



STUDENT HANDBOOK

Third Edition

SCHOOL YEAR 2017-2018



Learning Beyond Academy

Established 2009

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Parent / Student Handbook

Third Edition

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Table of Contents

Introduction & Governance	Page 3
Mission, Philosophy, Goals	Page 4
Principles, Expectations	Page 9

GENERAL INFORMATION

(Policies in the General Information section apply to all programs)

1. ABSENCES	Page 10
2. ACADEMIC INTEGRITY	Page 11
3. ACCIDENTS	Page 11
4. AFTER SCHOOL	Page 12
5. AGGRESSION POLICY	Page 12
6. ANTI-BULLYING POLICY	Page 13
7. BEHAVIOR	Page 16
8. BIRTHDAY PARTIES	Page 26
9. BOOKS	Page 26
10. CARPOOL	Page 26
11. CLOSURE POLICIES	Page 26
12. CONFIDENTIALITY	Page 28
13. CONCERNS	Page 28
14. D.E.A.R.	Page 30
15. HEALTH AND WELLNESS	Page 30
16. HOMEWORK POLICY	Page 35
17. IMMUNIZATION FORMS	Page 35
18. INTERVENTION POLICY	Page 35
19. ITBS TESTING	Page 36
20. NEWS & NOTICES	Page 36
21. PARENTS	Page 36
22. PEACEMAKERS	Page 37
23. RE-ENROLLMENT	Page 37
24. REPORT CARDS	Page 38
25. SECURITY	Page 38
26. SNACKS AT SCHOOL	Page 39
27. STUDENT SUPPLIES FEE	Page 39
28. TARDY POLICY	Page 39
29. TECHNOLOGY USE	Page 40
30. UNIFORM POLICY	Page 42
31. VISITOR BADGE	Page 42
32. VOLUNTEERING	Page 43
33. WITHDRAWAL POLICY	Page 43

ADDITIONAL INFORMATION

(Policies in the General Information section apply to all programs)

PRESCHOOL	Page 44
HIGH SCHOOL	Page 50
ADMISSIONS, TUITION AND FEES	
POLICY (all programs)	Page 56
FORMS	Page 65
SCHOOL CALENDAR	BACK



A WORD FROM THE HEAD OF SCHOOL

We welcome you to the 2017-2018 school year of Learning Beyond Academy!

We want our students (your children) to have a wonderful year of growth in all aspects of life. This Handbook is one representation of our desire to work in partnership with families to accomplish this goal. It is intended to be as comprehensive as possible while remaining a practical and user friendly communication tool and source of information.

Every school has its own “culture and community”. One of the most important aspects of the Handbook is the degree to which it describes the culture and community of LBA. The Handbook outlines what families can expect from the School and what the School must expect of LBA students and families in order for these two entities to work in partnership with each other. For this reason alone, mutual accountability, I cannot encourage you strongly enough to read the Handbook in its entirety.

I would especially encourage you to read the sections involving Discipline as there are adjustments to our policies and procedures that are now in effect. I encourage you, as well, to become familiar with our policies and procedures that are intended to help families solve problems and address concerns as they may arise during the course of the school year.

Of greatest importance, however, is the degree to which the Handbook underscores who we are as a school. Our History, our Vision, Mission and Philosophy, and our Standards ideally form the basis for every policy, practice, and procedure in our school.

No Handbook, even one as thorough as ours, can cover every detail that may need to be known by every family in every situation through the course of a school year. While we will make every effort to avoid judgment calls and the use of discretionary authority, we know that when we must, the Handbook still provides a basis for decisions we must make and actions we must take.

We sincerely thank you for the privilege of working in partnership with you for the education of your children. We take great joy in committing ourselves to providing an environment wherein the mission statement can become a reality in the lives of all of our students.

Michael E. Partain, M.Ed.

Head of School
Learning Beyond Academy



INTRODUCTION

History

Learning Beyond Academy's story is one of dreams, faith, hard work, and lots of determination. In 2001, the idea of LBA was birthed, as a dream, in the heart of James and Christina Weidner. After several years of laying the foundation LBA was ultimately launched in September, 2010.

With one teacher and seven students, in the basement of a rented house, Mrs. Weidner, as School Director, sought out a handful of like-minded parents who had the same dreams and goals for their children and invited them to become a part of the Vision and Mission of LBA. By the end of the first year LBA had 17 students and 3 full time teachers. The second year LBA moved into our current facility and started the year with 6 full time teachers and 36 students.

Each year LBA has grown exponentially and continued to add facility space and team members to facilitate the growing program. With the help of the team members, the school policies, curriculum and teaching philosophy were firmly established. The initial team members, in the first five years, helped to shape the international academic mission and character fostering culture that guides the school today.

Today the dream has grown into the reality of a full academic program with the ability to facilitate up to 350 students in our Pre-Kindergarten, Primary, High School, and English studies tracks. LBA celebrated its first graduate in the 16/17 school year and the subsequent acceptance of our very first alumnus into a fully accredited, four-year university is confirmation of the quality of instruction and character education provided by Learning Beyond Academy.

Today LBA is governed by a Board of Directors which oversees and cooperates with the LBA Advisory Council. With a Head of School leading the day to day operations, LBA occupies nearly 3000 sqm of dedicated-leased space, within a local

community center and is facilitated by a team of approximately 70 full-time, administrators, teachers and support staff.

In 2016 LBA qualified as a Candidate for International Accreditation and looks forward to obtaining full accreditation over the next few years.

In 2017, founders James and Christina Weidner transitioned into Board Chairman and Board Co-Chair roles in order to better lead LBA into its bright future.

Who We Are

Learning Beyond Academy (Candidate for International Accreditation) is a mission-minded, nonprofit, full-time, English language, home school, academic program offering an international standards-based education from preschool through high school.

School Motto

Hearts Burning, Minds Shining

Mission Statement

Learning Beyond Academy's mission is to provide a holistic, character building, learning environment that promotes a love for learning. We endeavor to enhance each child's experience by giving them every opportunity to succeed and become responsible citizens with a global perspective.

Mission Statement Implications and Imperatives

- LBA is a non-profit, full-time, English education program offering international standards-based education for preschool through high school.
- Our aim is to provide a caring learning environment and holistic academic experience that develops each student's intellect, passion for learning, self-confidence, character and social responsibility.
- Our mission is to build a program dedicated to whole child development, character building and student learning while fostering



Learning Beyond Academy

hearts burning, minds shining.

A Candidacy School For International Accreditation

globally responsible and creatively minded citizens.

- Our classroom optimum size is 13 to 16 students per class, offering our teachers the ability to attend to each student's strengths and weaknesses producing success in the classroom.
- Our character development program provides a daily morning assembly time focusing on developing character in the hearts and minds of each member of our student body. Character development focuses on responsibility, respect, honesty, caring, gratitude, forgiveness, perseverance, and servanthood.
- Our daily enrichment and after school courses allow students to discover their passion and develop this passion in the area of creative arts (music, dance, drama, art), physical fitness/health, or sports.
- Our teachers are mission minded, passionate individuals, who enjoy working on a close-knit team. They are lifelong learners who embrace and enhance our goals and objectives.

Philosophy of Education:

Each child is unique. We hold that our duty as educators is to point all students to the purpose and plan for his or her life. We are to encourage our students to embrace his or her uniqueness and the differences in the classroom and see that he or she is special. We incorporate into all subject matter such as science, history, geography, reading, character, art, music, and physical education the ancient truths of creation and purpose.

