



Elementary
Student-Parent Handbook
2012-2013

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I. Introduction

Mission

Dalian American International School provides challenging, collaborative and responsive experiences that engage learners in developing intellect, character, and health. At DAIS, every learner achieves personal excellence and contributes to the global community.

Commitment

DAIS is committed to providing a positive and nurturing environment that promotes learning and discovery. We want to expand students' horizons and to encourage them to reach for their potential in academics, the arts, and physical activities (athletics). Also, through a comprehensive balanced curriculum, students' individual talents are developed. Our graduates are prepared to maneuver intelligently and successfully in a fast paced, globalized society.

Philosophy

Dalian American International School values learning and high achievement; thus our programs represent the very best academic and extracurricular standards. Together, as teachers and parents, we are committed to providing fine pastoral care that enhances students' personal development and encourages them to respect each other's strengths and differences. Individual and cooperative achievements are fostered through inspiration, success and friendly competition.

Our school's teaching style is a constructive blend of the familiar and the new. We neither abandon traditional methods in favor of the latest trend, nor do we ignore advances in our understanding of child psychology, technology, or science.

Statement of Purpose

Dalian American International School serves the educational needs of the children of foreign residents, who hold a valid foreign passport and are living in Dalian and neighboring areas.

Dalian American International School provides a learning environment that offers a program in the core subjects with students benefiting from an experienced staff of international teachers. Maximum class enrolment sizes are established to maintain student/teacher ratios that will benefit students. We believe that the core instructional program will offer opportunities for students to demonstrate what they know and are capable of doing. All academic areas as well as extra and co-curricular activities allow for these opportunities.

This Student – Parent Handbook is designed to help you become familiar with our school's academic program, student rules and regulations, student activities so that parents can be partners in their child's education.

Shared Beliefs about Children

Our beliefs about the nature of children will determine the way we treat them and the kind of education we offer.

We believe each child is unique and has special needs, abilities, preferred ways of doing things, personal ways of making sense of the world. Children also have much in common. They are naturally active, curious, creative, searching individuals. Children need love, acceptance, guidelines for their behavior, challenges and success. These all help them to grow and develop their abilities to the fullest.

Play is very important to young children. Through informal, imaginative play, they create meaning, stretch their imagination, practice social skills, try out ideas and learn how to cope with problems. Children need time to be children. Adults should not hurry childhood. Too many pressures, too much emphasis on using every minute productively can rob children of their right to live fully as children.

Children tend to live up or down to the expectations of important people in their lives. Children thrive on high expectations as long as they feel assured that making mistakes is not the end of the world, but something everyone does, and that successful learning often requires considerable risk taking.

Student Adjustment to a New School

Children take differing amounts of time to settle into a new school. Even when the adjustment time is exciting and fun, it can still be stressful. It is important to give children a lot of support during this time and stay in contact with teachers. The following are some behaviors we have seen as children adjust to a new school and community.

Some children come cautiously into the new school. They remain quiet and reserved for a while and gradually get acquainted with new people and things and make new friends. This is a relatively steady transition.

Some children dislike the school at first. Everything about their old school was better, bigger, more fun, harder, more interesting. Sometimes if children have very strong personalities, they may bully other children. Gradually they settle in and begin to make friends and enjoy themselves. Sometimes these behaviors continue, but are less exaggerated.

Some children are very upset by the move to the new school. Perhaps they have changed grades in the move as well, and their confidence is shaken. Sometimes this takes a while to overcome.

Some children come to the school full of confidence and enthusiasm and after a time (three to four months), they become unhappy. In a month or two they rebound and are again happy and begin to settle more solidly.

We encourage parents to stay in close contact with teachers in order to help the child make the best adjustment possible.

II. General School Information

Dalian American International School
2 Dianchi Road
Golden Pebble National Resort, Development Area
Dalian, P.R. China 116650
Telephone: 86 (411) 8757 2000
Fax: 86 (411) 8791 5656
www.daischina.org

School Hours

Front Desk Hours
8:00 AM – 5.00 PM

8:30-8:45 AM	Arrival for Students
8:45 AM	Start of the School Day
8:50	Tardy
11:45-12:45	Lunch and recess
3:45 PM	Dismissal for students
3:45- 4:30 PM	After-School Activities on Tuesday, Wednesday and Thursday

School Personnel

Kurt Nordness
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Guidance Counselor
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Business Manager
Audrey Wong
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Physical Education Specialist
Ray Ackenbom
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Reporting Absences
attendance@daischina.org

All visitors must sign in and out at the Security Desk or display a DAIS authorized picture identification tag. Forms for authorized picture identification are available in the main school office. Cars driving into the parking lot to drop off or pick-up students must have a DAIS authorized permit. Permit applications are available in the main office.

Elementary students requiring alternative dismissal arrangements must inform the elementary office by note or phone call before a child can be released to ride home with a friend or picked up early by a parent.

School Calendar

School Calendar 2012-2013 Dalian American International School

School Days TOTAL: 182

Teacher Work Days: 190

Approved March 13, 2012

August 2012							February 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31		24	25	26	27	28		
September 2012							March 2013						
						1						1	2
2	3	4	5	6	7	8	3	4	5	6	7	8	9
9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	17	18	19	20	21	22	23
23	24	25	26	27	28	29	24	25	26	27	28	29	30
30							31						
October 2012							April 2013						
	1	2	3	4	5	6		1	2	3	4	5	6
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28	29	30	31				28	29	30				
November 2012							May 2013						
				1	2	3				1	2	3	4
4	5	6	7	8	9	10	5	6	7	8	9	10	11
11	12	13	14	15	16	17	12	13	14	15	16	17	18
18	19	20	21	22	23	24	19	20	21	22	23	24	25
25	26	27	28	29	30		26	27	28	29	30	31	
December 2012							June 2013						
						1							1
2	3	4	5	6	7	8	2	3	4	5	6	7	8
9	10	11	12	13	14	15	9	10	11	12	13	14	15
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23	24	25	26	27	28	29	23	24	25	26	27	28	29
30	31						30						
January 2013							July 2013						
		1	2	3	4	5		1	2	3	4	5	6
6	7	8	9	10	11	12	7	8	9	10	11	12	13
13	14	15	16	17	18	19	14	15	16	17	18	19	20
20	21	22	23	24	25	26	21	22	23	24	25	26	27
27	28	29	30	31			28	29	30	31			

6,7,8,9 New Teacher Orientation

10,13,14,15 Prof. Dev. Days-No School

16 First Day of School

12 Days

Feb. 11-15 Chinese New Year

28 Conferences-Early Release

15 Days

1 Conferences

22 Prof. Dev. - Full Day - No School

Mar.25-29 Spring Break

14 Days

4 Tomb-Sweeping Day

12 3rd Qtr ends (46)

21 Days

1 Labor Day

22 Days

12 Dragon Boat Festival

15 Graduation

18 4th Qtr ends (45)

Last day of school

11 Days

13 Conferences - Early Release

14 Conferences

19 Days

1-5 October Break

4 Mid-Autumn Festival

26 1st Qtr ends (46)

18 Days

23 Prof. Dev. - Full day - No classes

21 Days

Dec. 17-Jan. 4 Winter Break

10 Days

Dec. 17-Jan. 4 Winter Break

21 2nd Qtr ends (45)

19 Days

16 First and last days	 School Breaks no classes	 Conferences - Early release	 Quarter ends
 New Teacher Orientation	 Parent-Teacher Conferences	 Graduation	

Enrollment

October 1st is the “cutoff” date for entry to the various grades. Children must be four years of age on or before October 1st in the year they wish to start school in Pre-Kindergarten. Age is the first criteria taken into consideration for the placement of students at any grade level. Final decision for grade placement rests with the Head of School.

