; we want to work with you! To do this, we hope that you will:

Support your sons and daughters by...

• Setting realistic goals for their performance in every area of school life;
• Monitoring their progress closely and contacting the school if problems arise;
• Encouraging interest and involvement in a wide variety of activities.

Support the school by...

• Reading all communications sent home in order to learn as much as possible about the school.
• Taking advantage of opportunities made available to parent groups, school events, and programs;
• Asking questions and offering suggestions for ways to improve the school.

**It is our pledge to...**

• Keep you informed about your child’s progress, and about events and activities at the school;
• Continue to work to make the home-school partnership as strong as possible;
• Make use of your talents and ideas whenever possible.

As part of our efforts to build a partnership in the education of our students, expect frequent communications through written and oral progress reports. In addition, you will receive a weekly link to the newsletter, additional emails or SMS messages, and phone calls regarding successes or concerns in your child’s school life. It is also important that you keep us informed of your questions and concerns.

**Classroom Communication**

During the school day, faculty members are committed to students. You are welcome to call the office and leave a message or ask that the teacher return your call. Best times to telephone are:

- **Before classes** 7:30 – 7:50 a.m.
- **After School** 3:10 – 4:00 p.m.

Unless in the case of an emergency or if previously arranged with the faculty or staff member, it is not appropriate to be contacting school personnel via telephone, SMS or social media outside of these hours.

**In the event of an extreme emergency** the Director can be contacted at home in the evenings by cell phone at the following number:

Emergency cell phone numbers:
- Dr. Kelly Kramer, Director --------18582891393
- Mr. Michael Ng --------------76928825882

**Communication Guidelines**

The goal at ISD is to maintain open, forthright and direct communication. As in any human enterprise, questions, concerns and conflicts may arise from time to time. In order to best resolve issues that arise, the school requests that parents follow these steps:

1. **CONTACT THE CLASSROOM TEACHER** - If you have a concern about your child’s progress, her/his schedule, overall achievement level, medical or at-home complications, friends, homework, social or adjustment problems that might affect performance.

2. **CONTACT THE PRINCIPAL** - If your concern deals with divisional policies and procedures, program offerings, or instructional methods.
3. CONTACT THE DIRECTOR – If your concern or issue is not able to be solved by the divisional principal, financial matters, or transportation.

When a staff member is aware of a concern, he/she will involve the appropriate people. If, however, a solution is not achieved at the point of inquiry, you are encouraged to request a meeting with the Principal or Director. In the interests of confidentiality, your concerns will not be shared with anyone else without your permission.

Homework

ISD has researched best practices regarding homework. As a result, each division (elementary, middle, and high school) has developed homework policies suited to those age groups. These are distributed by the homeroom teacher in August.

Homework Help

ISD homework assignments are your child's responsibility — not yours. Be available to help and answer questions when they need you, but please don’t do their work for them. If you feel your child is not handling his or her responsibilities well, contact us here at school. Parents are a critical factor in a child’s academic achievement. Following are some simple suggestions about how you can provide effective homework support.

**Area:** Provide a quiet, well-lit area for your child to do his/her assignment. This area should feel comfortable and always be available at homework time.

**Routine:** Establish a daily time for homework. If there are no homework assignments, all students should use the time for reading. This routine helps establish a commitment to the entire academic process.

**Tools:** Provide tools for doing home assignments: pencils, pens, paper, a dictionary. A desk or tabletop makes the best place to do homework — not the knees, lap, or floor.

Open Door Policy

We welcome your presence at ISD. Any time you would like to observe a class or activity, please phone the office and make arrangements. We’re proud of our program!

Parent Chaperones

When students go on trips to enhance the curriculum and/or experience something outside the usual school environment, parents may be asked to chaperone these trips. If you sign up as a chaperone, please be aware of your responsibilities:

1. You are expected to be with your assigned group at all times.
2. It is best not to bring younger siblings or other guests (relatives/visitors) without first clearing it with the teacher in charge.
3. Be sure you know what the teacher wants to highlight for your group.
Parent Support Association (PSA)

All parents of enrolled students are members of the Parent Support Association (PSA). PSA activities help make ISD a better place for students. Parents are encouraged to actively participate in this group and will be invited to meetings announced in the weekly newsletter. For more information contact the PSA Executive Board Members, once elected, or see the PSA link on the website when it is available.