As each child has a unique learning style, ability in learning as well as method of displaying knowledge learned. It is our belief that classroom planning, instruction, assessment, school wide events and extra-curricular activities should meet the needs of our diverse student body. Differentiated learning and project-based learning should be implemented on a daily basis throughout all subjects, extra-curricular courses and clubs. We believe success in education has been achieved when students display

proficiency through discussion, group interaction, independent discovery, projects using multiple intelligences, peer coaching, presentations and or standardized testing.

It is our strong conviction that school culture is seen in the collaboration of our staff and faculty, parents and students in the following areas. Successful parent and teacher communication should be ongoing. Classrooms have an open-door policy for observation. Parents are encouraged to partner with our educators and administration to support the needs of his or her child not only in academics but more importantly in the emotional and spiritual development of the child. Parental involvement in our school events, classroom events, and school projects is a necessary factor in the success of their child.

Philosophy of Education Implications and Imperatives

- We are to respect each child as uniquely created and offer equal opportunity to learn without discrimination.
- We believe that evidence of differentiated teaching and lessons observing multiple intelligences should be regularly practiced in the classroom, offering each unique learning style an opportunity to show proficiency and access the academic material.
- Parent involvement is crucial to the success of a school and educators should provide platforms for regular involvement of parents and ongoing access to the learning that is happening in the classroom.
- Excellence in character is at the foundation and core of a successful adult and should be introduced, modeled and taught to all children by educators exemplifying excellence in character. A clear, planned and thoroughly executed character building program is crucial to the success of any school and should be integrated into all facets of the school's culture and events.

- A diverse student body offers many benefits to the worldview of each student. Students from many nationalities and languages bring depth to an educational program, allowing a real-world experience in the classroom in the areas of English language learners, cultural diversity, varied perspectives in class discussion and, most importantly, a tolerance and acceptance of all people regardless of nationality, language, or race.
- As educators, we are to encourage creativity through all forms of art and skills, verbal and non-verbal, written and non-written forms of expression. We are to provide platforms for our students to discover their gifting of creativity and the potential they have for creating something from nothing; without bias or criticism for the product and experiencing only the satisfaction that comes from the creative process.
- Parent volunteers in the classroom, and in the office, offer a platform for more collaboration and understanding between faculty and parents. Parents are also a great support for in-coming / new parents undergoing the culture change from different nations and/or other programs with vastly different cultures. Parent support upon entering our school is a high priority and will ensure the success of the student's first months in our program.
- Character Building is at the core of our school culture and is held as the greatest tool we have to educate children, teachers and parents on how to make wise choices that will lead to success and fulfillment. We focus on character building on a daily basis in structured and unstructured platforms. Students that understand and can apply these basic character traits to which we hold will be able to achieve the academic success for which they strive: Respect, Responsibility, Honesty, Care, Gratitude, Forgiveness, Servanthood, Perseverance, and Leadership.
- We hold these core character traits as our guide to uphold the highest of values and standards not only for our students but for all our faculty and parents. We believe that students will learn these character traits most effectively when modeled by teachers, parents and peers.
- We celebrate the international diversity of our school and welcome students from any nationality. This adds depth to our students' educational experience by developing an awareness of diversity of language, culture and race. This, in turn, leads to a tolerance for those whose first language isn't the same as his or her own and fosters the development of the skills necessary to communicate and build meaningful relationships with people of all nations. This provides a real-world classroom experience offering diverse backgrounds for classroom discussions and projects. We bring a global world view to the classroom and to our approach to curriculum.
- The fine arts is a thick thread in our school culture and all students are encouraged to discover the singer, actor, dancer, artist, writer, musician or orator lying within. We host several school wide and class events where students are encouraged to use these creative means to express his or her self and to communicate what he or she has learned as well as teach it to another. We believe in the art of performance and connecting with the audience. These forms of expression also allow each student to build confidence in his or her self and provides an opportunity for all students to be creative no matter his or her talent.
- Curriculum: At Learning Beyond Academy, we implement a variety of curriculum resources to best enrich the whole child: Starfall, Reading A-Z, Literature-Based Language Arts, 6+1 Writing Traits, Singapore Math and Science, Music Theory and Enrichment, Singapore Chinese, Character Studies, Physical

Education and Art Class. To supplement your child's education beyond regular school hours, we also offer after school classes in English, Chinese, and Kids Band.

- **Homework Philosophy:** We believe that homework is an essential part of each student's learning experience. It is our goal to provide meaningful tasks that will enhance the skills and concepts taught within the classroom.
- **Assessment Philosophy:** We believe that assessment is an integral part of a student's learning. The main objective of assessment is to enhance student learning, by gauging each student's progress to help build on strengths and weaknesses. For educators, assessment helps to evaluate the effectiveness of a lesson/ unit and to provide information to assist in identifying the instructional needs of students.
- **Classroom Philosophy:** Our goal is to create a respectful, comfortable, and well-managed learning environment where students are actively engaged in the learning process through various techniques and strategies. To promote this type of environment, we believe that consistency, organization, stated procedures, and consequences are necessary. Our optimum class size is 13-18 students.

Governance

LBA is governed by the Board of Directors. The Board of Directors receives recommendations and counsel from the Learning Beyond Academy Advisory Council. The Advisory Council is comprised of (up to) seven independent members, who assist with high level strategic planning, financial accountability, and who direct the provision of the major capital needs of the organization. The council also provides counsel to the Board of Directors regarding the major financial commitments of the organization. The Head of School is empowered by the Board of Directors to supervise the LBA faculty and to provide leadership to all aspects of LBA.

School-Wide Goal

Our goal is to create a respectful, comfortable, and well-management learning environment where students are actively engaged in the learning process through various techniques and strategies. To promote this type of environment, we believe that consistency; organization, stated procedures, and consequences are necessary.

PRE-SCHOOL PROGRAM

Our Pre-School program uses a theme-based curriculum offering play-based centers, as well as opportunities for children to learn through independent discovery. Our centers include music, art, movement, science, literacy and building. We encourage creative thinking and development of each child's interest and character traits.

PRIMARY/MIDDLE SCHOOL PROGRAM

Our primary and middle school program offers many opportunities for project based learning, group collaboration and independent development.

HIGH SCHOOL PROGRAM

Learning Beyond Academy partners with Keystone National High School and SevenStar Academy (both possessing full accreditation from regional, national, and international accrediting bodies), thus allowing us to confer a recognized and accepted U.S. diploma upon completion of graduation requirements.

GUIDING PRINCIPLES

1. Each child learns at an individual rate.
2. Each child can experience a pattern of success in school in order to develop personal satisfaction self- confidence and a feeling of pride and self-worth.
3. Each child can become a good citizen through the development of positive attitudes.

4. Each child's dignity and cultural/ linguistic diversity should be consistently affirmed.
5. Each child has the ability to think imaginatively and openly, to explore ideas, and to realize that subject matter skills are tools used in problem solving.
6. A school-home community partnership that encourages open and effective communication, parent involvement, and community support that promotes student success.



SCHOOL EXPECTATIONS

Classroom and school standards have been established and are discussed at LBA so students are made aware of what is expected of them. Therefore, your child is expected to be a responsible LBA student, adhering to all rules and procedures.

STUDENT RESPONSIBILITIES

1. Respect the rights and privileges of others.
2. Accept responsibility for his or her action and consequences of behavior.
3. Abide by the authority of teachers, staff and adults.
4. Be regular and prompt in meeting all school responsibilities.
5. Make efforts to do his or her best in school.
6. Help maintain school property free from damage and vandalism.
7. Have good attendance. You must be in school to get maximum instruction.
8. Be on time (8:00 a.m.) coming in late disturbs the class.

