



LÉMAN CHENGDU

INTERNATIONAL SCHOOL

A NORD ANGLIA EDUCATION SCHOOL



LIS Students/Parent

Handbook

2019-2020





Table of Contents

WELCOME.....	3
LÉMAN CONTACT INFORMATION.....	3
LÉMAN MISSION, VISION AND CORE VALUES.....	5
NORD ANGLIA EDUCATION	5
ADMINISTRATION	6
ATTENDANCE	7
COMMUNICATION.....	9
CURRICULUM	12
SUPPORT SERVICES	19
DRESS CODE.....	21
EMERGENCY PROCEDURES.....	23
FAMILY ASSOCIATION	24
FOOD SERVICE.....	24
HOMEWORK.....	25
INFORMATION TECHNOLOGY.....	29
MEDICAL SERVICES.....	29
LEADERSHIP OPPORTUNITIES.....	31
RIGHTS AND RESPONSIBILITIES.....	31
SCHOOL BAGS.....	38
SCHOOL DAY & TIMETABLE.....	38
SCHOOL SECURITY.....	39
SCHOOL TRANSPORTATION SERVICES	40



WELCOME

Welcome to Léman International School-Chengdu. We hope that the information found in this handbook addresses any questions you may have. Please do not hesitate to contact us if you have any questions about the information presented here or about the school in general. We greatly value open and positive two-way communication with parents. The chart below identifies the relevant contact person for different purposes.

LIS Contact Information

Telephone Number: 6703-8650



For questions about:	Contact Person	Email Address	Ext #
Absences:			
Primary School	Ms. Vera Luo	Vera.luo@lis-chengdu.com	8003
Secondary School	Ms. Yi Yi Zhou	Yy.Zhou@lis-chengdu.com	8001
Admissions	Mrs. Tina Chen	Tina.Chen@lis-chengdu.com	8006
Athletic Director	Mr. Tom McCabe	Tom.mccabe@lis-chengdu.com	8007
Buses/transportation	Mrs. Shirley Luo	transportation@lis-chengdu.com	8000
Cafeteria	Zaur Mammadov	zaur.mammadov@compassgroup.com.cn	8012
Counsellor (Primary)	Ms. Patricia Williams	Patricia.Williams@lis-chengdu.com	8021
Counsellor (Secondary)	Mrs. Katie Pass	Patricia.Williams@lis-chengdu.com	
Finance Office	Ms. Helena Hong	Helena.hong@lis-chengdu.com	8010
IB Diploma Programme Coordinator	Mr. James Sutcliffe	James.Sutcliffe@lis-chengdu.com	
University Counsellor	Mr. David Mounter	David.Mounter@lis-chengdu.com	
IB Middle Years Programme Coordinator	Mr. Jarrett Brown	Jarret.brown@lis-chengdu.com	8001
International Primary Curriculum	Ms. Emma Colling	Emma.colling@lis-chengdu.com	8003
Library	Ms. Heidi Peng	Heidi.peng@lis-chengdu.com	8122



Principal's Office	Mr. Tom Ferguson	Tom.Ferguson@lis-chengdu.com	8002
Principal's Assistant	Mrs. Lynn Luo	Lynn.luo@lis-chengdu.com	8004
Health issues	Ms. Fu Yang Zhong	Fuyang.Zhong@lis-chengdu.com	8008
Head of Primary	Mr. Richard Wilkinson	Richard.wilkinson@lis-chengdu.com	8012
Assistant Head of Primary	Mr. Paul McCarthy	Paul.mccarthy@lis-chengdu.com	8003
Head of Secondary	Mr. Steven Pass	Steven.Pass@lis-chengdu.com	8029
Uniforms	Zhang Li (Lily)	Lily.zhang@lis-chengdu.com	6504

LÉMAN MISSION, VISION AND CORE VALUES

OUR CORE VALUES

Community, International Mindedness, Innovation, Integrity

OUR MISSION & VISION

Connected, Empowered, Challenged, Inspired, to be our best.

NORD ANGLIA EDUCATION

Since May 2015, LIS has been part of the Nord Anglia group of international schools. Nord Anglia Education is the world's leading premium school's organisation.

In keeping with all Nord Anglia schools, at LIS we encourage our students to 'be ambitious'.

As committed educators, we are equally ambitious for our students. We believe that:

- There is no limit to what every student can achieve
- Creativity and challenge help us get better every day
- Learning should be personalized to each child
- Unique global opportunities enhance every student's learning experience

ADMINISTRATION

Administrative structure

The Principal oversees the entire school in conjunction with the Head of Primary and Head of Secondary. Other key roles in our administrative structure include:

- A Director of Admissions and Government Liaison Officer
- An Athletic Director
- An Assistant Head of Primary
- A whole school Counsellor and Special Education Needs Coordinator
- An IB diploma programme coordinator and University Counsellor
- An IB Middle Years Programme coordinator
- An International Primary Years Programme coordinator

Calendar

The school issues a community calendar each year, of which a copy is sent out at the start of the academic year.

Updates are announced through the weekly school newsletter. Parents are asked to plan their family vacations and absences from school around the school calendar to ensure educational progress and attainment is not negatively affected.

Change of parent contact details

Parents must contact the school as soon as there is a change in address or contact details. The school may need to urgently contact parents in the event of an accident or other important matters.



ATTENDANCE

School attendance is important as students are more likely to succeed in academics when they attend school consistently. It is difficult for a student to build their skills and progress if they are frequently absent.

The school year shall consist of no fewer than 180 and no more than 185 days. To ensure optimal academic progress, students would need to record absences (due to illness, family commitments and school representation) not exceeding 15% or 27 days in the school year and no more than 20 absences from one course in the Secondary School. If absences exceed this number, the award of credit and promotion to the next year may be affected.

School usually opens in the middle of August and closes in June. With holidays comparable to those observed in national schools within the People's Republic of China.

Sickness or known absence

- In the event of a student being absent, a parent should notify either the Primary or Secondary School Office or classroom teacher directly. The transportation coordinator also needs to be advised via email or phone call.
- If the student is absent without the school having received notification, the parents of the student will be contacted by the relevant Primary or Secondary School Office to confirm the absence and reason for absence. The Primary or Secondary School office will keep records of attendance.
- If a student is absent for an extended period, or there seems to be a pattern of absence, the secondary advisor/primary classroom teacher will contact the parent.
- In cases where issues need resolution, the Principal will contact the student's parents.
- Léman International School expects students to attend school regularly and it is the responsibility of parents to ensure that their children do so, and that absence is minimized.