Children will be given an English language proficiency screening assessment, if applicable, to determine their best placement in the school.

DAIS does not have a special-education program, so students with identified learning issues are generally not accepted because the school cannot provide an appropriate curriculum and learning environment.

Application forms for enrollment can be obtained from the Admission Office or on-line. By policy, tuition must be paid in advance in order for a child to be admitted to school. Tuition fees and procedures for payment are available in the office. School records and reports from the previous school are to be submitted with the application forms. DAIS reserves the right to request all required documents be submitted before a child is allowed to enroll at the school.

Attendance

Students benefit from being present at school every day. Classroom activities, discussions, laboratory work, group work, and presentations cannot be duplicated and are an intrinsic part of the educational experience at DAIS. Parents are encouraged to keep absences to a minimum so the regular learning continuum can be maintained. When it is necessary to take children out of school during lesson times, parents are required to notify the school in advance. Please call the school or email attendance@daischina.org.

Absences due to school-sponsored or mandated activities, extended illness, family emergency or death, and religious observation are considered excused absences. Absences without notification are considered unexcused and may compromise a student’s grades.

Students with excused absences are permitted to make up all work missed, and are required to do so in the same number of days as they were absent. Students who are on suspension are not permitted to make up work for credit. Make-up work is the responsibility of the student and parent and includes obtaining, completing, and returning assignments in the appropriate time frame.

The School may consider special extenuating circumstances for waiving this policy, but any such request must be made in writing to the Elementary principal well in advance of the end of the school year.

Tardiness

Students are considered tardy after 8:50 a.m. Arriving late to class is disruptive to the classroom environment, and a child who is late needs to enter quietly, respectful of the classroom procedures. If a student is consistently tardy, the teacher will inform the Elementary principal. Parents will then be notified so that a conference may be arranged to make a plan for timely arrivals. Teachers may require a student to stay in at recess or after school to complete missed work due to tardiness for any class during the school day.

Promotion Requirements

It is the aim of the DAIS to meet the academic needs of each child, and it is necessary for each child to demonstrate a basic understanding of both the knowledge and the skills components of the curriculum in order to qualify for the next academic year's course of study. To advance to the next grade level, students who are failing to develop skills in core academic subjects may need to:

- Attend a summer school and providing evidence of a passing grade.
- Receive tutoring in the subject with appropriate evidence of mastery.

Computer and Technology Use Guidelines

Students will be taught appropriate use of the network, e-mail and other general use of the Internet. General school expectations for behavior and communications apply. Users are responsible for appropriate behavior on school computer networks just as they are in a classroom or in any school facility, and should be polite and respectful. Communications on the network are often public in nature. The network is provided for users to conduct research. Access to network services is given to students, faculty and staff who agree to adhere to the DAIS guidelines. Access is a privilege – not a right. Access entails responsibility.

Individual users of the computer networks are responsible for their behavior and communications over those networks. Students are expected to comply with school standards and will honor the agreements they have signed. Teachers will share these same guidelines and report any misuse of the network to the Head of Elementary.

The Technology teacher will review rules to maintain system integrity and ensure that the system is being used responsibly.

Within reason, freedom of speech and access to information will be honored. Students are held responsible for seeking appropriate materials and avoiding those that are potentially offensive. The list below illustrates, but is not limited to, actions which are not permitted:

- Displaying, saving or distributing offensive messages or pictures.
- Using obscene or vulgar language or graphics
- Damaging or disrupting computers, computer systems or computer networks.
- Harassing, insulting or attacking others.
- Revealing personal information including, but not limited to the address or phone numbers of students or colleagues.
- Violating copyright laws.
- Using another's password or account without their permission.
- Trespassing in the folders or work of another person.
- Intentionally wasting limited resources (i.e., bandwidth, file space, paper and ink).
- Downloading software for non-instructional purposes (i.e., games).
- Distributing any material in a manner that might cause congestion of the video and data network.
- Using chat programs.
- Employing the network for commercial, political or profit-making purposes.
- Accessing inappropriate sites.
- Violations may result in a loss of access, as well as other disciplinary action deemed appropriate by the Elementary principal.

Cyber bullying

Cyber bullying involves the use of information and communication technologies such as e-mail, cell phone, and pager text messages, instant messaging, defamatory personal web sites, and defamatory online persona polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others. Any form of cyber bullying will not be tolerated at DAIS.

Computer Use Agreement

A written document is required to be signed by all students and their parents to mandate that computer access to the internet is used in a responsible manner. To gain access to the network, students must sign this form.

Telephone and Cell Phone Usage

Students must ask for permission to use the Front Office phone. Phone calls are to be kept to a minimum. We will not transfer calls to students. In case of an emergency, students will be brought to office to take a phone call. To minimize interruptions in the classroom, phone calls will be transferred to teachers only in an emergency.

Students are allowed to bring cellular phones at their own risk, but phones **MUST** remain turned off and remain in student cubbies or lockers during school hours. Students needing to communicate with the home, may do so at the end of the day or request permission from their teacher, the Elementary principal or an office attendant. Cell phones being used during school hours will be taken and held by a school administrator until a conference with the parent has been completed.

Messages and items for students should be delivered to or phoned in to the Elementary Office. All messages and items will be delivered to the student by school personnel.

Personal Property

Students are discouraged from bringing items of value to school. It is advised that all jackets, clothing, lunch boxes, etc. be clearly marked with the student's name.

Labeling items of clothing and other personal items is encouraged. Found items will be maintained in the "lost and found" box in the front office for at least a calendar quarter. Lost items will be laid out in the lobby several times a trimester for students and/or parents to reclaim. Any item not claimed after that time may be donated to a charitable cause.

Possession and Use of Portable Electronics

Students may bring portable electronics to school at their own risk. The school takes no responsibility for them. All portable electronics are to be placed in the students' cubbie or backpack for the duration of the entire school day. Portable electronics may not be used during or between classes, or during lunch or recess time. Portable electronics found in the possession of students during school hours will be taken from them and held by a school administrator until collected by a parent.

Student Supplies

The school provides basic supplies for all students. Students will be issued textbooks and other school property for use during the academic year. Textbooks will be numbered and students **MUST** return the same book they were issued. Students are expected to return the textbooks and materials. Students and parents are responsible to pay for any lost or damaged textbooks or materials. Students are assigned cubbies or lockers for storing books, supplies, coats, etc. during the school day. Students may be asked to bring protective covering for art class and are required to wear sports shoes on P.E. days.

Leaving/ Arriving on Campus

Any student leaving campus during the school day must be signed out in the front office by a parent or guardian. A child needs to be signed into the front office by a parent or guardian if she or he arrives late to school or returns after having been signed out earlier.