PARENTAL RESPONSIBILITIES

Good discipline begins in the home. Parents are the child's first teachers. Through example and direct teaching, parents instill in children habits of acceptable behavior and positive attitudes

As the child's first teacher:

1. Support and assist the school administration and teaching staff.
2. Provide your child with counseling, guidance and direct teaching.
3. Keep the lines of communication between home and school open:

Contact the appropriate person listed on the title page, or your child's teacher, if you should have any questions or have any important information to share.

GENERAL INFORMATION

1. ABSENCES

ILLNESS

Please notify the school/teacher as soon as possible when your child is ill. If your child is absent due to illness, students will be given two days for each day absent to complete and turn in to the teacher the assignments that have been missed. The day-count starts on the day following the student's return to school and includes weekends and holidays. For any absence that is for five or more consecutive days, together we will work out a specific timeline for completion of the make-up work. We understand that illness cannot be helped and we will be as flexible as possible to help your child make up their work. Please understand that there are some activities that CANNOT be done as make ups. We cannot send the science lab home.

VACATION

Is not encouraged during the school year. However, if you must plan a vacation, your child's work will be accumulated during that time and your child can take it home to work on it when he/she returns. We will not gather it before hand. In the past teachers have spent hours organizing material for an inordinate amount of extended vacations. We find that this is an inefficient use of our planning time. Further, it is hard to predict what work will get completed while you are gone. Some days move quicker, some slower. Also keep in mind that we try to wrap up units before major vacations and start new units when we return, so if you extend a school vacation, your child is going to miss valuable introductory material

ATTENDANCE

Students must be present in school for 80% of the semester school days in order to pass their class(es). Students who are seriously ill will be dealt with on a case-to-case basis.

Excused/Unexcused Absences

EXCUSED ABSENCES include:

- Illness of the student (In some cases, documentation from appropriate licensed professionals may be required for an excused absence.)
- Death in the student's immediate family
- Days of religious observance
- Medical or dental appointments
- Visa/Entry Exit Bureau Appearance
- Quarantine or hospital confinement
- Medical, mental health/psychological, or substance abuse treatment when documented by appropriate licensed professionals
- Field trips or other school initiated absences
- An emergency that, in the judgment of the principal, constitutes a reasonable cause of absence from school (Oversleeping, car trouble, running parental /guardian errands, babysitting and other such circumstances do not constitute

UNEXCUSED ABSENCES

Are those absences that do not fall within the areas listed above and include vacations, visiting out-of-town relatives, or participating in non-school sponsored activities or events.

Students are required to be in class on time. The student is responsible for being present and ready to learn when the class is scheduled to begin.

LBA students who did not attend school during the day are not allowed to attend LBA Afterschool programs, CAA classes,



ELS classes, events or performances that occur afterschool. It is deemed right and proper to assume if a student was too ill to attend classes during the day they are too ill to attend extra classes after school.

Students who have doctor's appointments during the day may attend after school programs as long as it is cleared with the principal 48 hours in advance and they have attended school at least part of the school day.

2. ACADEMIC INTEGRITY

a. Learning occurs best in an environment with academic integrity. Academic integrity is:

- a. A fundamental value of teaching, learning, and scholarship.
- b. Academic integrity is defined as exhibiting honesty in all academic exercises and assignments.
- c. Academic integrity is an integral part of promoting self-respect, trust, student achievement, and positive relationships among all stakeholders in our school community.
- d. Students are expected to exhibit academic integrity with regard to all academic exercises and assignments, this includes but is not limited to plagiarism.

3. ACCIDENTS

Although we strive to avoid accidents, we understand that accidents sometimes will occur at School. Our staff is trained to handle these incidents in a professional manner that places the care and protection of the students first.

If an accident happen to your child while they are at school, you will be contacted and informed of the situation as soon as possible.

An accident in a classroom, in a hallway, on school premises or at any other location in

which a staff member is present and/or in supervisory charge shall be handled in accordance with the following:

- Make an immediate examination to determine location, nature and seriousness of the injury. If it is necessary to remove some of the clothing to make a satisfactory examination, this should be done with extreme care to avoid aggravation of the injury.
- If an accident occurs on school grounds during the school day, immediately notify the principal. Be ready to tell the principal the following: (a) tell the location of the injured person; and, (b) describe the nature, cause and probable extent of the injuries.
- Determine the proper course of action. The staff member on the scene may administer proper first aid if trained. The most dangerous condition shall be treated first.
- Protect wounds. All wounds should be covered properly with some sterile materials, or if they cannot be obtained, the wounds should be protected by a clean handkerchief, towel or similar cloth.
- Make the individual comfortable. Whether or not he/she should be moved depends on the apparent type of injury and conditions at the scene of the accident. If there is any suspicion of fracture, the injured person should not be moved. If conditions are such that further damage is possible if the injured person is not moved, he/she may be carefully moved according to approved first aid procedures.
- Shock is always possible; keep the injured person warm and lying down.
- Handle the crowd (i.e., delegate responsibility to dependable and



unemotional students or other available personnel).

- Take every precaution to see that all apparatus, equipment and conditions involved in the accident are maintained in status quo until an inspection has been made.
- Minor as well as serious injuries should be referred to the school's principal or trained medical person promptly. In the event that a decision needs to be made as to the advisability of further treatment for a student, that decision shall be referred to the student's parent(s)/guardian(s). Notification and communication with parent(s)/ guardian(s) in such situations shall be the responsibility of the staff member on the scene or the building principal, depending on the situation. In the case of minor injuries, principal or designee shall use his/her professional judgment in deciding whether to contact the student's parent(s)/guardian(s).
- File a written accident report in accordance with school policy, before you leave school that same day.
- The directors of the school, the principal or designee will communicate with the parents and/or press.
- Do not under any circumstance volunteer any information or place any blame on yourself, the school or the school's equipment

4. AFTER SCHOOL PROGRAM AND CLUBS (ASPC)

- LBA offers a variety of after school programs and clubs by semester.
- The clubs are often run by teachers who want to share their love of a subject or hobbies with the students.
- Please refer to the website for current listing.

5. AGGRESSION POLICY

Aggressive behavior includes actions such as slapping, hitting, or hurting another person; pushing and shoving; or using verbally aggressive language—all of which may or may not be provoked. The teacher observing this behavior will determine whether an incident report is to be completed. Since school personnel want to partner with parents to provide a safe environment for the students, LBA has established the following policy for aggressive behavior:

- Each incident is to be documented with a description of the situation that led to the event.
- A parent is required to sign the incident report that will be filed in the child's file. The teacher will notify the parent to discuss the problem either on the phone or in person.
- After three aggressive incidents by a child, considered by the teacher to be unprovoked, the parent will be called to the school to perform disciplinary action.
- The parent is expected to have a discipline plan before arrival.
- After a parent has come to discipline his or her child three times in a nine-week period, the next notification will be for the parent to pick up his or her child for the remainder of the day.
- If a child is picked up three times by a parent for aggressive incidents, the program will not allow the child to attend school for one week. A conference with the principal is then required before a child can return to school.
- A child who returns after a week of absence and performs aggressive behavior two additional times will be dismissed from school for the rest of the year, and the child must have approval of the director and a health care

professional to attend the preschool the following school year.

- LBA strives to provide a safe, loving, and healthy environment for all children, and parents are expected to partner with the school in this effort.
- When parents and preschool teachers work together and early intervention takes place, children who exhibit aggressive behaviors can learn to develop healthy spiritual, emotional, and social behavior. This creates a healthy school environment.