- Prolonged absence can affect academic grades and the completion of required course work.
- There could be students who, for several reasons not related to illness, are away from school. In such circumstances, families usually know in advance. Please resolve this as soon as possible with the Head of Primary/Secondary. For secondary students, the school's IB Co-Ordinator should be made aware as attendance has an impact on the IB qualification.

Consequently, it would benefit the pupil most if:

- Parents do everything possible to ensure that their children attend school each school day;
- Parents wishing to take their children out of school for any reason other than that caused by short term illness, seek permission IN ADVANCE to remove a child and explain the reasons. The 'Leave of Absence Form' is available in the Primary and Secondary school offices for this purpose.

Teachers will set work for absent students when possible and secondary students should check their Managebac class sites for weekly work. Set work may be limited in terms of quantity and does not

substitute for attendance. It may not always be possible to set work for absent students, as many lessons depend on a high level of teacher involvement.

Absentee parents

Occasionally, we find students who are in Chengdu without parents to supervise them. Although rare, it is of the utmost importance that students are adequately looked after at home by a responsible adult who is available if the student becomes ill or there is an emergency at school. The school needs to be notified about the length of the intended absence and have contact details for the responsible adult who will supervise the student.

Latecomers and students leaving school early

Students who arrive on campus after 8:45 must sign in at the Primary or Secondary School office.

If a student needs to leave the school before the end of the day, parents must inform the Head of Primary/Secondary, bus monitors and the Primary or Secondary School Office. Parent notification is expected to

be in one of the following forms: in person, email, letter and/or phone message. Permission requests should be made at least 24 hours in advance unless there is an emergency.

In cases where students request to leave school with another family member, direct permission must be given by that parent through the administration office and the transport coordinator being advised.

Students leaving the school grounds

Students are not allowed to leave the school grounds during school hours unless accompanied by a parent, teacher or other adult authorized by the administration. Students must complete the Early Release form from either the Primary or Secondary School Office. The guards will not allow the student to exit without the completed form.

COMMUNICATION

We recognize the importance of communicating information to our school community. For this reason, LIS uses multiple means to provide information about school academics, events and programmes.

Calendar

The school publishes an annual calendar which includes major activities and vacation periods.

Conferences

There are two parent conferences each year: three-way conferences in the middle of the year and student-led conferences toward the end of the year. The format of these conferences allows the student to share their learning for the year with their parents. Although these are the only official conferences with parents, teachers are always available by appointment to meet with parents to discuss their child's progress in school.

Managebac

Managebac is the Secondary School information system that teachers use to post work, assignments, readings and such. Each week, teachers will post their weekly work under the messages board. Parents have access to this as well as to the year group calendar and calendar for each grade level. By looking at the relevant calendar, students and parents can also see assignments due.

The system can be accessed at <https://Léman.managebac.com/home>. At the start of the year, parents will receive an e-mail from the school detailing login information. If parents experience any difficulty, they should contact the Secondary Office for support.

Newsletters

The school sends home weekly electronic newsletters via e-mail. The newsletter is also available to view and download from the school's website. It contains information about recent news and events occurring in following two weeks. It is important that parents read the newsletter frequently as this is one of the major means by which we communicate with you.

Release of student information and records

Student records include all official records, files and data directly related to students. These are intended for school use or to be available to parties outside the school; for example, new schools or for university admissions. The information contains, but is not necessarily limited to: identifying data, academic work completed, level of achievement (graded, standardized test scores), attendance data, scores on standardized intelligence, aptitude and psychological tests, health data, family background information, teacher or counsellor ratings, observations and verified reports of serious or recurrent behaviour patterns.

Access to records

The parent or legal guardian of a student will be permitted access to these records upon written request to the Principal.

If the student is 18 years or older, only the student has the right to determine who, outside of the school system, has access to his/her records.

The parent, legal guardian or student does not have the right to view confidential references.

School personnel having access to those records are defined as any person or persons under contract to the school and directly involved in working with the student.

Release of information outside the school

To release student records to other school(s) in which the student intends to enrol, the parents, legal guardian, or the student if he/she is 18 or older, must notify the Primary or Secondary office of the transfer and detail the kinds of information being released. This information will be forwarded by LIS directly to the new school.

Reasonable notice (3-5 days) needs to be given when requesting transcripts and reports.

Student records will not be forwarded to other schools until all outstanding payments with LIS are settled.

Reports

There are four reporting periods of student progress at LIS. At the end of the first and third quarters, parents receive a short progress report providing information on how their child is performing at school, with special notification of any areas of concern. At the end of the first and second semester (January and June), parents receive a comprehensive report card of student progress.

Léman sends progress reports home in the autumn and spring. In the winter and in June a report card is sent home. In Primary, these progress reports and report cards are sent home with the children. In the Secondary School, these reports are posted in Managebac under the student's profile and are also sent out electronically to the parent's email of record.

Curriculum Overviews

Teachers will provide a yearly course overview at the 'Meet the Teachers' event. This is also visible for Secondary Courses via the Managebac system. These overviews provide an outline of what students will be studying during the year. They also provide a good mechanism for parents and their children to actively discuss their learning goals for the semester.

Curriculum Updates

All teachers at LIS post frequent messages regarding curriculum topics either by e-mail as in the Primary School or on Managebac for the Secondary School. This message contains information about what your child(ren) will be studying, as well as key assignments that will be due soon. This posting allows you to stay in touch with what your child is learning and encourages clear communication to students as.

We encourage students to download work while at school to ensure they can complete the work in a timely fashion.

Website

LIS maintains a comprehensive website: www.lis-chengdu.com. We encourage you to view the website for additional information about the school and our programmes.

CURRICULUM

Early Years – PK & JK

Students in the Pre-Kindergarten and Junior Kindergarten follow the International Primary Curriculum Early Years Programme. The programme is based on a holistic, child-centred and exploratory environment. This allows children to learn through direct experience. It focusses on developing children's communication and language skills, creative expression, fine and gross motor skills, well-being and personal/social development.