Drop Off and Pick Up

Students may begin arriving at 8:30 AM and are asked to depart by 4 PM. Exceptions are made if students are participating in an organized school activity and parental permission has been provided.

Specific procedures are in place for both drop off and pick up. The guidelines are available in every school office, and are included in new student information packets. Both Chinese and English versions are available.

Snacks and Lunch

All students are asked to bring healthy snacks to school to help sustain them throughout the morning until lunch time. Healthy snacks include fruit, vegetables and crackers. Students may not bring candy, cookies or chocolates for snack. Students are also asked to bring a refillable water bottle. Early Childhood and Elementary teachers will provide for snack time in their classrooms. Pre-K students eat lunch in classrooms and Elementary students eat lunch in the school cafeterias. They are supervised by the teaching staff during lunch.

II. Academic/Extra Curricular Programs

When students leave our school, we expect them to be prepared for their next educational experience by being:

Academically well prepared:

- Being effective thinkers and problem solvers, critically analyzing information.
- Being competent in all curricular areas.
- Demonstrating inquisitiveness and curiosity.
- Being effective communicators.
- Being responsible, independent learners.

Socially responsible and culturally sensitive

- Demonstrating social and environmental responsibility, as well as a respect for cultural and individual differences.
- Working cooperatively and collaboratively with others
- Having a global perspective.

Personally fulfilled

- Being self-confident, open-minded, and adaptable.
- Developing a healthy lifestyle.
- Demonstrating honesty and integrity.
- Working toward their full potential.
- Displaying attributes of a life-long learner

Curriculum Guidelines

The course of studies at Dalian American International School includes language arts, mathematics, social studies, science, music, art, physical education, technology, and Mandarin language studies.

When reading about the various learning areas, it should be kept in mind that learning in the school continually moves across discipline boundaries. When children focus on a particular topic, they may discuss, interview, read, write, study graphs, measure, or make models; they may inquire, test ideas, calculate, paint, sing or do any number of learning activities that are not narrowly tied to one specific subject area. We use the term “integration” to describe our commitment to this principle of ‘bringing things together’ and making meaningful and real connections in learning. This approach is valued and planned for on a continual basis. This approach does not exclude or diminish the need for teaching explicit and discreet skills and concepts.

Along with each of the outlines of the broad learning areas are some ideas for parents to consider using at home. The suggestions are intended to build on the school curriculum and help provide a means of informal inquiry and discussions. This further supports the parents’ role as a child’s first and most important teacher

Language Arts: Reading and Writing

This learning area has a unique position because every other learning area depends on constant use of the English language. The ultimate aim of language arts teaching is that children will be able to read, write, and communicate confidently, effectively, and appropriately.

Children will have useful knowledge of the English language and how it works and be able to apply that knowledge when speaking and writing.

Children will enjoy using language, enjoy reading and hearing stories, poems, and nonfiction text, will think clearly, express opinions, and in general, possess language as a tool for becoming more competent and fulfilled human beings.

Children come to school with the basics of language, even if English is not their first language. They arrive already able to express their wishes and feelings. Many consider themselves able to write, and although adults may not be able to read the messages, this belief in their ability to write is important and should not be discouraged. Some children come to school already having a firm foundation for reading.

Teachers build on these existing competencies. They know that children learn language by using it, and therefore, teach language arts:

- By encouraging children to express themselves orally — in pairs, in groups, in front of the class, to adults.
- By providing activities and surroundings that will stimulate children to talk, listen, read, write, and view with enjoyment and at the same time challenge them to develop their understanding of language and effective communication.
- By demonstrating appropriate ways of talking and writing, and by teaching the conventions of using language: acceptable pronunciation, punctuation, grammatical usage, spelling, and handwriting.
- By explicitly teaching the skills children need to become competent speakers, listeners, readers, writers and spellers.
- By providing children with good models of writing, including a wide range of fiction and nonfiction texts.
- By creating a climate in which the English language in all its forms is enjoyed and valued.

Reading

Reading at DAIS is taught in a balanced literacy approach with students working independently to read and write as well as working in small and large group instructional groupings. The teacher sees learning to read as learning to make sense of print and understand meaning. The teacher's task is to help the young reader search for meaning using a variety of clues, to keep the flow of meaning going and to know what to do when meaning breaks down. Children are able to make sense of written text when they can:

- Draw on their experience of the topic and flow of language to predict the meaning of new words.
- Call on their memory of the shapes of words or parts of words.
- Apply their knowledge of the 'sounds' of letters or combinations of letters.

Teachers also know that the more children read for sheer enjoyment, the more competent readers they will become. The encouragement of reading for its own sake is one of the most important strategies of any teacher of reading. Students are encouraged to read independently in school and at home at a "just 'right level, which means that they are reading fluently and with full understanding of the text. DAIS is working to build a leveled library with hundreds of volumes at critical levels so that children can build their reading competencies from one level to the next.

Writing

Instruction is in Six +One Traits of Writing. The following are the traits:

- Conventions: the learning of punctuation, spelling, paragraphing and letter formation
- Ideas: the development of interesting and captivating topics
- Organization: the form of a writing piece which includes beginning, middle, end, details, etc
- Word choice: the use of descriptive and bright words
- Sentence fluency: the use of a variety of sentence types to make writing interesting and varied
- Voice: the understanding of one's audience and personal expression in writing
- Presentation: the edited and attractive presentation of a writing piece to a public audience

The introduction of these writing traits begins in the Pre-k and K and are then developed and honed through the elementary grades. The foundation for the writing program is a writing workshop structure. Students will learn to write for different purposes and audiences, using a variety of formats. They are encouraged in the writing process by developing their ideas with pre-writing organizational and idea graphic organizers. The graphic organizers become more and more sophisticated with the grades and also become particular to the genre of writing that the student has chosen. The next writing step is to draft. Students may then discuss their drafts in 'conferences' with their classmates and/or teacher and work to revise the draft. Once a piece is revised and edited a student is encouraged to 'publish' some of their writing for others to read. The skills of spelling and grammar are taught in the context of the writing process with teachers offering "mini-lessons" to demonstrate skills development as well as to demonstrate and encourage the various writing traits. An integral part of the Writing Workshop is teaching students various forms of writing (often called "genres"). Children are led to understand that the form of writing depends very much on the author's purpose and situation. They learn to write imaginatively (e.g. stories and poetry), but also learn how to use writing for a variety of other purposes (e.g. to provide instructions, report facts, recount past events, explain a process or argue a position).

Parent Support of Language Arts

- Encourage family conversations, tell stories, and invite your children to express ideas and feelings, play games together.
- Read and talk about books in your child's first language.
- Read to your children from the earliest age. Also encourage taking about what you are reading. What do you think of what the character did?" "What does that make you think of?" "What do you think will happen next?" Later encourage them to read to you, but continue bedtime reading to them for as long as they wish you to do so.
- Take your children to libraries: give books as presents, buy bed lamps and encourage reading before they go to sleep.
- Be seen as a reader and writer yourself. Share with your child what you have read during your work day and how you have used writing to express yourself or do your job.
- Talk about what your child has written and remark on what is said in the writing. Ask about anything that puzzles you or questions that you have about the writing.
- Display everyone's writing at home; get a notice board for lists of things to do, invitations, and so on. Avoid negative comments about children's spelling. Instead encourage younger children to attempt unknown words by writing the sounds they hear. Older children should be encouraged to read over their written work looking for possible errors and, when in doubt, to use a dictionary or ask someone else.
- Remember that spelling belongs to writing, and spellings are best written down. You might try the look-say-cover-write-check method of learning new words: LOOK at the word and SAY it to yourself. COVER it; close your eyes and 'see' it. WRITE the word down. CHECK to see if it is correct — if not, repeat the steps.
- Do not let the conventions of your child's writing overshadow the ideas. Conventions are easily fixed through an editing process. Ideas are to be nurtured and encouraged.