6. ANTI-BULLYING POLICY

LBA is committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence, racist or racial taunts, graffiti, gestures
- Sexual- unwanted physical contact or sexually abusive or inappropriate comments
- Verbal - name-calling, sarcasm, spreading rumors, teasing

- Cyber -All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Our school has a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

A child may indicate by signs or behavior that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school bus begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to be truant
- becomes withdrawn, anxious, or lacking in confidence starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares, feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing" asks for money or starts stealing money (to pay bully) has lunch or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen), becomes aggressive, disruptive or unreasonable



- is bullying other children or siblings stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviors could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

- Report bullying incidents to staff; staff will meet with students involved in bullying. In cases of serious bullying, the incidents will be recorded by staff and parents will be informed and will be asked to come in to a meeting to discuss the problem.
- The bullying behavior or threats of bullying must be investigated and the bullying must be stopped quickly.

CYBER-BULLYING POLICY

LBA embraces the advantages of modern technology in terms of the educational benefits it brings, however the school is mindful of the potential for bullying to occur. Central to the School's anti-bullying policy is the belief that 'all pupils have a right not to be bullied' and that 'bullying is always unacceptable'. The School also recognizes that it must 'take note of bullying perpetrated outside School which spills over into the School'.

DEFINITION OF CYBER-BULLYING

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media:

Bullying by texts or messages or calls on mobile phones

- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include, WeChat, Facebook, Youtube

LBA educates its pupils both in the proper use of telecommunications and about the serious consequences of cyber-bullying and will, through Character Education and in ICT lessons and assemblies, continue to inform and educate its pupils in these fast changing areas.

LBA trains its staff to respond effectively to reports of cyber-bullying or harassment and has systems in place to respond to it. LBA endeavors to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the internet in the Computer Room, or any other location within the school which may from time to time be used for such work, without a member of staff present. Where appropriate and responsible, St Richard's audits ICT communications and regularly reviews the security arrangements in place.

Whilst education and guidance remain at the heart of what we do, LBA reserves the right to take action against those who take part in cyber-bullying.

All bullying is damaging but cyber-bullying and harassment can be invasive of privacy



at all times. These acts may also be criminal acts.

- LBA supports victims and, when necessary, will work with the Police to detect those involved in criminal acts.
- LBA will use, as appropriate, the full range of sanctions to correct, punish or remove pupils who bully fellow pupils or harass staff in this way, both in or out of school.
- LBA will use its power of confiscation where necessary to prevent pupils from committing crimes or misusing equipment.
- All members of the School community are aware they have a duty to bring to the attention of the Head any example of cyber-bullying or harassment that they know about or suspect.

GUIDANCE FOR PUPILS

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, your tutor, your matron or the Head.

- Do not answer abusive messages but log and report them
- Do not delete anything until it has been shown to your Form Teacher, parents/guardian or the Principal (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal IT details
- Never reply to abusive e-mails, chats or texts
- Never reply to someone you do not know
- Stay in public areas in chat rooms

GUIDANCE FOR PARENTS

It is vital that parents and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. LBA informs parents of the cyber-bullying policy and the procedures in place to deal with cyber-bullying.

- Parents can help by making sure their child understands the school's policy and, above all, how seriously LBA takes incidents of cyber-bullying
- Parents should also explain to their sons or daughters legal issues relating to cyber-bullying
- If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything
- Parents should contact the Principal as soon as possible. A meeting can then be arranged with the Principal, which may involve other relevant members of staff
- If the incident falls in the holidays LBA reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

Outcomes

The bully (bullies) will talk individually with teacher. Other consequences may take place. In serious cases, in school suspension or even exclusion will be considered.

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Love & Logic

We will use LOVE & LOGIC methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behavior contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly making up role- plays
- having discussions about bullying and why it matters

7. BEHAVIOR POLICIES: Code of Conduct

THE PHILOSOPHY AND APPLICATION OF DISCIPLINE AT LEARNING BEYOND ACADEMY

Part I: Philosophical Basis

1. The Learning Beyond Academy Mission

The Mission Statement of LBA infers our desire to help our students develop character, knowledge, and wisdom. The goals of our Discipline Plan are an extension of that Mission Statement:

- Self-Discipline (a life quality that is foundational to the development of positive and productive character); and
- A Well-Ordered School (a pre-requisite for an instructional environment that seeks to develop character and impart knowledge and wisdom). A well-ordered school implies
 - a safe and secure campus (in every sense) and
 - classrooms and learning environments that are free from disruption

2. The Principles of Love and Logic®

We are committed to each child and young person knowing that they are loved and respected by all staff members and in all situations.

To that end, Love and Logic® principles help our staff keep empathy and relationships as non-negotiable priorities in all interactions with students and particularly in those moments when students are making choices that are not in their best interest, the best interest of the class or activity, or in the best interest of Learning Beyond Academy.

The Five Basic Love and Logic® Principles that provide the foundation for the day to day instructional environment of Learning Beyond Academy are:

1. Preserve and enhance the child's self-concept.
2. Teach children how to own and solve the problems they create.
3. Share the control and decision-making.
4. Combine consequences with high levels of empathy and warmth.
5. Build the adult-child relationship.

Discipline vs. Punishment

At LBA we recognize the difference between discipline and punishment. Punishment is what happens when adults are frustrated, and the only goal is that the young person (our child, our student) is as unhappy as we are at that particular moment.

Discipline is the application of consequences with the goal of eliminating behavior that is not in the students', or LBA's, best interest. **Indeed, discipline that leads to self-discipline is a part of the character training that parents expect from the school.**

Standards

Each student is expected to:

- Demonstrate courtesy, even when others do not;

- Behave in a responsible manner, always exercising self-discipline;
- Attend all classes, regularly and on time;
- Prepare for each class; take appropriate materials and assignments to class;
- Meet school and campus standards of grooming and dress;
- Obey all campus and classroom rules;
- Respect the rights and privileges of students, teachers, and other school staff and volunteers;
- Respect the property of others, including school property and facilities;
- Cooperate with and assist the school staff in maintaining safety, order, and discipline;
- Adhere to the requirements of the LBA Parent-Student Handbook.
- Redirecting their behavior; and
- Reminding students of expectations and
- Referring the student to the administration for determination and application of consequences.

Most children, especially in the younger grades, respond to **correction** out of a desire to please their teacher, and most school situations can be addressed in this manner (most of the time). At other times, however, **correction** needs to be accompanied by **consequence** in order to help the child eliminate behavior that is not in his or her best interest or in the best interest of the learning environment for the other students.

Consequences are:

- Restrictions on, or removal of, privileges and opportunities
- Required responses; and
- Impacting events viewed by the child as undesirable.

Consequences must:

- Be appropriate to, and proportionate to, the relative seriousness of the infraction and the frequency of its occurrence;
- Be provided by the classroom teacher, and then ultimately by the administration, if the child does not initially respond with improved behavior.

It is important to note here that a well-ordered environment is not the same thing as a harsh environment.

A school should certainly have high expectations of students. To the same degree, the school should provide a high level of support in helping children learn, respond to, and ultimately meet, those expectations.

At LBA our underlying objective is that, even in the midst of boundaries, correction and consequence, our students will know that we love and respect them.

BOUNDARIES, CORRECTION, AND CONSEQUENCES

A Discipline Plan that works (i.e. helps a student to eliminate behavior that is not in his best interest or in the best interest of LBA) involves boundaries, correction, and consequences.