Primary School – SK to Grade 5

Students from Senior Kindergarten to Grade 5 follow the International Primary Curriculum (IPC) for literacy, numeracy, social studies, history, geography, technology and science. The IPC is an enquiry-based programme which emphasizes higher order thinking skills in thematic based study.

Students also have classes from specialist teachers in Physical Education (2/week), Music (2/week) and Art (2/week). In addition, students have language instruction daily in either English as an Additional Language (EAL), German, or Chinese. Students visit the library once per week and the ICT lab once per week as well. They also have Enrichment classes focused on students' Personal Learning Plans twice per week.

Secondary School – Grade 6 to 12

The Grade 6 – 10 curricula is based upon the International Baccalaureate Middle Years Programme. LIS is currently a candidate school for this programme. We will begin to implement MYP assessment and concept-based learning until we are authorized.



IB Middle Years Programme Model

The MYP curriculum is summarized in the icon below.





IB Diploma Programme Model

Léman offers the IBDP (International Baccalaureate Diploma Programme) in **Grades 11 and 12**. This curriculum is summarized below.



More details about both programmes can be found on our school's website.

Academic Dishonesty and Malpractice

Although the following list is not exhaustive, academic dishonesty can take several forms:

Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.

Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.

Exam cheating: communicating with another candidate in an exam, bringing unauthorised material into an exam room or consulting such material during an exam in order to gain an unfair advantage.

Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

Falsifying data: creating or altering data which have not been collected in an appropriate way. **Collusion:** helping another student to be academically dishonest.

Academic dishonesty and malpractice will result in the following sequence of consequences:

- A. First instance – redo the assignment and participate in a remedial lesson in academic honesty protocols.
- B. Second instance – meeting with parents and after school detention
- C. Third instance – suspension

Citation/Attribution of work

MLA

The Modern Language Association (MLA) establishes values for acknowledging sources used in a research paper. MLA citation style uses a simple two-part parenthetical documentation system for citing sources: Citations in the text of a paper point to the alphabetical Works Cited list that appears at the end of the paper. Together, these references identify and credit the sources used in the paper and allow others to access and retrieve this material.

Assessment

The main objective of an assessment is to promote student learning and provide regular and prompt feedback on the learning process to students, parents, teachers and administration. Assessment are designed to guide planning and instruction. There are differences in assessment procedures in each programme in order to meet the needs of students at ages, stages of development and the requirements

of higher education institutions around the world. However, to ensure continuity and cohesion, a set of principles of assessment that are common to all programmes has been developed. The IB 1-7 scale is used for final reports and both the IB Middle Years and Diploma Programmes have subject specific criteria that is translated into a 1-7 scale.

IB Middle Years Diploma Programme Assessment

Student assessment and evaluation performance is measured against the criteria set by the IB organization (IBO). Teachers assess student work with guidance from the IBO according to prescribed, published criteria that state final levels of achievement in each subject. These criteria form the basis of students' academic achievement grades. Assessment is 'criterion-based', which means that students are guided and assessed by a set of specific 'desired outcomes'. The prescribed assessment criteria for each subject focus on content and skills and emphasize clearly what students know and can do. The requirements of the criteria from each subject can be found on the Managebac site for each course.

Two of the core components of the Diploma (Extended Essay-EE and Theory of Knowledge-ToK) are graded on an A-E scale. Note that an E on either Extended Essay or ToK is a failing condition for the Diploma. These elements are externally graded by the IB.

LIS Diploma

Students who graduate from LIS are eligible for a Léman International School High School Diploma. Individual courses are granted credit and a certain number of credits are required in each discipline area.



Subject	Credits Required
Humanities	4
Language Arts	4
Mathematics	3
Science	3
Fine Arts	3
Foreign Language	3
Physical Education/Health	2
Other Electives/Coursework	4
<i>All students are encouraged to earn more than the required number of credits.</i>	

Graduation Requirements

All students in Grades 11 and 12 are involved in the International Baccalaureate Diploma Programme (IBDP) course work. Students not obtaining the full IB Diploma may complete a certificate programme with IB and may also be granted a Léman Diploma if they satisfy the LIS Diploma credit requirements.

Language Learning

Rationale

All students at Léman study an additional language. As English is the school's language of instruction, priority is given to English Language Acquisition classes for students requiring intensive support in English language development. Other languages offered at the school include French, German, and Korean. Not all languages are available at all levels and all grades.

Léman Beliefs and Language Philosophy

The language philosophy of Léman International School Chengdu is representative of and attentive to the needs of the Léman school community.

The school believes that:

- All teachers are language teachers
- All students benefit from the acquisition of an additional language
- The host culture and language should be promoted through Chinese language learning
- Mother tongue support should be promoted for students for whom English is an additional language (additive bilingualism)
- The curriculum should be differentiated to allow for the diversity of cultures and languages spoken at the school.

Chinese

Mandarin Chinese is offered to students from Senior Kindergarten to Grade 12 at four different levels where appropriate: beginner, intermediate, advanced and native. Students are tested and graded according to ability and age. Students requiring English language support may temporarily forego the study of Chinese.

German

Léman International School offers German to native speakers based on a national German curriculum (Thüringer Lehrpläne) at all age levels with modifications according to MYP and DP directives. The aims of German as a mother tongue are to strengthen general language proficiency, to develop abstract thinking skills and to prepare students for re-entry into the German school system. Students up to Grade 1 requiring German language support are immediately placed in German classes for the language blocks. From Grade 2 to Grade 5, German and EAL support is discussed between German and EAL teachers based on individual student needs. For secondary school students, EAL is a priority. However, students approaching exit level EAL support will have German language blocks or enrichment periods made increasingly available to them.

English as an Additional Language

EAL classes at Léman are designed to support students who do not have English as their mother tongue. Students requiring EAL support receive intensive, individualized instruction, with additional support available through Enrichment classes where appropriate. In-class support is also available for students

who have been finished the EAL programme but require additional support or monitoring as they transition into becoming autonomous learners in English.

EAL support is available to all EAL learners to ensure they have full access to the regular curriculum in English.

In the secondary school, some students are required to do a modified programme of instruction for some core subjects in order to develop their languages skills. Students in Grades 8, 9 and 10 who still need EAL support, will focus on a programme that will lead them into English B in Grades 11 and 12.