- Viewing is also seen as part of the Language Arts curriculum. Encourage your children to become critical and discriminating viewers of TV and videos. Talk about likes and dislikes, stereotyping and the assumptions that programs and advertisements make about their audiences.

Mathematics

Today, mathematics is perhaps even more important than ever before. It has been influenced by new technologies, and the mathematical demands of everyday living are increasing. As a result, school mathematics has changed over recent years.

Accurate calculation is still an important part of mathematics. It includes knowing or being able to work out what calculations need to be applied to solve particular problems. This is one aspect of leading children to think mathematically about the real world — to look for patterns and relationships expressed in terms of number. In doing so, children must learn to estimate, classify, manipulate objects, measure, order, and make sense of results. Both research and everyday observation show how important it is for children to feel confident in themselves as mathematicians if they are to learn as they should. Of course, confidence is vital in any learning, but there is a long-standing tendency to regard math as a special case where a child may have a ‘blind spot’.

Hence, there is the necessity to develop positive attitudes towards math, of stressing understanding as a basis for correct procedures, and of allowing children to experience success while encouraging them to take risks as they work towards greater competence. DAIS has adopted the Everyday Math program, which is a spiraling skills program. There are competencies that students master at each grade level and in a variety of math strands. Each year the program builds on the previous competencies. A large component of the program is problem solving, explaining one’s thinking and demonstrating math thinking through model building.

Parent Support of Mathematics

- Build confidence. Express positive attitudes toward mathematics and praise your children’s efforts.
- Participate in the family math activities and games that are encouraged in the HOME LINKS aspect of the math program
- If helping with math, make it fun — and always remember the importance of understanding. You will probably find that demonstrating with solid objects (matches, buttons, lengths of string, etc.) will help younger children to grasp a point.
- Try to cultivate a sense of number, size, volume, area, weight, time and distance in everyday life. Join them in estimating, counting, and calculating.
- Let your children see you using mathematics. Show how you decide on the different quantities you buy at the shops, how you check your bills or how you measure a piece of material or wood in preparation for a household job
- Encourage the use of a calculator as a useful tool of mathematical problem-solving, not as a substitute for clear thinking.

Science

The study of science leads children to inquire into the natural and constructed world and search for explanations of natural phenomena. As they observe and reason, as they build and test theories, they are taught scientific ways of thinking and problem-solving and develop their ability to distinguish between evidence and personal opinion. DAIS uses Foss hands on science kits at each grade level with a different kit for each trimester. The kits cover scientific exploration across the science strands of Earth Science, Life Science and Physical Science.

There is a Science specialist and she team teaches with the classroom teacher, stressing the importance of developing scientific ways of investigating as an essential element of every child’s education. Science programs cultivate certain key attitudes and values:

- An openness to new ideas
- A respect for evidence and objectivity
- A commitment to reasoning and clear thinking

Children are helped to think and work scientifically to reinforce the attainment of conceptual knowledge. Students maintain scientific journals where they take notes and make labeled scientific drawings. Their investigations are the exploration of a particular hypothesis that they document.

Parent Support of Science

- Encourage curiosity about why things happen.
- Draw attention to changes in the weather, different types of soil and vegetation, different landforms, the rise and fall of the tide, the weathering of buildings.
- Pay family visits to places that will stimulate scientific interest: museums, zoos, national parks, observatories, rock pools on the seashore, natural bush land, and science exhibitions.
- Give presents that will prompt investigations, such as a magnifying glass, microscope, telescope, thermometer, mirrors, magnets or some elementary science equipment.
- With your children, watch nature and science programs. Ask them to share their thoughts and observations with you.
- Buy books on nature and science and encourage your children to check out science oriented books from the library.
- Share an interest in pets or gardens with your children. Talk about what pets need to enjoy healthy lives. Show how plants can be helped to grow in the garden; explain the importance of watering, drainage, sunlight, fertilizers, a compost bin.
- Display or draw attention to news items about environmental changes, scientific breakthroughs, cyclones, floods and droughts, and the human adaptation of nature.

Social Studies

In this learning area, children study the way people relate and have related to each other in various places and at various times; they also study their natural and built surroundings. Areas of social studies covered will include culture, history, economic, geography, and government. The inquiries they make and the experiences they have will help them to develop as informed citizens, actively participating in their society and in the world as a whole. The third trimester of each school year, each elementary classroom focuses on a study of China as the host country. The studies are specific to a particular grade level's social studies focus. Topics include: landforms, local community helpers, culture, inventions, dynasties, songs and poems, and minority peoples

Parent Support of Social Studies

- Encourage an interest in people from all over the world, a respect for their dignity as human beings and an understanding of their different ways of doing things.
- Give your children a real interest in your home country—its geography, its past, its various people and their ways of life, its contribution to and place in the world.
- On special occasions (such as cultural festivals in other countries) give books on how different groups of people live.
- Encourage your children to value and cultivate such qualities as tolerance, cooperation, generosity, compassion, open-mindedness and respect for legitimate authority. Point out such qualities when you see them demonstrated at home or in society at large.
- Watch and discuss with your children suitable programs that explore current social issues or historical events.

- Ask grandparents and other older family members to share their stories with the children. What are their most vivid memories? Where have they lived and worked? How were things different in the past?

Host Language and Culture Studies (Mandarin)

The school believes that students should have the opportunity to learn the language and culture of the country in which they are living, in order to foster better communication and understanding between the cultures. The Chinese language (Mandarin) will be treated as a whole and will be learned in a context that is both meaningful and purposeful. We believe in the wholeness of language wherein skills are not always taught in isolation but are investigated through the curriculum.

The Chinese Studies program emphasizes an understanding and appreciation of the Chinese language and culture. This will be achieved by taking advantage of the school's local environment, and China's geographical and cultural history. For non-Chinese speaking students the vocabulary and phrasing chosen for instruction is planned to help students' entry into the local culture and everyday life. Through the program, the integration of the processes of listening, speaking, reading and writing is stressed. Students will have a variety of opportunities to experience actively the Chinese language in its many forms. The curriculum will be structured in themes that are introduced sequentially over one year: Introductions, Family, School, Shopping, Food, Community, Travel and Getting Around, Leisure, Chinese Holidays and significant events are some of the topics that provide thematic focus. For Chinese speaking students, the program of study will help them develop fluency in all four skills of the Chinese language and to have a clear understanding of their cultural heritage.

The children will:

- Develop awareness and appreciation for the language and culture of China.
- Develop a better understanding of one's own culture.
- Develop an appreciation that different cultures see and express life and values in different ways.
- Develop a wider perspective from which to view the world.
- Communicate in the Chinese language (speak, read, write, listen).
- Have an awareness of the link between language and culture.