Parent-Teacher Conferences

During the school year, parents have scheduled opportunities to discuss their child’s goals and progress. Although these special days are important, they should in no way limit conferences between teachers and parents whenever there is a need to communicate. Other conference formats available to parents, teachers, and students include:

1. Student-led conferences, which allow your child to showcase academic involvement and successes.
2. Telephone conferences as a quick check on your child’s status or to clarify communication;
3. Problem-solving conferences to address specific problems or serious concerns. This conference should be scheduled so that the teacher, parents and student have sufficient time to address the issue completely.

Student Assessment

ISD believes that assessment is important feedback for students and parents. ISD formal reports are issued each quarter. The academic assessments in Grades SK-12 focus on attainment of the learner benchmarks. The benchmarks indicate student progress toward enduring understandings in each subject area.

Elementary students are assessed using criteria that describe their progress.

Students in Grades 6-12 earn number grades, 1-7 which coincide with developmental standards.

ISD addresses learner progress using the following criteria:

7. Exemplary
5. Proficient
3. Approaching
1. Emerging

Measures of Academic Progress (MAP)

The Measures of Academic Progress (MAP) test is a norm referenced external test that allows ISD teachers to gauge individual student progress, compare student performance with other international and US-based students, and set learning goals to ensure that each student is demonstrating maximum possible growth.

For more information, log on to www.nwea.org.
The MAP test will be administered to all students from Senior Kindergarten to Grade 11 in the Fall and Spring of each year.
Addendum

ISD School-Wide Behavior Expectations

This year, ISD will continue incorporating Established Schoolwide Learner Results (ESLRs). As part of Personal Management, students will continue to be taught the 3 Bs of Be Safe! Be Responsible! Be Respectful! Students will be explicitly taught the ESLRs throughout all areas of the school, in order to ensure a predictable, positive, consistent, and safe environment.

ISD Discipline Policy

For Students in Grades 6-12

Offences: Verbal Abuse, Indecency, Forgery, Physical Battery to Others, Behavior Endangering Others, Threats, Harassment, Fighting, Truancy, Vandalism, Bullying, Cheating, Stealing, Possession of Weapons/Dangerous Articles or Hazardous Materials, Possession of Cigarettes or Tobacco Products, Possession of Drugs or Alcohol, Unsafe or Disruptive Behavior or other action that seriously violates the respect, rights of, or safety of others or constitutes a significant disruption to the learning environment.

Level 1:
- Depending on the severity of the offence, and at the discretion of the Principal, the consequence may include a warning, detention and/or a 1-day in- or out-of-school suspension.
- A phone call is made or an email is sent to the parents informing them of the behavior and the consequence, with a follow-up letter for home and school files.
- Parent/Student/Administration/Teacher Conference may be held at which time a solutions oriented Action Plan may be developed.

Level 2:
- Depending on the severity of the offence, and at the discretion of the Principal, the consequence is a 1- to 3-day in- or out-of-school suspension.
- A phone call is made or an email is sent to the parents informing them of the behavior and the consequence, with a follow-up letter for home and school files.
- Parent/Student/Administration/Teacher Conference is held at which time a solutions oriented Action Plan will be developed, reviewed, or revised.

Level 3:
- Depending on the severity of the offence and at the discretion of the Principal, the offence will be a 3-5 day in- or out-of-school suspension.
- A phone call or an email is sent to the parents informing them of the behavior and the consequence, with a follow-up letter for home and school files. A meeting will be arranged with school officials and the parents to discuss action plans to mediate the behavior.
• Professional intervention is mandatory. This may take the form of counseling by the school counselor or contract psychologist or other mutually agreed upon educational specialist(s) at the parents’ expense.

In chronic or severe disciplinary cases, a student’s enrolment may be terminated to preserve the educational rights of other ISD students or to preserve a safe and engaging learning environment.
ISD Behavior Definitions