Léman's Creativity, Activity and Service Programme

Students in Grades 9 to 12 are required to undertake a programme of service and action within the community. Essentially, this means students 'giving back' to those who need assistance and help. The programme is based on learning outcomes which assists students in their personal reflections. This is an essential part of the programme. We expect that students in Grades 6 to 8 also participate in community and service activities. Our enrichment programme seeks to help students discover their passions.

The learning outcomes of the CAS programme are:

- For students to become reflective thinkers who better understand themselves in the wider community
- To encourage active involvement in community projects
- To be part of effective change in the community
- To develop responsible citizenship
- To develop empathy and understanding towards others in the community and to understand the importance of working collaboratively with others.

SUPPORT SERVICES

Counsellor

A full-time counsellor provides support to students and parents regarding:

- Learning support and modified programmes
- Social and emotional development
- Advice about support services outside the school

IB Coordinator and University Counsellor

A University Counsellor provides support to students and parents regarding:

- IB course choices, curriculum and assessment
- Guidance for college admissions and future pathways.

Approaches to Learning (ATL)

The ATL framework is a set of ten skills clusters that address the social, emotional and academic development. These skills are relevant across the subjects. They are addressed in the context of the curriculum and in advisory lessons.

Learning Support

Programme modifications and adjustments can be made for students who require extra support with their learning, relating to information acquisition, speech/language development and processing skills. This may be provided by a specialist and/or classroom teacher.

Special needs

Léman International School's special educational needs philosophy supports our beliefs and core values that "all people have inherent value" and that "openness to others and an understanding of similarities and differences enhances our life experiences".

Special education refers to a way of meeting the needs of students who may have learning disabilities, physical disabilities, cognitive impairment or psychological issues that lead them to struggle in traditional settings. Special education also includes intellectually gifted children who often benefit from non-traditional learning environments.

Whenever possible Léman will make suitable accommodations required to address the learning needs of individual students. Parents of children with complex learning needs must discuss these during the admissions process to ascertain that the school has the capacity to accommodate these needs.

DRESS CODE

The Léman International School uniform is designed to provide choice for students while at the same time promoting safety, ease of identification, equality, school pride, positive behaviour and the development of a school community. The school uniform has been carefully selected to incorporate the Nord Anglia Education schools' brand as well as to reflect the changing needs of children and the growing maturity of young adults of different ages.

Our uniform is an important part of our identity and our smart school wear allows all our students to feel proud of being a part of LIS. It fosters a sense of belonging and removes barriers. Parents and children do not need to worry about the stresses of appropriate school wear and students can focus on more important aspects of school life.

We have a range of uniforms suitable for summer, winter and sport. Students are always expected to wear the school uniform at school, or when attending school activities out of school. Students who arrive at school without appropriate uniform will be asked to wear something provided by the school and parents will be notified. During very cold weather, it is understood that students may need to wear a heavier coat over their uniforms, especially in break times and transition to classrooms. With the exception of a coat, any other thermal or non-uniform layers should not be visible.

Students who persistently disregard the school uniform dress code will be subject to disciplinary action in addition to having to change clothing. The school uniform should be worn as intended and designed. Ripped, frayed, immodest or otherwise un-presentable uniform items should be replaced. To prevent loss, **all uniform items should be clearly labelled with the student's name as the school will take no responsibility for lost items.**

The school will organise events such as 'Spirit Week' to allow students the opportunity to dress in ways that do not fit the dress code. School uniform items can be mixed and matched according to choose and weather. For particular events students may be required to wear specific items, such as the school blazer.

Please remember:

- **Uniform:** PK-Grade 5 students will be expected to wear PE uniform on all assigned PE days. Students in Secondary School are expected to change into PE uniform prior to PE classes.



- **House P.E. shirts:** House P.E. shirts should be worn only on Inter-House competition days (and we will notify you of these in advance).
- **Hair:** long hair should be neatly tied back in black elastic bands. Excessive hair colouring (colours considered as non-natural hair colours, for example, blue, green) and excessive hair styles are not allowed.
- **Jewellery:** if earrings need to be worn, they should be plain studs. No other jewellery should be worn (unless for religious reasons, prior authorisation from the Head of School must be sought).
- **Swimming:** LIS swimming costumes and caps are available. Don't forget to bring goggles, cap and towel too.
- **Hats:** A hat is highly recommended for any outside activity during the summer months, though as a matter of courtesy, students are not permitted to wear hats indoors.

Summer	LIS Polo shirt (short sleeve) LIS Polo shirt (long Sleeve) LIS Navy shorts LIS Navy Trouser LIS Navy shorts LIS V-neck vest LIS Cardigan	Winter	EY & PRIMARY: LIS Blue Polo shirt (Short-sleeve) LIS Blue Polo shirt (Long-Sleeve) SECONDARY: LIS White shirt LIS Tie LIS White Polo shirt (Short-sleeve) LIS White Polo shirt (Long-Sleeve) LIS Navy shorts LIS Navy Trousers LIS Navy Shorts LIS V-neck vest LIS Cardigan
PE	LIS PE shirt LIS PE shorts LIS PE tracksuit pants Appropriate footwear for PE	Swimming	Boys LIS Trunks Wet Shirt LIS Hat Girls leg skin 1-piece/Girls classic 1-piece LIS Hat

A hat is strongly encouraged for any outside activity during the hotter months, though as a matter of courtesy, students are not permitted to wear hats indoors.

EMERGENCY PROCEDURES

The school has a comprehensive set of emergency procedures. These include plans for:

Building Evacuation due to:

- Fire
- Earthquake
- Bomb threat
- Major accident/incident
- Building **Lockdown** due to intruder(s).

Crisis Communication in case of:

- A power failure which necessitates specific action for the school day (to be determined on a case by case situation).
- Inability of students and staff to travel to, or from, the school.
- Death of a student or staff member.

The school holds regular emergency drills during the school year. All persons present on school grounds, including parents, are required to participate in emergency drills. Please be aware that visitors arriving after a drill has started will not be allowed on campus until the drill is over.

Phone Tree

The school utilizes a telephone-based emergency contact system tree to inform parents in case of an emergency at the school. It simultaneously broadcasts a text message and e-mail message.

The phone tree is only activated under the instruction of the Principal (or School Principals in his absence) and is tested twice a year with prior notification. It is important that you notify the admission's office if your contact details change.