Computer/Technology Education

The Computer/Technology Education program will integrate technology into the education process by creating an environment that allows all students to have optimum personal and educational growth through the infusion of appropriate technology into the daily school-related experiences. We see the computer as a tool for learning. Our responsibility is to provide students with frequent and easy access to these tools as well as teaching the skills necessary to use them to support their education.

Ten strands of skill areas are taught during the K-5 Computer Education experience: Computer Awareness, Ethics and Values, Keyboarding, Word Processing, Applications, Multimedia, Spreadsheets, Internet, Webpage Design, and HTML Programming.

Physical Education

A physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of, and the benefits from involvement in physical activities, and values physical activity and its contribution to a healthy lifestyle.

All students, Pre-K through Grade 5, will have physical education for approximately 45 minutes, two times each week. The developmental age and skill ability of the students will be taken into account with all classes.

All lessons will have a fitness component to them. Students will learn loco motor skills, gross motor and fine motor skills, fitness games, body awareness, activities, balance activities, rules, strategies and appropriate behaviors for sports, games, and activities.

Music

Music education enables all learners to explore, create, perceive and communicate thoughts, images and feelings through music. Shared experiences in music also significantly contribute to the development of a healthier society through activities that respect and reflect the diversity of human experiences. In teaching music to children, one must keep in mind that, above all else, music should be enjoyed and appreciated from an early age. A positive attitude toward music must be reached.

At DAIS, students will learn to sing alone and with others, a varied repertoire of music. They will be introduced to instruments, and perform alone or with others. With both singing and instruments, students learn about improvising melodies, variations, and accompaniments. Composing and arranging music with specific guidelines will be taught along with reading and writing music. Listening to, analyzing, and describing music are skills developed, as are evaluating music and music performances. An important part of learning is, understanding music in relation to history and culture. Students at all levels will explore movement and dance and engage in performances.

Art

DAIS believes that art increases self-discipline and motivation, as well as contributing to a positive self-image. The study of art develops critical, creative and reflective thinking, and problem solving. Art provides a source of pleasure and enjoyment, and allow students to gain a deeper awareness of themselves, their place in history, culture and the world.

Students will be encouraged to explore their potential skill in art, to expand their creativity, and to explore and practice their skills. Seven strands comprise the skill area covered in art class: Drawing, Painting, Clay/Modeling, Sculpture/Construction, Printmaking, History and Art Appreciation.

English Learning Program (ELL)

In the elementary program at Dalian American International School, English Language Learning is designed to support students in grades 2-5 who have yet to attain the level of English language proficiency necessary for success in the mainstream program. Students receive ELL support during their language arts/English periods each day through what is called a “push in” model. An ELL teacher co-teaches the core Language Arts curriculum in the classroom while supporting ELL students through vocabulary development and lesson differentiation as needed. ELL students may also be served in small tutoring groups throughout the day as needed.

ELL students in Pre-K, Kindergarten and First Grade are served in their classrooms through an immersion model. Teachers differentiate lessons for students while building their vocabulary. Young children’s language acquisition at young ages is rapid as they are immersed in listening to the language. They follow their classmates’ lead through observation and hands on learning

Homework

It is important to understand that academic learning does not end at the end of the school day. Learning can take place in all environments and at all times. Homework assignments are an important reinforcement of the learning of new concepts and skills, and help to build desirable work and study habits. Homework may be used to allow students to finish work not completed in class, to provide enrichment and greater understanding of the material currently being studied, and to develop research skills. The amount of time that students spend doing homework will vary from day to day, by grade level and with the ability and diligence of the individual student. Generally, you can expect that the children will have more homework as they get older. The classroom teacher will communicate the expectations for homework. Additionally, teachers have the expectation that students read or are read to every night, record the reading on a DAIS reading log and have a parent initial the log.

Furthermore, young people need to gradually develop independent study habits, which will stand them in good stead throughout life. Recognizing these facts, DAIS sets increasing amounts of homework starting in Kindergarten. The assignments given will reinforce classroom work accomplished, and will provide consistent drill and practice for mastery.

Kindergarten	10 minutes of homework, plus at least 15 minutes of reading each evening
Grade 1	10 minutes of homework, plus at least 15 minutes of reading each evening
Grade 2	20 minutes of homework, plus at least 20 minutes of reading each evening
Grade 3	30 minutes of homework, plus at least 20 minutes of reading each evening
Grade 4	40 minutes of homework, plus at least 20 minutes of reading each evening
Grade 5	50 minutes of homework, plus at least 20 minutes of reading each evening

Parent Support of Homework

- Talking with your child about what she or he is learning and doing in school.
- Establishing a daily homework routine.
- Providing a quiet place to study.
- Answering questions once the child has tried to work things out.
- Reviewing complete work.
- Informing the teacher when problems arise.
- Spending time reading with your child every day.
- Encouraging them to do their best.
- Giving the children all the positive support you can; ask questions, demonstrate a skill (e.g. using a dictionary) but resist the temptation to do the work for them. Remember, too, that learning progresses at an uneven pace and guard against becoming impatient or over critical.

Home Learning Supplies

Children need some basic supplies at home in order to successfully complete their homework, projects, and reports. Provided below is a list of possible supplies. Parents are requested to use their judgment as to what is appropriate for their child's age and grade.

Scissor	Glue sticks	Ruler	Pencils	Dictionary
Colored pencils		Pencil sharpener	Crayons	Markers
Compass		Atlas	Protractor	Pens

After-School Activities

After school activities(ASA) are offered to students in Kindergarten to Fifth grade students three times a year for 9 to 11 week sessions. The activities are offered on Tuesday, Wednesday, and Thursday from 3:45 until 4:30. Staff, parents and professional vendors organize a variety of activities such as movement, sports, computer, reader's theatre, cooking, art, etc. The activities are geared for particular age groups. There are minimum numbers of students who must enroll to sustain the club offering; if the minimum is not met the activity is cancelled. There are also maximum numbers of students who will be allowed to participate, so if the maximum is met there may be a lottery to determine the participants. The activity offerings and sign up procedures are posted on the school website. Late applications for ASA are not considered.

Parent Involvement

Dalian American International School believes that parents are a child's first and best teacher. Therefore, it is important that parents support their child's continuing education in the following ways:

- Being actively involved in school through regular visits, participation in activities, awareness of classroom routines, and regular communication with the school.
- Maintaining open communication with them, being supportive of their social and emotional needs, and providing a loving, safe home environment.
- Supporting their academic needs by helping with homework, reading with them regularly and providing opportunities to broaden their knowledge.
- Recognizing and accepting their individual strengths and weaknesses, encouraging them to try new and challenging activities and allowing them to make choices and take responsibility for their actions.
- Encouraging them to become well-rounded individuals by stressing the importance of balancing academics, arts, sports, social life and community service.

DAIS also believes learning is enhanced when parents and teachers are recognized as partners in education, exercising different roles and responsibilities in pursuit of a common vision. Teachers welcome information parents can provide that will help them better understand and work with their children.