Boundaries are:

- Standards
- Rules
- Expectations
- Instructions
- Parameters
- Agreements
- Requirements.....

and as such must be established, and communicated, for individual classrooms, grades, divisions, and the school as a whole.

Correction is:

- Verbally instructing students regarding their actions;
- Interrupting their behavior;

We will do our best to make sure they have an opportunity to learn that there are times that unconditional love must be expressed in terms of boundaries, correction, and consequences.

Classroom Management

Developmentally appropriate boundaries, correction, and consequences

Children who are four turning five, who are in second grade, who are in fifth or sixth grade, and who are in all the grades in between are all in widely varying stages of development, maturation, cognitive functioning, and reasoning ability. A “one size fits all” approach to classroom management is ineffective.

At LBA, each classroom, each grade level, and where appropriate, combinations of grade levels, have an administratively approved classroom discipline plan that is based upon the principles of Love and Logic® and Honorable Character®

These plans differ from one another and are intended to do so as a reflection of our understanding of the differing needs and abilities of children across the grade level spectrum. The boundaries, the way correction is handled, and the form that consequences take, and the manner in which those consequences are applied are all specific to the needs of children in those classes and grade levels.

As a part of Parent Orientation, teachers provide an overview of their specific class rules, procedures, and management plan (all based upon the Principles of Love and Logic®) and Honorable Character®

As mentioned before, for most children, simply knowing about and understanding the plan results in compliance and self-discipline. For some, compliance and self-discipline will be a process that comes through crossing boundaries, receiving correction, and experiencing consequences.

For others, self-discipline will not be attained by the classroom management process and will require the intervention of the Principal and the application of administrative consequences.

Administrative Discipline

Developmentally appropriate consequences beyond the classroom

- **Referring versus Sending**

For each classroom discipline plan there is a point at which students must be referred to the Principal's office. This will vary to some degree as a function of our desire to recognize developmental and grade level differences. Some behaviors are chronic, and the classroom plan has not resulted in compliance and self-discipline. Some behaviors and the degree to which that behavior found expression, do not fall within the parameters of classroom discipline plans, but are considered immediate grounds for referral to the Principal's office.

In general, a parent can expect a child's behavior to be **referred (reported)** to the Principal's office when:

minor infractions have been repeated often enough to process the student through available classroom consequences and **no incremental options remain for the teacher** to apply) and there has been no improvement in behavior.

In general, a parent can expect the child to be **sent or taken** to the Principal's office when the behavior in question has been, from the teacher's perspective:

- Serious;
- Lacking a positive response to classroom consequences;
- Disruptive of the learning environment
- Disrespectful;
- Inappropriate; and
- Potentially, or actually, injurious or abusive to self or others.

Clearly, the preceding list is one of broad categories that are open to interpretation. Exactly so. It is the classroom teacher who has primary responsibility to manage and provide a well-ordered instructional environment.

The classroom teacher must have discretionary authority, however, to involve the Principal's office whenever he or she feels that administrative intervention must be taken into consideration.

- **Administrative Intervention**

Administrative intervention is the Principal's response to situations that have been referred to him by a teacher or staff member. The Principal also has discretionary authority to respond to situations referred to him by adults who are not on staff (parent volunteers, field trip chaperones, etc.). Additionally, the Principal has discretionary authority to initiate administrative intervention processes for situations that have not been referred to him, but of which he has knowledge or reason to have a concern.

PART II: THE DISCIPLINARY PROCESS

INFRACTIONS (BEHAVIORS THAT NEGATIVELY IMPACT THE LEARNING ENVIRONMENT) LEAD TO REFERRALS

In most schools, the writing of, or receiving of, a referral is an emotionally charged issue associated with a major behavior problem, and the referral is seen in and of itself as punishment.

Our Discipline Plan differs significantly from this approach.

At LBA, a referral is essentially a "communication and documentation" tool and is not in and of itself a consequence. Referrals are not reserved for major disruptions and may/will be written for issues both major and minor.

Discipline Referrals will be written regularly at the discretion of the teachers, staff, and administrators in order to maintain a learning environment (classrooms and common areas) that is safe, secure, and free from disruption.

Consequences resulting from a referral will affect a student's ability to participate in school privileges and programs at various levels. The goal of the process is to provide secure, recognizable boundaries for all students, to ensure consistent discipline by the teachers and staff, and to assist the school administration in successfully supporting the student and the teacher while the problem is being solved.

Referral Forms Are:

- Filled out by a staff member regarding a student infraction (excessive talking, etc.)
- Provided to the Principal * who then
 - o Uses the "Referral Categories" section of The Discipline Plan to assign a specific number of **demerits that are indicated for that infraction.**

The Principal may or may not call the student in for a conference depending upon the nature or frequency of the infraction.

The Principal may or may not call the parent/guardian in for a conference depending upon the nature or frequency of the infraction or the consequence to be served.

One copy of the referral form (with the date and nature of the infraction noted, and the consequence to be served) is delivered to the student.

One copy is e-mailed or mailed to the parent/guardian. One copy becomes part of the student's current school year discipline file.

* On a day to day basis the referral process will be managed by the Head of School and authorized individuals (such as the Pre-School Coordinator). In the event the Head of School is off campus or otherwise unavailable, the Head of School will appoint and authorize another administrator to fulfill this role. Staff members who may be given this responsibility include, but are not limited to, the Pre-School Coordinator, the High School Principal, and the School Administrative Assistant. Wherever "Principal" is mentioned, this potential delegation of authority is understood to be in effect.

REFERRALS LEAD TO CONSEQUENCES

Teachers and staff members write referrals. It is the Principal who assigns demerits and consequences. As mentioned above, should a student receive demerits or a written warning, a

referral will be sent home with the infraction and number of demerits given listed.

As the nature of student infractions becomes more serious or as the infraction re-occurs or becomes chronic, some referrals will result in significant numbers of demerits. The Principal has discretionary authority to send home, suspend in school or out of school, assign Saturday School, or call for a Discipline Review Committee, potentially leading to voluntary withdrawal or expulsion.

The more serious the potential consequence, the greater effort LBA will make to contact parents/guardians and involve them in the discipline process before decisions are made.

Possible Consequences

The Principal assigns consequences that he determines to be appropriate, fair, and most likely to be effective in light of:

- **The number of demerits assigned to the Infraction Level;**
- The degree to which a boundary was violated; and
- The student's discipline record for the current school year.

The potential consequences include, but are not limited to, the following:

- Verbal Warning
- Written Warning
- Temporary Removal of Privileges and Event Participation

- "Dress Uniform" Requirements
- In-School Suspension
- Out-of-School Suspension
- Saturday School*
- Discipline Review Committee**
- Other

***Saturday School:**

- Saturday School Attendance will usually be reserved as a consequence for students in grades five through twelve (5th – 12th). Saturday School begins at 8:30 a.m. and ends at 10:30 a.m. Parents will be billed 500RMB in order to pay for Saturday School Staffing.
- If a student has more than 5 demerits from the previous week, more than one "Saturday School" may be assigned.
- **There is no "after school" detention given or supervised by the principal;** teachers may require a student to stay after school with one day's notice to the family.
- Failure to attend Saturday School without prior arrangements made with the principal will result in additional consequences and possible suspension.

- Should Saturday School be assigned late in the week, parents are welcome to request an extension and have their student serve the following week.
- Referrals received for inappropriate behavior during Saturday School will result in additional consequences and possible suspension.
- Students in Saturday School Detention must be in School Uniform or will otherwise receive additional consequences and possible suspension.