AIR QUALITY

LIS has implemented a plan to protect student health for varying levels of air pollution. Air quality is checked daily and plans are implemented as needed. In addition, all core classrooms have a HEPA filter air cleaner in place or are connected to a centralized air filtration system.

All outdoor activities will have their intensity modified at an AQI of 200 and cancelled at 250.

Indoor recess will occur when the AQI reaches 200.

FAMILY ASSOCIATION

LIS has a Family Association and all LIS families are automatically members of the Association. The Family Association aims to make all members of our school community feel welcome and active in school life. The Association helps to build school spirit and plan activities which highlight and take advantage of the wonderful cultural diversity represented at our school. We strongly encourage all parents to be active participants in the life of the school and your children's education. Twice a year we hold open forums where the Principal and the Heads of School outline the year ahead and address any questions or concerns.

FOOD SERVICE

LIS operates a full cafeteria serving a hot lunch daily. Payment is made by charging payment to a meal card which can be topped up online. A menu for the following week is provided in the Friday school newsletter. Students will be denied lunch if there is a negative balance on their meal card or if they are without their card.

We require students to sort their own trays and waste after eating and to clean up any mess that exists in the area where they ate. Students are expected to maintain proper decorum while in the cafeteria and may have their privileges revoked for disruptive behaviour.

Grades 11 and 12 students can eat lunch at a flexible time while all other grades have a designated time to be eating lunch.

Dietary needs

Students with individual dietary needs can be accommodated. The dietary needs of students are identified as part of the admissions process. Parents are also encouraged to inform the school of these needs as they do not always indicate them on the health information form.

HOMework

Homework forms an important part of our academic programme. It reinforces work done at school, develops important skills of self-study and self-discipline as well as promoting life-long learning.

Although homework is important, we seek to reach a balance between school and a student's life outside of school. Consequently, students should have approximately 10 minutes of homework multiplied by their grade level each evening. As students differ in their ability to remain focused or be productive, 10 minutes is the same requirement for all children, it is not an average amount of time.

Roughly, this translates into 10-15 minutes in Pre-Kindergarten to Grade 1, twenty minutes in Grade 2, thirty minutes in Grade 3, etc. culminating in about an hour and a half of homework each night in Grades 9 and 10. In Grades 11 and 12 this should be between one-and-a-half to two hours each evening. Of course, there may be times of the year (especially in upper grades) when the amount of homework is than these general guidelines depending on what is being studied at school.

If your child tells you that he/she has no homework, then time should be spent reading, writing in a journal or reviewing previously studied material so that a routine of quiet study time is established. If your secondary school child regularly informs you that he or she has no homework please consult Managebac. You can contact your child's teacher or advisor (in the secondary school) to ascertain if there are any issues.

Our teachers are guided by the principle that homework should be differentiated such that homework can be challenging, but with effort it should be within the ability range of the student. If your child consistently requires tutor or parent support to complete homework, then please communicate with their classroom teacher (primary) or homeroom advisor (secondary).



GRADE	PURPOSE	TIME ALLOCATION	ACTIVITIES
PK, JK, SK	To begin to gain a sense of responsibility. It also is the beginning of building good habits for future years.	10 min. Monday-Thursday for a special quiet time.	<p>Creative activities can be provided by the parents and occasionally activities will be sent home by the teacher – but not necessarily on a regular basis.</p> <p>General Activities:</p> <ul style="list-style-type: none"> • Reading to or with your child daily. • Practice writing: creative, letters, stories, lists, etc. • Practice letters: upper and lower case, and numbers. • Reinforce and extend activities presented in school. • Reinforce sounds that letters stand for; i.e. – • W for "wah"
Grades 2-5	Reinforcement and practice of skills. Independent work on assignments and /or projects. We believe homework helps develop study habits and a sense of responsibility.	Approximately 10 minutes a day working on homework activities for each grade level e.g. Gr2 – 20minutes, Gr5 – 50 minutes. In addition, reading time of 10-20minutes depending on age	<p>Homework will not always be assigned by the classroom teacher, but suggestions for activities may be made by classroom teachers.</p> <p>Homework Activities may include:</p> <ul style="list-style-type: none"> • Reading; independently and parents reading to the child. • Practice maths, facts and spelling words. • Telling the time and money skills. • Journal writing or writing stories; discussion of school day events at dinner. <p>Creative extensions to science and social studies units.</p>



Grades 6-7	To continue building learning habits, regular assignments will be given so students practice organisational skills.	60 -70 minutes per day & 25mins of additional reading	Homework activities: <ul style="list-style-type: none"> Complete unfinished work Practice maths facts Complete science journal entries Independent reading Project based work
Grade 8	Continue building learning habits, prepare students for the rigor of secondary school and aid students in the development of organisational systems and study periods that suit individual learning styles.	Approximately 80 minutes and 25mins of additional reading	Homework activities: <ul style="list-style-type: none"> Complete unfinished work Additional maths exercises in needed topic areas Independent research and study to prepare for classroom discussions Science journal entries and study vocabulary words Independent reading Project based work
Grades 9-10	Students will start to be given independence in developing a personalised system that keeps their homework assignments well organised and up to date.	Approximately 90- 100 minutes and 30 mins of additional reading	Homework activities: <ul style="list-style-type: none"> Complete unfinished work Additional maths exercises in needed topic areas Independent research and study Daily science journal entry and study vocabulary words Independent reading Project based work



Grades 11-12	Students will be assigned independent tasks related to their IB Diploma tasks. Many of these will be submitted to the IB.	Students must adhere to the due dates listed on the IB IA calendar and on the subject specific Managebac calendars.	Students, by now, should have developed the skills to plan their time to work on long term tasks. Students should ask teachers for support and work each day on tasks and revision. The IB Diploma is a two-year programme and exams in Grades 11 and 12 are cumulative. Therefore, revision should be ongoing.
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You can help your child establish a routine of regular, independent study by:

- Providing a well-ventilated study space away from television or other audio-visual media
- Providing a strong, even light from above and behind to reduce tiredness
- Providing a straight, backed chair
- Ensuring that homework completion is to a high standard
- Communicating regularly with the class teacher

Students can take responsibility for their own learning by:

- Being aware of the school's homework policy
- Using an appropriate method to record homework
- Discussing homework expectations with their parents
- Accepting responsibility for the completion of homework tasks within set time frames

INFORMATION TECHNOLOGY

Advances in information technology have a significant impact on how we educate students. We recognise the importance of students having ready access to information and for this reason, we encourage students in the higher grades to bring their own technology device to school. Students will be required to sign an 'Acceptable Use Policy' at the start of the year which details the appropriate use of technology in the school setting. Students who violate the policy will be subject to the school's Disciplinary Code of Conduct and may lose their permission to use their device at the school if they repeatedly violate the policy.