Parents are encouraged to do the following:

- Get involved by attending special school celebrations, special assemblies, holiday celebrations, whole-school or class performances, sports activities, or visiting at lunch time.
- Accept an invitation to help in the classroom by: reading to a small group, hearing a child read, sharing a skill or hobby with a group, writing or typing some of the younger children's stories.
- Act as a resource person.
- Help on school trips and at sporting events.
- Join the Parent School Partners (PSP) which has regular monthly meetings.
- Attend The Elementary *Liao Tian*, which are monthly chat sessions led by the Elementary Principal.
- Attend Community Time presentations several Fridays each month at 3p.m.
- Check the DAIS website for regular communication and calendar updates.
- Check your child's homework diary and sign the reading log.

Home-School Communications

Communication between home and school is critical for student success. The school will communicate with you through a variety of means. An important part of this process is having up to date information regarding telephone numbers and email addresses. Whenever there is change in home address, business address, telephone number(s), or email, it is crucial that the school is notified immediately.

Back to School Night

At the beginning of each school year the school will host “Back to School Nights”. The details of the evenings are sent home shortly before the event. During the evening you get a chance to meet your child’s teachers. Teachers will talk to parents about the curriculum, the expectations and about the various activities that will happen throughout the year. The teachers also talk about communication since this is an important element in supporting your child. We encourage all parents to attend this evening. If you cannot attend then feel free to contact the school or the teachers to see them at a mutually convenient time.

Conferences

Early Childhood and Elementary Parent - Teacher conferences are scheduled twice yearly. For the 2012-2013 school year, the first conference dates are scheduled for early release on Thursday, September 13, 2012 and all day Friday, September 14, 2012. The second conference dates are early release on Thursday, February 28, 2013 and all day Friday, March 1, 2013. There may be other times when teachers wish to meet with parents. Teachers will contact parents when the need arises. Parents wishing to meet with teachers should contact them through their email to make an appointment. The Elementary Principal and the Head of School are also available to talk over any issue related to your child and the school. The school maintains an open door policy.

Class Newsletters

Elementary teachers will regularly send out information to parents about the curriculum and class events in the form of a class newsletter. These are sent each week by email, so we ask that family email contact information is updated as needed.

School Wide Newsletter

The school produces a monthly newsletter. In this document families will get information about things that have occurred in the school as well as information about upcoming events. These may be in printed form or by email or viewed on the school website.

Assessment and Reporting

Assessment

Research has shown that regular assessment of students’ learning is essential to their growth as learners, and thus is a vital part of all effective programs. We at DAIS believe in the value of observing children’s learning in an ongoing way, and of using a variety of tools to measure their progress and development. Standardized tests, teacher-designed tests, and tests that accompany the text materials the students will use in the classroom are some of the formal means we will use to measure their learning. In addition, we will observe and document their daily performance in school and use those observations and data to provide evidence of their progress. It is a combination of all of these tools and methods that will give us the most complete picture of students’ growth, and will assist us in planning the appropriate next steps in their learning.

Additionally, children will be actively involved in learning how to evaluate their own work, and how to identify their own logical next steps. Student learning is enhanced when they understand what their learning goals are,

and especially when they have an active role in deciding upon them. Similarly, they benefit greatly from the opportunity to determine what they need to do to reach those goals, and then how to evaluate and describe the progress they have made.

DAIS teachers will communicate with parents in a variety of ways, both formal and informal—among them, parent-student-teacher conferences, student report cards, informal notes, and telephone conversations. We hope that parents will contact their child’s teacher when they have a question or a concern about their child's progress.

Standardized Testing

The Educational Records Bureau (ERB) CTP4 will be administered to students in grade 3 through 10. These tests are designed to measure each student's level of competency within the tested subject areas, as well as the effectiveness of the school's program. Achievement test data provides one of many pieces of information that can be used to evaluate the academic growth of a student. The information gathered from achievement test results will be presented and viewed in combination with many other indicators including, but not limited to, student work samples, report cards, parent-student-teacher conferences, subject matter tests, writing and reading assessments, etc. We will provide parents with the achievement test results.

Report Cards and Comments

In the Early Childhood and Elementary School, report cards are issued each quarter (approximately every 9 weeks). Each grade level report card is tied to the standards and indicators for each curricular area. Developmental grades are given to children in Pre-K to Grade 2. For the large curricular area students are given the developmental grade of Exceeds (E), Satisfactory (S) or Needs Improvement (N). Performance Indicators are given beginning (b), developing (d), and secure (s). If the skill has not been worked on the box is left blank. In Grades 3 to 5 students are given letter grades if they are functioning within grade level expectations. Letter grades are A – 90-100%; B - 80-89%; C- 70-79%; D- 60-69% and F – Below 60%. Performance Indicators are given beginning (b), developing (d), and secure (s). If the skill has not been worked on the box is left blank. Each trimester all teachers provide narrative comments on student performance in the comment section at the bottom of the report card. Prior to the release of final report cards or transcripts in June, students must return all school property in good condition. Any missing or damaged items must be replaced or paid for. If a student leaves during the course of the year, the same procedures must be followed.

III. Academic Integrity

In general, Guidelines for Academic Integrity at Dalian American International School are designed to deal with an action or actions taken by a student which is intended to “Make a student look more academically able than s/he actually is by using another student’s or person’s work and representing it as his/her own”. The following statements address the questions regarding various academic situations and possible questions which students, staff, parents, and administration might raise for clarification. These comments are not intended to be exhaustive or cover all the possible situations. They are intended as guidelines for working positively with each individual incident.

Homework

Most homework assignments are given as learning experiences and so to get help from others may be considered appropriate. However, a student who completely copies another person’s assignment to make a teacher think that the student has done the work is considered “cheating”.

Examples of homework activities which DO NOT violate the Guidelines of Academic Integrity include:
Working with another person on a cooperative study assignment when both names are affixed to the final submissions for grade attribution

Review of a question or problem by another person for the purpose of getting suggestions for a strategy for solutions – the solution to which is entirely worked out by the student

Work which is assigned and announced by the teacher as ungraded and which the student completes with another person, or persons, with the knowledge of the teacher

Examples of homework activities which DO violate the Guidelines of Academic Integrity include, but are not limited to:

Someone solving problems on a math assignment (another person working with the problems) for copying or paraphrasing another student’s work in whole or in part and claiming it as one’s own

Turning in someone else’s work as the student’s own

Allowing/encouraging someone else to copy all or part of the student’s work and claim it as their own

Test and Quizzes

Obtaining unfair help with tests and/or quizzes is a violation of the Guidelines for Academic Integrity. The following are examples of unacceptable test behavior and are provided to give an idea of common mistakes.

This list is neither exhaustive nor all-inclusive:

- Discussing (in detail) a test/quiz that the student has not yet taken with a person who has already taken it
- Bringing in hidden notes or using unauthorized notes during a quiz or test. The mere possession of such “cheat notes” indicates an intent to use them and as such would be considered a violation of the Guidelines of Academic Integrity
- Looking at another person’s work during a test or quiz
- Talking to another person during a test or quiz unless specifically permitted to do so by the teacher
- Allowing another person to look at work during a test or a quiz
- Assisting another person during a test or a quiz through noises or silent signals
- Possessing, in ANY form, a copy of the test or quiz before it is administered
- Doing another person’s quiz or test for them at their request

Plagiarism

Malpractice (plagiarism) is defined as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessments in any regular work during a course.