Referral categories:

1. Respecting Safety and Security
2. Respecting the Learning Environment

Distinguishing Minor from Major:

For infractions noted with 1 (one) red asterisk, the behavior should receive on-site re-directive correction to maintain/restore “what is best” for the student involved and/or to maintain/restore “what is best” for others who may be affected by the behavior (see definition of correction). For “minor” infractions, staff members have discretionary authority to write, or not write a referral.

For infractions noted with 2 (two) red asterisks, the behavior should receive on-site re-directive correction to maintain/restore “what is best” for the student involved or to maintain/restore “what is best” for others who may be

affected by the behavior (see definition of correction). A referral form must then be filled out and submitted to the principal. After reviewing the information in the referral, the principal will determine follow up.

For infractions noted with 3 (three) or 4 (four) red asterisks, the behavior should receive on-site re-directive correction to

maintain/restore “what is best” for the student involved or to maintain/restore “what is best” for others who may be affected by the behavior (see definition of correction).

A referral form must then be filled out and the student must be escorted by a staff member to the school office.

Respecting Safety And Security:

1. No hall pass or being in a location/engaging in activities not accounted for by the hall pass (including excessive time out of class) *
2. Rude or discourteous behavior (physically, verbally, or any other format) to another student *
3. Failure to report to authorized “before school” and “after school” locations *
4. Carrying out practical jokes and pranks on other students (1st time) **
 - Carrying out practical jokes and pranks on other students- (2nd time) ***
 - Carrying out practical jokes and pranks on other students (3rd time) ****
5. Verbal Harassment (repeated or intense verbal abuse of another student) **
6. Physically mistreating another student (1st time) **
 - Physically mistreating another student (2nd time) ***
 - Physically mistreating another student (3rd time) ****
7. Contributing to an unsafe environment by reckless/careless actions (1st time) **
 - Contributing to an unsafe environment by reckless/careless actions (2nd time) ***
 - Contributing to an unsafe environment by reckless/careless actions (3rd time) ****
8. Endangerment of, or harm or injury to, another person as the direct or indirect result of a **reckless act** ***



9. Endangerment of, or harm/ injury to, another person as a direct or indirect result of a **purposeful act** ****
10. Possessing, providing for others, or using, any controlled substance, including tobacco products, on campus ****
11. Fighting ****
12. Bullying in any format: verbal, physical, written, electronic; solicitation of the participation of others for the purpose of same ****
13. Profanity/Vulgarity in any form or format ****
14. Threat of Physical Harm in any form or format ****
15. Leaving campus without proper authorization ****

16. Principal Discretionary Issue

Respecting The Learning Environment

1. Distractive behavior in the classroom, assembly, or other school function *
2. Unauthorized use or exhibition of personal electronic devices *
3. Littering *
4. Disorderly Conduct (horseplay, roughhousing, excessive noise, running in the buildings, minor lunchroom issues, throwing small objects, paper wads, etc.) *
5. Disrupting the classroom:(three or more requests in a 45- minute period to cease activities not supportive of instruction or assigned class activity **
6. Misrepresentation of factual information **
7. Unauthorized provision of, possession of, access to, or use of, unauthorized information or resources/assistance with

- **regular class work/minor tests/quizzes****
 - or **major assignment/test** ***
8. Non-compliance: refusal, or delaying, to follow correction and/or direction **
 9. Minor vandalism, damage, or alteration to school property or the property of another**
 - Major vandalism, damage, or alteration to school property or the property of others ***
 - Destruction of school property or the property of others ****
 10. Unauthorized relocation or possession of another individual's property, school property, or the property of another organization ****
 11. Recording, posting, or sharing, in any way, the voice or image of another without prior consent (of the individual and/or Learning Beyond Academy) and/ or in a way that disrupts the educational environment ****
 12. Failure to follow LBA rules and/or Acceptable Use Policies regarding technology ****

13. Principal Discretionary Issue

Demerits and the Discipline Record

Demerits are the means by which LBA is able to view a student's discipline record, over the course of a grading period, a semester, or a school year, objectively and fairly.

Demerits help determine what consequences are appropriate.

Once a referral is written and submitted, and after the student has had an opportunity to explain his or her behavior to the Principal, demerits are entered into the student's discipline record. The exception to this will be when the Principal determines that the administrative response to the referral will be a verbal or written warning.



Learning Beyond Academy

hearts burning, minds shining.

A Candidacy School For International Accreditation

One red asterisk = One Demerit
Two red asterisks = Two Demerits
Three red asterisks = Three Demerits
Four red asterisks = Four Demerits

clarification (the exception to this would be when discipline was initiated by the Principal without referral from teachers or staff members).

Conference and Communication Process

When the principal receives a referral from a staff member or is otherwise aware of behavior outside of that permitted by The Discipline Plan, the Principal will meet with the student. For serious situations that could involve suspension or expulsion, the office will attempt to contact one of the parents and invite him/her to be present for the conference. Parents will always be notified either by e-mail, letter, or phone call that an office conference between the student and the Principal has occurred, the nature of the infraction in question, and the administrative consequences, if any.

The Principal will discuss the referral or incident or behavior with the student and the student will be allowed to give his/her side of the story or explanation. Parents and students should not expect that we will take the word of the student against the word of the teacher or any LBA staff member.

Referrals can be appealed

Appeal, Grievance, and Complaint Process

Occasionally a parent or student questions whether or not the disciplinary action taken by the school is warranted. The following procedures should be followed:

- If there is a question regarding a consequence applied by the classroom teacher or faculty member, the parent must contact the teacher/faculty member for clarification.
- If there is a question as to what happened or why the referral was written, or why the student was taken to the office, the parents must contact the teacher or staff member for

- If there is a question regarding administrative consequences (what was assigned and why), the parents must contact the Principal for clarification.

Parents may set up a conference with the teacher by WeChat, letter, e-mail, voice mail or with the help of the school office.

Please do not call the teacher at home. Please do not just show up or try to meet with the teacher without an appointment. School policy prohibits the teacher from meeting with a parent at times when the teacher is directly supervising students or carrying out assigned duties.

After meeting with the teacher, if the parent does not feel the question has been resolved, then, and only then, will a meeting be set up with the parent and the Principal. After that meeting, if the parent does not feel that the question has been resolved, then a meeting will be set up with the parent, teacher, and the Principal. The previous meetings must have been held to reach this level.

For disciplinary consequences other than recommendation for expulsion, disciplinary decisions cannot be appealed beyond the Principal unless it can be reasonably asserted that the consequence:

- Was assigned in a manner inconsistent with the LEARNING BEYOND ACADEMY Discipline Plan and reasonable due processes.

Multiple Demerits Lead To Status Reviews

Quarterly Status Reviews

At the end of each quarter grading period, students in the following categories will,

along with a parent/guardian, be required to meet with the Principal:

- students who have earned fifteen or more demerit points for that quarter.

The review process is as follows:

Initial Review- This review is carried out by the Principal and is automatic for any student who falls into one or more of the categories outlined above. The Principal will examine the academic /behavioral/ attendance record of all students on the review list for that grading period and determine if any action needs to be taken. The Principal has discretionary authority to decide that no administrative action is warranted and may, therefore, terminate the review process. No student file will reflect an initial review wherein the process is terminated in this manner.

The Principal may decide that the student and family is best served by taking administrative action and will, therefore, initiate the second level of the status review by requiring a student/family consultation.