LIS has a computer lab and computers are also available in the library for student use. All students in Senior Kindergarten to Grade 10 receive technology instruction. In addition, LIS employs an Education Technology Assistant to help teachers make the use of technology a regular feature of students' learning experience in the classroom. The school has developed an Educational Technology plan to build capacity and access to technology for staff and students.

As required by the IB, students in Grades 6-10 have an Information Communication Technology/Design (ICT) class intended to help students develop the critical thinking skills necessary to be responsible and caring citizens of both the real and virtual worlds.

MEDICAL SERVICES

LIS employs a full-time nurse to provide medical care for students and staff. As part of their duties, the nurse maintains health records for students and administers medication provided by parents which needs to be taken during the school day. All prescription medications to be administered at school must have a copy 25 of the prescription from the attending physician describing the frequency and dosage.

The nurse also works with parents to provide ways to best ensure the health and well-being of your children through the provision of periodic workshops. In addition, the nurse undertakes student health assessment examinations, testing and monitoring (vision, hearing, scoliosis, growth and weight, nutritional status). She also monitors immunisation recommendations according to PRC legal requirements. In cases of illness or injury, the nurse:

- Carries out the specific nursing care
- Administers medication (according to the parental consent form)
- Takes and records observations



- Informs the parent when the case is deemed serious
- Provides related health advice for parent(s)
- Coordinates with parent(s) to improve student's health situations
- Monitors the patient's condition in the recovery stage

Communication with parents

- When the student is sick at school, the nurse will contact the parent(s).
- When the student is absent due to illness, the parent is encouraged to inform the nurse with details of the situation (main complaint, doctor's diagnosis and doctor's advice).
- When the student needs to take medication at school (over the counter drug) the nurse will communicate with the parent(s) to seek permission. A medical consent form needs to be completed.
- When parents need their child's medication to be kept with the school nurse, (in the case of emergency or regular administration), the medication should be sent to the nurse's office with a copy of the prescription/ doctor's orders and parents' specific instructions.

Sending students home

In the following situations, the nurse will send a student home after reporting to the Head of Primary or Head of Secondary if:

- The student is too sick to attend class. Parents will be notified to collect their child.
- The student's condition is unknown; he/she needs to see a doctor as soon as possible.
- The student has a suspected contagious disease and needs to be separated from other children.
- In all cases an Early Release form must be completed prior to the student leaving campus.

Communicable Diseases

The parent/s of any student with an infectious disease is required to contact the school and, if necessary, remain at home until he/she is no longer infectious to other students. The school administration has the authority to send students home in this circumstance. A child suspected of illness will be brought to the nurse's office to rest until they can be picked up by parents.

- In all cases an Early Release form must be completed prior to the student leaving campus.

LEADERSHIP OPPORTUNITIES

The school is committed to developing students in the area of leadership.

Student Council

The school has a Student Council which encourages student governance, facilitated by a teacher(s). This council is elected, and the representatives are given a training programme. The Student Council undertakes activities including:

- Raising concerns to the administration.
- Representing student points of view.
- Providing representatives for committees.
- Organising student activities such as Spirit Week, dances, competitions and supporting charities, etc.

House Hattains

House Hattains are elected or if there are insufficient candidates, they will be appointed for the Primary School (Pre-K to Grade 5) and the Secondary School. These students organise and support House activities. They serve to build house (and school) spirit and pride throughout the year.

RIGHTS AND RESPONSIBILITIES

Students have the right to:

- Learn
- Feel safe, valued and supported
- Be treated with respect, courtesy and consideration by every student, teacher, administrator and adult in the school
- Experience a multitude of learning opportunities



- Benefit and be recognised for his/her own efforts
- Be accorded the right to fair and transparent treatment

Student responsibilities & behavioural expectations

The school aims to develop a sense of personal responsibility in students and an understanding that we are responsible for our actions. Harmony and productive-positive energy can be achieved when we work together, respect the rights of others, carry out our responsibilities and treat each other with dignity.

Unacceptable behaviours include but are not limited to:

Bullying and Violence

- Victimisation & harassment
- Physical – “Hands off” policy
- Isolation or exclusion
- Verbal
- Emotional
- Threats of violence
- Intimidation
- Electronic (known as cyber-bullying using social media)
- Brandishing weapons or items capable of physical damage

Theft and Vandalism

- Physical items
- Graffiti
- Plagiarism (including the copying of work from other students)
- Destruction of property or the environment

Rudeness

- Insolence
- Name calling
- Lack of courtesy



Drugs

- Possessing/consuming/accepting/selling or supplying illegal drugs on campus (includes school trips/excursions, school camps as well as travelling to and from school)
- Use of prescription drugs not registered in the student's name with the nurse
- Alcohol consumption
- Tobacco products
- Use of Tobacco products

Other

- Chewing gum
- Wearing the school uniform inappropriately

Mobile Phones

Mobile phone use is not permitted during school. Students will receive a warning if their phones are visible and repeated violations will result in disciplinary action which will include but will not be limited to the phone being confiscated. Students may have a phone in their bags as we understand the need to be in communication with parents. Students cannot use their mobile devices during the day unless teachers deem them necessary for curricular purposes.

Students must follow an ethical approach to their mobile phone use and refrain from taking any action that could be hurtful to others as virtual communication inside or outside of school that is mean, demeaning, hurtful, etc. or that can have an impact on the positive school climate that LIS wishes to maintain.

Fair and equal treatment

Any acts of discrimination, harassment or other acts of intimidation of a child or student are forbidden. This refers to unfair treatment on grounds of any of the following:

1. Gender
2. Ethnicity
3. Religion or other belief system
4. Sexual orientation
5. Impairment of any kind



Any student accused or implicated in any of the above behaviours will be given fair and transparent treatment. This may be followed by disciplinary action. On the other hand, any potential victim of this kind of behaviour may be offered support from our Student Counsellor. Parents will be informed as soon as possible of the student involvement.