Malpractice includes:

- Plagiarism: this is defined as the representation of the ideas or work of another as the student's own (whether written or oral work)
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behavior which gains an unfair advantage for a candidate or which affects the results of another candidate

Students in violation of these guidelines could face any one or more of the following consequences:

- Student receives a zero for the assignment, test, or exam in question
- Student is required to redo the work in question
- Student is required to call his/her parent or guardian and explain what happened
- Student is assigned "in school suspension"
- Student is suspended from school
- Student is expelled from school

IV. Conduct and Behavior

DAIS Core Values

Central to the school's philosophy and mission is the belief that the core values of integrity, respect and responsibility, practiced daily, will lay the foundation for our students to become thoughtful citizens. Therefore it is the school's core values that form the central pillar of our school culture. DAIS expects that all who join our school community will possess and display integrity, respect, and responsibility. The DAIS Core Values are our commitment and obligation to a school community in which personal integrity is a way of life.

- Integrity: Representing oneself correctly, being truthful to oneself and others
- Respect: Exhibiting a regard for other peoples' feelings, differences, ideas, space, and belongings, including respect for school property
- Responsibility: Exhibiting responsibility for one's actions which includes being trustworthy, doing the right thing, and following through with what is expected.

Code of Conduct

Every student who accepts membership at DAIS is expected to follow the Code of Conduct found below. Everyone has a right to function in a safe, happy and orderly environment. This environment allows the maximum opportunity to learn and to succeed. We believe that rules, or expected behaviors, their rationale, and the consequences of behaviors, should be logical and well understood, for the effective and efficient operation of a school.

The School's Code of Conduct applies to students as follows:

- Whenever a student is on school property;
- Anytime the student is in the school building;
- While students travel to and from school, including travel on a school bus;
- Whenever a student attends a school-organized function.
- Whenever a student is on a school organized trip.

The Code of Conduct also applies to off-school property as follows:

- Courtesy to the school's neighbors and to their property.
- Impact on another student's welfare.

Students at DAIS have the right to:

- Feel safe in school.
- Be treated with respect from classmates and teachers.
- An environment that is free of distractions so that they can learn to the best of their ability.
- Help and guidance from teachers when needed.
- Express themselves freely in a manner that respects the rights of others.
- An environment that is accepting of differences between student backgrounds, race and beliefs.

- A clean school.
- An environment that celebrates achievements.
- Confidentiality. Grades and academic progress will be kept confidential by teachers, students, and their parents.

STUDENTS AT DAIS WILL:

Behave in a safe manner.

I will leave potentially dangerous objects at home.

I will move carefully in the halls, stairways and around the school premises.

I will behave in a safe and responsible manner at bus stops, on buses and on field trips.

I will not bring, or be under the influence of any drugs, alcohol or tobacco products at school.

I will not push, hit or behave in any way that may hurt or cause injury to others or myself.

Respect self, others and all property.

I will endeavor, at all times, to treat others, regardless of my impressions of them, in a way that I myself would wish to be treated.

I will treat all adults and students with respect.

I will respect the privacy and personal property of others.

I will respect school equipment and facilities.

I will respect our environment.

I will be honest.

I will dress according to the Dress Code in this handbook.

I will not tease, name call, swear, threaten, put down or cause hurt feelings in others.

I will not bully or intimidate others.

Be responsible for own learning.

I will act in a way that does not interfere with the teaching or learning in my classroom.

I will be where I'm supposed to be, when I'm supposed to be there, fully prepared.

I will follow instructions, and classroom and school rules.

I will manage my time and materials effectively.

I will leave potentially disruptive objects at home.

I will complete all assigned work.

I recognize that the taking of tests and exams requires an exemplary standard of honesty and that no help should be sought from or given to another student.

Student Behavior

DAIS teachers and staff have high expectations for student behavior and are responsible for communicating those expectations in order to ensure an optimum learning environment for all. Therefore, in addition to school rules, each classroom has established class rules that are unique to the successful functioning of the particular class.

Students are responsible for following school and class rules. If infractions occur, teachers are responsible for addressing these issues with individuals or whole group as appropriate. The Head of Elementary will intervene and consult or conference with parents on a case-by-case basis. Both the teachers and the Head of Elementary use a variety of consequences and/or discipline strategies to promote learning and prevent re-occurrence of infractions.

Each student shall be held responsible for:

- Knowing the School's Core Values, the Code of Conduct, and School Rules, and abiding by them.
- Behaving in a way which is neither harmful to the welfare of other students nor interfering with the learning of others.

Unacceptable student behaviors include, but are not limited to:

- Vandalism, theft and disrespect;
- Cheating or plagiarism;
- Physical and/or verbal intimidation or harassment of others;
- Emotional, physical or cyber bullying
- Acts causing embarrassment or bringing disrepute to the school;
- Possession and/or use of weapons or facsimiles of weapons;
- Use, possession and/or distribution of controlled substances including alcohol.

Discipline for misconduct may include:

- Counseling
- Time Out
- Loss of privileges or leadership responsibilities
- Suspension
- Expulsion

Disciplinary action will be determined on a case-by-case basis, taking into consideration relevant factors including such things as the student's age, previous involvement in inappropriate behavior and seriousness of the conduct.

Dress Code

DAIS believes that students need to show respect for their school, their surroundings and the other students. Therefore, we have established a school dress code. There is a direct correlation between student dress and student behavior. It is incumbent upon parents to assist the school by ensuring that their children come to school clean, neat and meeting dress code requirements. Students not meeting the dress code will be required to secure alternative clothing or wear clothing provided by the school. The Head of School's decision on what is deemed appropriate and inappropriate dress is final.

Guidelines

- Clothing is to be worn in such a way that it does not distract or disrupt the learning environment.
- All clothing is to be worn appropriately and in the manner for which it was designed.
- Footwear must be worn at all times.
- Clothing with tobacco, drug, or alcohol insignias/advertisement is prohibited.
- Hats, caps, and sunglasses should not be worn inside the building.

Bus Conduct

All school rules and behavioral expectations also apply to bus behavior. While riding the bus or waiting for the bus, children are under the supervision of school employees. The bus monitors have a list of rules that assure a safe, pleasant and orderly atmosphere on the bus. Children are expected to know and follow these rules. If inappropriate behaviors take place on the bus, parents will be contacted.

Bus Rules:

- Follow directions
- Wear the seatbelt
- Stay in your seat
- Use, quiet, respectful voices
- No sharing of food
- Garbage goes in a bag

Suspension

Suspension is the removal of a student's right to attend regularly scheduled classroom instructional sessions. During the period of suspension the student may either be required to stay on school grounds or remain at home.

The Elementary Principal may suspend a student when it is deemed the circumstances warrant that level of discipline. However, the suspension process will only be pursued when other alternatives have failed or when the student's action is severe enough to warrant his/her removal from class.

In all cases, the Elementary Principal will conference with the student's parent/guardian.

Expulsion

Expulsion is the removal of a student's right to attend school. If a student's behavior is of a very serious nature, the discipline process may proceed directly to expulsion without first having exhausted other alternatives. A student will not be expelled unless the student has first been provided an opportunity to present their version of events to the Elementary Principal and Head of School, together with representation from the student's parent or guardian. The Head of School's decision on disciplinary matters is final.