Student\Family Consultation – In this stage of the process, the student, one or more of the parents/guardians, and the Principal (and other staff members at administrative discretion) meet together to discuss the reasons for the status review (academic/behavioral/attendance) and how the situation can be remedied for the future. The Principal has the discretionary authority to decide that no further action is warranted and may terminate the review process and, indeed, this is the goal of the consultation. Alternatively, the Principal has discretionary authority to exercise other options:

- The assignment of additional consequences
- Counseling family regarding resources, intervention, and assistance
- **Calling for a Discipline Review Committee**

The Principal may decide that the needs of LBA, or the needs of the student, are best

served by taking more serious administrative action and will, therefore, inform the parent/guardian regarding the initiation of the third level of the status review: The Discipline Review Committee.

A Discipline Review Committee Hearing is an indicator that the student has made himself or herself potentially ineligible to continue at, or return to, Learning Beyond Academy.

The ultimate purpose of the Discipline Review Committee is to determine whether or not to set aside, or finalize this ineligibility.

The Principal has discretionary authority to call for a Discipline Review Committee, regardless of the number of demerits accumulated, if an infraction has occurred, that in and of itself, is grounds for removal from school.

A committee consisting of three or more LBA administrators and teachers will review the student's academic/behavioral/ attendance record for the current and previous, if any, grading period(s).

The student and the parent/guardians will be invited to address the committee and state what they believe to be a compelling reason for allowing their student to continue at LBA. Note: this is the equivalent of an expulsion hearing and all due process rights regarding same will be accorded. After which, the family will be excused and the committee will begin deliberations. In the event that the committee does not find a compelling reason to allow the student to continue at LBA, the committee will communicate the finalization of the student's ineligibility to continue at, or return to Learning Beyond Academy.

Upon review, the Discipline Review committee may alternatively recommend that:

- no further action is required, and the Principal should terminate the status review process;

- the Principal should exercise additional options from the second stage of the process (assign additional consequences other than expulsion).

Please note: LBA reserves the right to refuse re-enrollment to the school to any student who does not meet eligibility requirements. LBA reserves the right to refuse re-enrollment for any student when, in the judgment of the administration, that re-enrollment would not be in the best interest of LBA, its students, or faculty regardless of disciplinary points accumulated. Previous enrollment does not guarantee re-enrollment.

Forfeiture of Eligibility to Continue or Return as a Student at LBA

Any student who has earned fifty or more demerits prior to the end of a school year or by the end of a school year, will be considered to have made themselves ineligible to continue or return as a student at LBA.

Often, a student will have issues that are questionable but do not rise, in and of themselves, to the level of automatic ineligibility. LBA reserves the right to declare a student ineligible to return to school the following year, if, in the judgment of the Principal, the student's behavioral and/or attendance record warrants such action.

The due process that is a part of the Discipline Review Committee Hearing will be accorded to all such students and their families.

PRO-Merit Program Referrals and Process

LBA recognizes that we have wonderful students from wonderful families and that Discipline Plans, though a necessary support for character training, often direct attention only to those who are not respecting boundaries.

As mentioned before, the LBA Discipline Plan is different, in many respects, from other plans and one evidence of this is our PRO-Merit Program. The PRO-Merit Program asks and answers the following questions:

- What about our students who, on a daily basis, meet and exceed expectations for character, caring, academics, and all that is included in the community and culture of Learning Beyond Academy?
- What about our students who have challenges (and therefore a demerit record) but who also have successes and moments/events/situations where it is clear they are doing their very best and even improving?

In the same way that an LBA student can, unfortunately, earn and accumulate **de**merits, the good news is that our students can earn and accumulate **pro**-merits.

Pro-merits are assigned by the Principal on a regular basis in response to positive behavior reports/referrals written/communicated by teachers, staff members, volunteers, parents (the student's own parents or any parent in the school), and individuals coming into contact with LBA students (field trip interactions, SSH visits, etc.).

The Principal will review the information communicated (via positive behavior referral or other means) and will, at his or her discretion, assign:

- 1 (one) pro-merit for a Level 1 Positive Report,
- 5 (five) pro-merits for a Level 2 Positive Report,
- 10 (ten) pro-merits for a Level 3 Positive Report, and
- 15 (fifteen) pro-merits for a Level 4 Positive Report.

The Positive Report Levels and Pro-merits assigned to each level mirror the Levels and Demerits for infractions. While a pro-merit does not cancel out or remove a demerit, it will absolutely provide objective data in support of the student when the principal is making a decision about Quarterly Status Reviews, Discipline Review Committees etc.

Clearly, “good behavior is its own reward” but LBA will intentionally look for opportunities to reinforce and appreciate the day-to-day (and the above-and beyond) positive actions and attitudes on the part of our students.

8. BIRTHDAY PARTIES

Students may bring in their choice of treat for their birthday celebration.

Birthdays can be celebrated at school but please contact class or homeroom teacher a few days in advance to arrange a time. If the birthday is on a weekend then it is the child’s choice on whether they would like to celebrate on a Friday or a Monday. For those who have celebrated their birthdays during the summer, we could celebrate their half-birthday.

Please refrain from sending Birthday Party Invitations to school with your child. This is distracting to both your child and their classmates. When all students are not invited to a celebration it can cause hurt feeling and fiction in the classroom. This is not the atmosphere we would to promote in our classrooms

9. BOOKS

Textbooks- Students are loaned textbooks for instructional use and are responsible for the care and condition of the book. If any book is lost or damaged during their use by the students, the student will responsible for the replacement cost of the book.

Library books- Students are responsible for the care and condition of any library book borrowed from the LBA library and will be responsible for the replacement cost of any lost book.

10. CARPOOL

- Please fill out the form provided with Authorized Drivers, Students’ Name and Parents Signatures from all parents involved. Only one form is required for each car pool group.
- Pre-Approved drivers are not required to use the security tags to pick up students assigned and authorized by parents.
- Drivers are required to pick up children in the canteen or at the classroom door for younger students. Students may not walk down unaccompanied by the pre-approved drivers.

11. CLOSURE POLICIES

For the safety of the students, the school may be directed to close the school.

For the following reasons:

- Dangerous AQI levels as issued by Shanghai government
- Infectious disease control as issued by Shanghai government
- Severe weather alerts as issued by Shanghai government

If the Shanghai Government has issued any of the warnings above, school will be canceled for that day, by 7:00 am and any continuing days as deemed necessary by the local authorities. Days of school missed, lunch fees and/or bus service missed because the school is following local authorities instructions will not be made up at a later date.

SCHOOL CANCELLATION PROTOCOL

1st step: WeChat: a Wechat message will be the school’s first source of personal

contact with families when making urgent announcements regarding changes in regular school operations by 7:00 am
 2nd step: A mass email announcement from the school will be sent to primary parents email.

AQI LEVELS

- Cancellation of School: Until the school establishes accurate internal air quality readings the camp will be officially canceled in the event the “AQI” level in Shanghai exceeds 400 by 7:00 a.m. on a given day. School cancellation protocol will be put into effect immediately.
- Early Dismissal: In the event the “AQI” exceeds acceptable levels (400) by 12:15 p.m. on a given day the school will proceed with early dismissal protocol.
- After School Classes/Activities: In the event “AQI” levels exceed 400 before 3:00 p.m. all the after school classes and activities will be canceled that day.
- Outdoor Activities/Field Trips: In the event “AQI” levels exceed 250 all outdoor activities and school field trips will be canceled for the day.