Acts of intimidation/bullying

The dictionary definition of intimidation is “to coerce or inhibit (an individual) by or as if by threats”. No individual should be allowed to intimidate or threaten another member of our school. Intimidation can take the following forms: student to student, student to teacher, teacher to student, teacher to parent, parent to teacher, student to parent and parent to student.

Discipline & Consequences

Discipline is part of the process of social interaction. It is required as a means of setting boundaries and limits of behaviours that are negative or destructive. For discipline to be appropriate and effective, the principles underpinning expectations must be clearly outlined and conveyed to all students, parents and employees in the school. In all cases where discipline is involved the school will assist students to learn from their experience to minimise repetition of inappropriate behaviour.

Discouraging misbehaviour is an important component of preserving harmony, maintaining productive positive energy, respecting the rights of others, and treating each other with dignity.

Disciplinary action will be determined by the teachers and the Principal. The nature and level of the disciplinary action will be determined by the behaviour and subsequent consequences.

Graded Consequences

It is our belief that most students will respond to a warning and open conversation about their motivations for misbehaviour. If the same misbehaviour is subsequently repeated, in the spirit of justice, we are committed to balancing consistent treatment with a flexible response to the context and motivation for the behaviour.

Consequences will be implemented in the sequence below; however, depending on the severity of the infraction the school has the right to start at any level deemed appropriate:



- Warning
- Lunch-time detention
- After-school detention and parent communication
- One day in school detention
- One day out of school suspension with suspension being noted as part of the formal record
- Three-day suspension and trip ban

Suspension

The decision to suspend a student can only be made by the Principal or Head of Primary / Secondary. The following type of actions may lead to either **In-School Suspension** (a consequence requiring the student to work isolated from his/her peers on school grounds for a specified amount of time) or **Out of School Suspension** (a consequence whereby a student is not allowed to attend school for a specified time).

- Fighting, bullying, harassing or threatening a fellow student
- Disregard for school or personal property
- Smoking, possessing or using tobacco products
- Cheating, lying, breaching examination procedures or other forms of unethical or immoral conduct
- Leaving school grounds without authorisation
- Cutting/skipping classes
- Truancy
- Repeated violations of school rules
- Not following school trip *Student Participation Agreements*

Suspension procedure

In cases resulting in suspension, the following procedures will be followed:

- The Head of Primary/Secondary or Principal shall inform the student and his/her parents by phone call or in writing of the alleged breach of rules.
- The student shall have the opportunity to explain to the Head of Primary/Secondary his/her version of the incident or misconduct.
- After due consideration of the case, the Head of Primary/Secondary or Principal shall make the decision as to whether suspension is warranted and for what period. This process shall take place as soon as possible after the infraction.
- Parents are notified immediately of the school's decision.



- Teachers will be notified that the suspension has occurred, but the specifics will be confidential. They will be informed of components that are relevant to their areas of responsibility.
- The full details of the suspension are known to the Principal or Head of Primary/Secondary and if necessary, the counsellor or homeroom/class teacher.
- Records shall be made on the Student's file and or Managebac (see below)

Areas of School Jurisdiction

The area of the school's jurisdiction includes school property and its surroundings, school sponsored functions held off campus, on school-arranged transportation and all other school-related events including field trips. The school's jurisdiction may extend beyond the above if a student's behaviour places him or others at risk or brings the school's name into disrepute.

Communication with parents regarding disciplinary action

During the school day there are many instances when students are reminded of what is acceptable and unacceptable behaviour and low-level disciplinary actions may be taken. Parents will only be contacted if the disciplinary issue is significant or when a student:

- Persistently breaks school rules or displays behaviours that are disruptive, and which prevent themselves or others from learning.
- Acts in a significantly inappropriate manner.

Corporal punishment

Corporal punishment is not allowed for any reason.

Searching of student property

The school maintains the right to search student property (clothing, bags, lockers etc.) if there is a reasonable suspicion that the student has illegal contraband or a weapon at school. In all such cases, the parent will be contacted before the search is conducted. Two members of staff, including the Principal will always be present when a search is conducted.

Forgive and forget and responsible records of events

Students do make mistakes and behave in ways that warrant disciplinary action by the school. However, it is also important for students to know that despite their indiscretions the school does not hold grudges. The school does not label and demonstrates that adults are capable of forgiving and forgetting. We also expect that students learn from their mistakes in order to become responsible citizens of our community.

Nevertheless, in all circumstances, a record will be made of the event using the school's data management system. Details will include information about what happened, who was involved, and which actions were taken.

Expulsion from the school

The removal of a student from the school is extremely serious and is an action that will only be undertaken under particular circumstances. The decision to remove a student from the school is the responsibility of the Principal.

Students will be removed from the school when their actions are illegal, seriously threaten the safety of students, staff or parents or when there is a persistent and blatant disregard for the rules of the school.

The following types of behaviour are considered major breaches of school rules and may warrant a recommendation for removal from the school:

- Possession, distribution, sale or use of illegal or harmful drugs or alcohol
- Carrying or using dangerous weapons or objects
- Endangering the welfare of others
- Vandalism or theft of school or personal property
- Repeated violation of school rules

In the event of a student committing an act which warrants removal from the school, the following sequence of events will occur:

- The Principal will inform the parents of the situation and the possibility of removal from the school. As soon as possible an interview will be organised,
- The student concerned is suspended from school until the process is completed.
- The Principal will inform the student and his/her parents in writing of the alleged breach of rules or grounds for expulsion.
- The student is given the opportunity to explain to the Principal his/her version of the incident and/or breach of school rules.
- Once a detailed analysis of the situation is completed, one of the following decisions is made:
- The student returns to school at the end of the suspension period. The parent/s and the student must sign a specific behaviour contract.

- The parent/s withdraw the student before the student is removed from the school.
- The student is withdrawn from the school on the school's authority. The parent/s and student must find an alternative school for their child to attend. This is not the responsibility of LIS or Nord Anglia Education.
- Records shall be made on the Student's file

Parents of suspended or expelled students are not entitled to any refund or part refund of school fees.

SCHOOL BAGS

School bags can become a health and safety issue when overloaded. Homeroom / class teachers are asked to regularly supervise the use of student bags to minimise their contents. This can be related to poor organisational skills or inability to use lockers and classroom storage areas properly.