V. School Health and Safety

Safety and Security

The safety and security of the students is our first concern; therefore, we ask that parents enter and exit through the main doors of the front lobby during the school day. All visitors must sign in and out at the Security Desk or display a DAIS authorized picture identification tag. Forms for authorized picture identification are available in the main school office. Cars driving into the parking lot to drop off or pick-up students must have a DAIS authorized permit. Permit applications are available in the main office.

Individuals who are not the parent or legal guardian of a student at DAIS will not be allowed to pick up students, unless the person is named by the parent as the person who will collect the students. Parents may fill out a form in the office naming all of the people who are designated to pick up their child(ren). Students will not be allowed to be picked up by another parent, without prior written or email notice from the student's parent or legal guardian.

If parents are leaving their children under the guardianship of another, the school must be notified in writing stating the dates involved and the name(s) and telephone number of the temporary guardian.

Emergency Procedures

Our first action in any situation is to assure the safety of all students and staff.

School Evacuation

In the case of fire or any other type of emergency, students and staff must be prepared to evacuate the school in a timely and orderly manner. Evacuation plans are posted in each room to show the proper evacuation route. Evacuation drills will be planned by the Head of School. Students and staff will practice the school's evacuation procedures at least once per term. At the sound of the fire alarm, students, staff, and visitors must report to their assigned area and await further instructions.

Lock Down Procedures

A lock down is implemented when an extraordinary event occurs creating a dangerous situation from outside the campus. In case of a lock down, all school doors will be locked. Students and staff will go to the nearest room or remain in their present location until the "all clear signal" has been given. Classroom doors will be locked and the supervising staff member will not let anyone enter the room.

Local/National Emergency

In case of a local or national emergency students and staff will report directly to their classrooms to await further instructions. Everyone will be informed whether to remain on campus or evacuate the school.

If the school believes it is unsafe to allow students to travel home, the students will be kept at school and supervised by the school staff until it is safe to travel home or until parents collect their student(s).

The school will endeavor to contact all parents by phone to explain what is happening and provide them with the opportunity to collect their children from school. In case of an emergency, we ask that parents not phone the school as this will block the telephone lines and prevent us from contacting parents.

School Closing

In the event of severe weather conditions or other emergencies, DAIS will either cancel or delay the opening of school. This decision will be made by 7:00AM. The school will post the decision on the DAIS website.

www.daischina.org.

Harassment and Weapons

Sexual, racial, or any other harassment, including bullying by any member of the school community is prohibited. This policy includes conduct on campus or at any activity connected with the school including field trips, athletic contests, concerts and social functions. All members of the school community are responsible for their conduct and should treat others with respect and dignity. Any individual who believes that he or she is a target of sexual, racial, or other harassment or who witnesses such harassment of another has the responsibility to the school community to take the following action. The recipient of the harassment and/or the witness to the harassment should make it known that the behavior is unwelcome. Behavior that continues after it is known to be unwelcome should be reported to the school authorities immediately.

No weapons, including knives, guns, or explosives, may be brought to school or to any school function, either on or off campus. Using an object in a threatening manner as a weapon will also be held to be a violation of DAIS weapons policy. DAIS forbids anyone possessing facsimile weapons, such as toy guns or plastic swords or knives, at school without authorization from Administration (i.e. for a drama performance, as part of a class play, or as part of a costume).

Drug Free and Smoke Free

Possession and/or use of alcohol, tobacco, or non-prescription drugs are prohibited. This includes any school function on or off campus. DAIS believes that the primary responsibility for education and supervision of students regarding substance abuse belongs to the parents

No student shall possess, use, transmit, or attempt to possess, use or transmit, or be under the influence of any of the following substances on school premises or off school premises at a school-sponsored, or school-related activity, function, or event:

- Any control substance or dangerous drug as defined by either U.S., U.K., European Community, Canadian, or local law, including, but not limited to, marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, anabolic steroid, or barbiturate
- Any pharmaceutical drug without knowledge and permission of parent/guardian
- Any abusive glue, aerosol paint, or any other chemical substance for inhalation
- Any intoxicant, or mood-changing, mind-altering, or behavior altering drugs
- Any alcoholic beverage

The possession, use or transmittal of paraphernalia related to these prohibited substance is also prohibited under this policy.

The possession, transmittal, sale or attempted sale of what is represented to be any of the above listed substance is also prohibited under this policy.

“Use” by definition, is when a student has voluntarily introduced, by any means, into his or her body a prohibited substance recently enough that it is detectable by the student’s physical appearance, actions, breath, speech, or chemical analysis. “Under the influence” is defined as not having the normal use of mental or physical faculties due to the use of the drug or alcohol. However, the student need not be legally intoxicated as prescribed by U.S., U.K., European Community, Canadian, or local laws in order for them to be considered under the influence.

Students who violate this policy will be immediately suspended from classes while consideration is given as to whether or not the student’s enrollment will be continued, and if so under what conditions.

Use, possession, or trafficking of tobacco products at school or school-sponsored events by students is unacceptable. Students will be suspended from school for violating this policy. While it is up to the administration to determine the severity of the infraction, normally for the first offense a student will be suspended for one day, the second offense two days. Repeated violations of this policy could result in expulsion. Students may not leave the school premises during the school day in order to smoke. Any student who leaves the campus, or attempts to do so, will be considered to be truant and may be suspended.

As a condition of enrollment or continued enrollment, each student in grade six and above and one of their parents must acknowledge in writing that they have received and read a copy of this policy.

Dalian American International School maintains a “Smoke-Free” campus. No tobacco of any kind may be used within its environs.

School Nurse / Medication

The nurse is available from 8:30 a.m. to 3:45 p.m. The school nurse treats minor injuries and illnesses, performs first aid, administers medications, and maintains student health records.

If a child is to be given medication while at school, parental permission regarding the medication must be brought to the attention of the Nurse’s office either by phone call or signed notice. The medication must be clearly marked with the child’s name and must be in its original container. The medication must be handed to the school nurse and only the nurse will be allowed to administer the medication to children.

The following information must be clearly stated:

- Name of medication
- Required dosage
- What it is for
- Time it is to be given
- Doctor’s name and telephone number
- Parents’ emergency telephone number

In the event of a serious injury or illness, the nurse or school office personnel will contact the parents or guardian so that the child can be transported to a medical facility for further attention. In extreme emergencies, the school nurse will accompany the student to the facility and meet the parents there.

If your child has a condition such as asthma or has had a severe allergic reaction in the past, please speak with the nurse about these or any other conditions you have concerns about. Vision, hearing, weight and height screenings can be done upon request by parents or teachers.

A child must be fever free and/or have not vomited for 24 hours before returning to school.

If your child is ill, please do not send her/him to school. Many children's illnesses are very contagious. If in doubt, please contact the school nurse.

Immunizations

It is required that all children attending the school have the following immunizations:

- Measles/Mumps/Rubella
- Diphtheria/Pertussis/Tetanus
- Polioyelitis

Parents must provide documentation of these immunizations with the dates of vaccinations at time of registration. If you have any questions regarding the above please contact the school.

H1N1 Preparedness

DAIS collaborates with local and national health agencies to develop and enact plans for H1N1 preparedness. In case the school campus is closed, students will be asked to continue their studies via a format identified by their teachers.