- **BEHAVIOR ENDANGERING OTHERS**: Putting others in danger or peril.
- **BULLYING**: Negative, repeated and persistent actions, which tend to intimidate, oppress, injure, distress or discomfort another individual.
- **CHEATING**: Wilfully obtaining, using and/or giving information in a fraudulent manner. This includes copying another student’s homework.
- **DISRUPTION**: Any act that interferes with the educational process, setting, or any school sponsored activity.
- **EXPULSION**: A student’s enrolment is terminated permanently.
- **FIGHTING**: Aggressive physical contact between students.
- **FORGERY**: Falsely and/or fraudulently making or altering a document.
- **HARASSMENT**: Intentionally aggravating another individual persistently.
- **INDECENCY/VERBAL ABUSE**: Obscene words, materials, gestures, utterances, conduct, appearance, or behavior which exhibits or concerns vulgar, indecent or sexually suggestive acts, or concerns nudity or excretory functions. It includes communications objectionable or offensive to community standards which is primarily or principally designed, intended or has the effect of shocking, disturbing, embarrassing, insulting, or distracting others. It includes unwelcome or unwanted sexual advances or requests for sexual favors judged from the standpoint of the recipient (verbal sexual harassment).
- **PHYSICAL BATTERY**: Beating or use of force upon any other individual.
- **POSSESSION OF CIGARETTES OR TOBACCO PRODUCTS**: Having or using cigarettes, cigars, smokeless tobacco or other tobacco products. The ISD campus is a smoking prohibited area.
- **POSSESSION OF DRUGS OR ALCOHOL**: Having or using narcotics or alcoholic beverages.
- **POSSESSION OF DANGEROUS WEAPONS/ARTICLES OR HAZARDOUS MATERIALS**: Having or using substances or objects that are able and likely to inflict injury. This includes guns, air pistols (BB Guns), knives, chemical sprays, etc.
- **STEALING**: Taking the property of another individual, group or organization.
- **SUSPENSION**: A temporary exclusion of a student from school from a class or classes for a period of time not to exceed ten school days. A suspended student has the right to make up missed work for credit. The student is still expected to do the work.
- **THREATS**: Expression of intention to inflict injury and/or damage.
- **TRUANCY**: Staying out of school or scheduled classes without permission, or avoidance of the responsibility to serve a detention.
- **VANDALISM**: Wilfully destroying school property or the property of others while at school, which shall also include any vehicles on school grounds. A student and her/his parents may be required to reimburse individuals or ISD for destruction or damage to property.

**Drug Awareness Testing Policy**

The ISD Drug Awareness and Testing Policy is designed to help students be aware of the effects of available street drugs and to also give them additional support in making intelligent choices about their use.
Awareness: ISD is developing a proactive drug and alcohol awareness program through its Advisory program.

Testing: ISD students in grades 8-12 are subject to screening for possible drug use. The process is completely confidential. It screens for cannabis, opiates, hallucinogens, cocaine, and amphetamines and can detail a drug use history for up to 90 days prior to the test.

Students testing positive for any one of these substances will be required to immediately enroll in a viable personal or family drug counseling program at their family's expense should they wish to remain enrolled at ISD. The ISD counseling program will assist with and monitor this process.

Students who test positive will be re-screened also at the family's expense. Should the student test positive for use a second time, then automatic expulsion is the consequence.
Severe Weather Protocol
ISD will, as far as possible, aim to inform parents before 7:00 AM of school closures. Communication will occur through the use of the ISD school website, email and SMS messaging, hence the importance of keeping the ISD office informed of current phone numbers, an alternate emergency number and email addresses. School days cancelled by the city government due to severe weather will not be added to the school calendar.

ISD Typhoon and Heavy Persistent Rain Procedures
Tropical cyclones (typhoons) normally occur during the months of May to November and are particularly prevalent during September. When tropical storms affect Dongguan, the following alert levels and preventative measures from the Municipal Government will apply. This means that the Yellow warning for typhoons or the Red warning for Heavy Rains will require ISD to close.

<table>
<thead>
<tr>
<th>台风预警信号</th>
<th>Typhoon Warning Signals</th>
</tr>
</thead>
<tbody>
<tr>
<td>图标 Icon</td>
<td>含义 Meaning</td>
</tr>
<tr>
<td>48小时候可能受热带气旋影响。</td>
<td>It may be affected by a tropical cyclone within 48 hours.</td>
</tr>
<tr>
<td>24小时内可能或者已经受热带气旋影响，平均风力 6 级以上。</td>
<td>It may be affected by a tropical cyclone within 24 hours. Strong winds are expected with a wind force greater than 6 scale (39-49 km/h), or gusts may exceed 7 scale (61 km/h).</td>
</tr>
<tr>
<td>24小时内可能或者已经受热带气旋影响，平均风力 8 级以上。</td>
<td>It may be affected by a tropical cyclone within 24 hours. Strong winds are expected with a wind force greater than 8 scale (62-74 km/h), or gusts may exceed 9 scale (88 km/h).</td>
</tr>
<tr>
<td>12小时内可能或者已经受热带气旋影响，平均风力 10 级以上。</td>
<td>It may be affected by a tropical cyclone within 12 hours. Strong winds are expected with a wind force greater than 10 scale (89-102 km/h), or gusts may exceed 11 scale (117 km/h).</td>
</tr>
<tr>
<td>6小时内可能或者已经受热带气旋影响，平均风力 12 级以上。</td>
<td>It may be affected by a typhoon within 12 hours. Strong winds are expected with a wind force greater than 12 scale (118-133</td>
</tr>
</tbody>
</table>
km/h).

transportation, hospitals, water, electricity and gas services). The departments connected are ready to start the emergency rescue plan.