Secondary school students need to utilise lockers for storage of books, resources and school bags. Lockers should only be accessed at break times or other appropriate times during the school day.

SCHOOL DAY & TIMETABLE

The school day runs from 8:00 – 3:30 Monday to Friday. During club sessions (three sessions of clubs per year), Prekindergarten and Junior Kindergarten students leave at 2:30 and students in Grades SK-12 depart at 4:30pm.

After School Clubs

After school clubs involve students selecting fun, recreational activities to extend their learning experiences. The aim is to provide a balanced school programme which allows students to explore a variety of interests. Clubs are held on Tuesday and Thursday afternoons from 3.20 – 4.20pm in three different blocks during the school year.

Enrichment

Enrichment is a programme unique to LIS. The purpose of the programme is to offer students from Grades SK to 11 extra support in areas of need or to be involved in a class addressing one of their strengths. The selection of programmes for students is done through a consultative process based on needs identified

by assessment data, teacher and specialist input, as well as parental input and survey information. The enrichment activities a student participates in are often aligned with their Personal Learning Plan. Enrichment classes are held twice a week in the primary school and once per week in the secondary school.

Field Trips

A field trip is defined as an educational activity with clear educational objectives that involves a specific group of students visiting an offsite location.

Written parental permission is required for participation in field trips. The Principal must approve field trip arrangements and schedules in advance.

School transportation vehicles, if available, will be furnished for all trips. Seat belts must be provided and worn by all students and adults.

On all school-sponsored trips involving students, school employees will make provision for proper supervision. Parents may be permitted to assist in such supervision.

Personalised Learning Plans

Each student has a Personalised Learning Plan (PLP) which focuses on their individual learning needs. It identifies goals for students in areas of improvement and strength and describes strategies to address them. The PLPs are designed using teacher, parent and student input. They are reviewed on a regular basis.

SCHOOL SECURITY

The school has a 24-hour a day security guard service. The guards are selected based upon their qualifications, experience, temperament and English language skills. The guards support and protect the property as well as the people on campus.

The guards are trained in:

- Security measures
- LIS emergency procedures
- Communication and supervision of children
- Communication with staff, parents and visitors
- Child Safeguarding

The school also has many security cameras throughout campus which can be monitored and reviewed from a central location. In addition, the Police have a station adjacent to the campus which allows us to gain access quickly to their assistance in an emergency.

Visitors to the school

The school's security and safety concerns encompass all visitors. All visitors, **including LIS parents**, are required to register with the security guard at the campus gate. All visitors including parents are required to wear a visitor badge while on campus. Because the school hosts activities related to community events and inter-school activities, the need for full registration and the wearing of badges may be waived for practical reasons during these events. All visitors must comply with school regulations. Those found to be behaving in a suspicious or inappropriate manner may be removed from the campus.

Parents should normally make appointments to see teachers 24 hours in advance. Parents should not normally visit their children during the school day. If this is necessary, we ask that the visit is organised with 24 hours' notice provided to the Principal of the child's school section.

As the school takes its role of safeguarding the children in its care seriously, we retain the right to restrict access and or to accompany all visitors to our campus, no matter who they are.

SCHOOL TRANSPORTATION SERVICES

LIS holds contracts with a fleet of school buses. Transportation routes are designed regarding safety and to minimise student travel time. Because our families are spread out across the city, this is a complex process and is always subject to local traffic conditions. The **Transportation Coordinator** plans the routes and liaises with the bus company.

Policy

The school's transportation policies and procedures are distributed at the start of the school year.

Pick-Up Points

The school identifies convenient pick-up points for passengers which allow for efficient operation of the transportation system. From time to time, these locations may change for a variety of reasons due to demographics, student numbers, roadwork or other road diversions, etc.

Bus travel

Each bus has a bus monitor. This person is the adult responsible for supervising the students. Any other staff members who are on the bus are also expected to assist with this role. Failure of a student to comply with the directives of the monitor may result in a suspension from transport privileges at the discretion of the school.

Pick-up and delivery

The bus driver is instructed NOT to wait at the pick-up beyond the designated pick up time. Waiting for late students disrupts the bus schedule and on-time arrival at school and is not fair to other students. We ask that students arrive at their stop three to five minutes before the scheduled time, so they do not miss the bus. If the student is not at the pick-up point on time, the parent is responsible to ensure the student gets to school by other means.

Students will not be allowed to get off the bus at any stop other than the agreed upon location without prior approval according to the Transportation Policy.

Leaving students alone

Because students will be at a pick-up point, it is imperative that parents collect their child(ren), particularly younger ones. Parents wishing to allow their child to leave the bus alone must contact the school to discuss the circumstances and then complete the permission form available from the school.

If an adult is not present at the pick-up point, the student will not be allowed to get off the bus and the driver will continue with his route. The bus monitor will call the student's parent to arrange for a convenient alternate pick-up point (which may be a return to the original drop off point at the end of the route or another designated drop-off spot further along on the route).

Transportation communication

The Transportation Coordinator will contact the parents at the start of each semester to confirm the transportation schedules and pick-up points.

Updating student information

If a family relocates or changes their personal contact information, the school needs to be informed immediately. Once the school receives this information it goes to the Admissions Office to be recorded in the school's database. The Admissions Office will notify the Transportation Coordinator of the change.

The Transportation Coordinator will contact the parents if the timetable or pick-up point changes as a result of this.

Delays

Buses will occasionally be delayed due to heavy traffic, road works, accidents and late arrival of staff or students. Where there is a significant delay (longer than 5 minutes) the bus monitor will contact the Transportation Coordinator as well as parents/caregivers of those students affected by any delays.

Student bus behaviour expectations

The school's behavioural expectations apply on the bus. In addition, students must:

- Stay in their seat and wear the seat belt
- Talk quietly
- Not consume food on the bus
- Only drink water
- Be thoughtful of others on the bus

Teachers will outline the bus behaviour expectations to students at the beginning of each semester.

Non-compliance with bus rules

- If a student breaks one of the rules, the bus monitor will issue the student(s) a warning.
- If the student fails to comply once again the bus monitor will inform the parents of all incidents.
- Any vandalism will be the liability of parents.
- A bus incident form is completed containing all relevant details and this is forwarded to the parent that day or the following day.

A student who consistently and persistently breaks the rules will be denied the use of the transportation system for a period to be determined by the school.