Heavy Persistent Rain

### 暴雨预警信号 Rainstorm Warning Signals

<table>
<thead>
<tr>
<th>图标 Icon</th>
<th>含义 Meaning</th>
<th>防御措施 Prevention Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Yellow" /></td>
<td>6 小时内可能或者已经受暴雨影响。Heavy rain may develop within 6 hours, or the heavy rain is likely to continue.</td>
<td>1. 及时通知易受暴雨影响的户外工作人员; 2. 有关部门密切注意暴雨可能造成的城市内涝、山体滑坡等灾害。 (1) Inform outdoor working staff about rain situation (2) All functional departments carefully pay attention to any disaster affected</td>
</tr>
<tr>
<td><img src="image" alt="Orange" /></td>
<td>3 小时内可能或者已经受暴雨影响，降雨量 50 毫米以上。Heavy rain has fallen in some areas, exceeding 50 millimeters in the past 3 hours, and is likely to continue.</td>
<td>1. 低洼、易受水浸地区注意做好防涝工作; 2. 建议暂停易受暴雨侵害的户外作业。 (1) Watch carefully low-lying and waterlogging areas (2) Suggestion to stop affected outdoor work</td>
</tr>
<tr>
<td><img src="image" alt="Red" /></td>
<td>3 小时内可能或者已经受暴雨影响，降雨量 100 毫米以上Heavy rain has fallen in some areas, exceeding 100 millimeters in the past 3 hours, and is likely to continue</td>
<td>1. 幼儿园、托儿所和中小学停课，学校和托幼机构应指派专人负责保护到校的学生和入园（托）的儿童; 2. 临时避险场所开放，危险地带人员撤离; 3. 各职能部门做好相关防御准备。 (1) Preschools, Elementary, Middle and High schools are closed. Students who are attending need to be taken care of. (2) Release people from dangerous areas, stop any assemblies. (3) All functional departments are getting prepared for typhoon prevention.</td>
</tr>
</tbody>
</table>

* If students have already set out for school when the Yellow typhoon or Red heavy rain signal is issued, ISD will activate their plan to ensure school premises will be open and staffed until proper arrangements are made for arriving students to return home at an appropriate time.
ISD’s Organizational Structure

- Governing Board
- Principals
- Building upgrades
- School Budget
- HR
- Marketing
- Admissions
- Office staff, TA's
- PSA
- ISS contact

Ms. Raedel Bagley  
Elementary Principal

- PreK – 5th Grade Teachers
- School Programs
  a. Library
  b. Elementary Mandarin
  c. Early Childhood
  d. Information Technology
  e. Elementary Counseling
  f. School Accreditation
- PSA

Dr. Jim Anderson  
Secondary Principal

- 6th Grade to 12th Grade Teachers
- School Programs
  a. IB
  b. ELL
  c. Athletics and Activities
  d. Science
  e. Secondary Counseling
  f. Secondary Mandarin
- PSA
Guidelines for Communication Protocols at ISD

TEACHER
the first contact regarding...

• Student issues (specific to a parent of a student under that teacher's charge)
• A parent conference
• Questions about their child(ren) grades or behavior
• Assessment(s) specific to their child(ren)
• Questions about specific activities related to their child(ren)'s classroom
• Curriculum specific to their child(ren)'s classroom
• Classroom and/or School-wide events
• Their child(ren)'s attendance

PRINCIPALS
for information and assistance regarding...

• School programs, policies, and procedures
• School Curriculum/Resources
• Schoolwide assessment and data
• Job positions within our organization
• Unresolved issues after Teacher contact
• Security or safety related to school or student
• Feedback and/or suggestions about school-wide issues
• Student Admissions
• Calendar
• Facilities

DIRECTOR
for information and assistance regarding...

• Unresolved issues after Principal contact
• Governing Board
• Feedback and/or suggestions about school-wide issues
• Security or safety related to school or student
• School programs, policies, and procedures
• Facilities
• Marketing
• Budgets
• Job positions within our organization
• Student Admissions
• Calendar