INFECTIOUS DISEASE CONTROL

- Students may come in contact with an infectious disease while attending school. If this disease is considered to be a danger to the overall general health of the school: a class, a section, or the school may be closed by the Shanghai government for an amount of time designated by the government office.
- The most efficient measure to prevent disease transmission is to thoroughly wash your hands.
- Students will be prompted many times during the school day to wash their hands. Please encourage your child to follow these instructions.

SEVERE WEATHER ALERTS

If the Shanghai Government issues one of the warning below camp will be canceled.

TYHOON ORANGE ALERT

In 12 hours, tropical cyclone is likely to affect or has affected, bringing average wind speed of scale 10 on off shore & land or gust of scale 12; this condition is to continue.

Action: All offices, schools and non-essential services are closed during Orange signal. Public transport continues to operate as long as it is safe to do so.

In addition to the actions taken during Yellow signal, you should make sure all windows are locked and valuable items are moved away from windows. If you do not have storm shutters and are exposed to the typhoon’s approaching direction, then consider taping large windows to minimize any damage from possible shattering

TYPHOON RED ALERT

In 6 hours, tropical cyclone is likely to affect or has affected, bringing average wind speed of scale 12 on off shore & land or gust of scale 14; this condition is to continue.

Action: Stay indoors and away from exposed windows. Close interior doors and be sure you (and your children) are in a secure part of your home.

If you are away from home, find a safe place and remain there until conditions are safe for you to return home.

RAIN SIGNAL ORANGE

In the next 3 hours, the rainfall will be up to above 50 mm, or is likely to continue with a basis of 50 mm.

Action: Students should stay at home or, if already at school, remain there until conditions are safe for them to return home. Stay indoors or take shelter in a safe place.

If you are already at work you should stay there until the storm has passed.

RAIN SIGNAL RED

In the next 3 hours, the rainfall will be up to above 100 mm, or is likely to continue with a basis of 100 mm.

Action: All Offices, schools and non-essential services are closed during Red signal.

Stay indoors or take shelter in a safe place.

If you are already at work you should stay there until the storm has passed.

12. CONFIDENTIALITY

This policy has been established to ensure that confidential information is managed in a manner consistent with community expectations, professional standards and legal obligations. Confidentiality is a fundamental attribute of any professional organization. The protection of confidential information relating to others is a serious moral, professional, ethical and legal responsibility that our school recognizes and upholds.

Implementation:

- Confidential information concerning LBA may only be transferred from one person to another when it is professionally appropriate and legally acceptable to do so.
- All staff will be reminded regularly about workplace confidentiality and professional expectations, as well as privacy obligations as detailed in the U.S. Information Privacy Act – 2000.
- All highly confidential information relating to any current or past parents, families,
- students or staff members will be maintained in individual files in the school office, and can only be accessed with Administration’s approval.

- Staff subsequently accessing confidential files must acquire Administration’s permission.
- Staff members provided with confidential documentation relating to students or families should present the documentation to the Administration so that it can be retained in the confidential individual files.
- Staff members are to direct any requests for confidential information to the Administration.
- Staff members will not disclose confidential information about students, families or staff, or be drawn into discussions about students, families or staff, with any third person or agency, which has no legal or compelling need to discuss such issues.
- While staff members may have confidential discussions with others, particularly students, all staff members are compelled to report all disclosures of intentions to self-harm or to harm others.
- Breaches of confidentiality relating to complaints, staff selection or staff performance, etc. are all serious offenses.
- The Administration will thoroughly investigate any alleged breaches of confidentiality or privacy.

13. CONCERN AND APPEAL PROCESS

The following procedure has been established by Learning Beyond Academy for handling parent concerns not related to disciplinary actions*:

- If the concern does not involve a staff member (hereafter referred to as “**the teacher**”), the parent should feel free to contact the Head of School (hereafter referred to as “**the principal**”) for an appointment.
- **If the concern involves a teacher, the parent must first meet with the teacher regarding the concern.**
- If the principal is contacted first, he is required to ask the parent whether or

not they have met with the teacher to discuss the concern.

- If the family has not yet met with the teacher, the principal must refer them to the teacher and offer to arrange contact or an appointment with the staff member so that the concern can first addressed between the parent and the teacher.

The vast majority of concerns get addressed and problems, if there are any, get solved by simple and direct communication between the teacher and the parent.

Parents may set up a conference, or classroom observation with the teacher by letter, e-mail, text, WeChat, voice mail or with the help of the school office.

Please do not voice call the teacher after school hours. Please do not just show up or try to meet with the teacher without an appointment. School policy prohibits the teacher from meeting with a parent at times when the teacher is directly supervising students or carrying out assigned duties.

- If a parent has met with the teacher, is not satisfied, and still feels that that the issue has not been resolved, then he/she may make an appointment with the principal or the teacher's immediate supervisor (usually the Head of School or Pre-School Director).
- The principal will meet with the parent to discuss the concern.
- The principal will meet with the teacher for a response to the concern.
- The principal may elect to have a meeting with the teacher and one or more of the student's parents to discuss the concern together.
- The principal will then:
 - direct the staff member to make specific changes or take specific corrective actions
- or

- direct the staff member to continue the process, procedure, or activity that has raised a concern.

- The principal will then:
 - report back to the parent regarding specific changes, or specific actions, and/or the administrative decision to allow or continue that which raised a concern;
- If the parent is not satisfied with the principal's decision and considers the issue to still be unresolved:
- The principal will, at the parent's request, contact the Chairman of the governing board of LBA regarding the unresolved issue.
- The Chairman of the governing board, or his appointed representative, will determine if the issue or complaint is compelling enough to call for a review of the principal's decision. Not all appeals will be considered by the Chairman of the governing board or his appointed representative.
- If the appeal is not to be considered, the Chairperson, or his appointed representative will inform the parent that the matter will not be considered further and that the principal's decision remains in effect.
- If the appeal is considered, the Chairperson, or his appointed representative, will review the matter and then do one of the following:
 - Inform the parent that the principal's decision remains in effect and the matter will not be considered further.

OR

- Direct the principal to make specific changes or take specific corrective action.

It is important to note here that the parent simply disagreeing with the principal's decision will not be considered a compelling basis for reviewing the issue. The Chairman and the governing board have authorized the principal (the Head of School) to carry out policy and procedure and to make decisions regarding students, teachers, and the operation of the school. Parents should



not expect all disagreements to be appealable beyond the Head of School.

14. D.E.A.R.

- Drop Everything and Read program is designed to encourage students to read purely for
- the enjoyment of reading. Every Friday morning the entire school with stop for 15 minutes and read
- a book. it is an integral part of LBA's commitment to improve reading ability.

15. HEALTH AND WELLNESS

It is sometimes difficult to determine when to keep a child home from school, LBA has established these guidelines:

- a. Children who are not well enough to go to recess or PE are not well enough to come to school.
- b. When classroom staff observes signs of illness in a child based on the following guidelines, then parents will be notified to come pick up their child promptly (within half and hour). These are:
 - An auxiliary temperature of 3 or higher,
 - Vomiting, Diarrhea, A draining rash
 - Discharge from the eye (pink-eye)
 - Sore throat
 - Ear Pain
 - Stomach Pain
 - Fatigue or irritability that prevents participation
 - Communicable diseases which require treatment
- c. Similarly, if a child exhibits any of these symptoms at home, they should not be brought to school.
- d. Children may not come to school after having been given a fever reducer at home only to have it wear off in a few hours, during which time they are still contagious to others.

Children may return to school when:

- Fever, vomiting or diarrhea have subsided for 24 hours
- Medication (in the case of antibiotics) have been taken for 24 hours
- Rash shows no discharge
- They have energy for full participation
- Cold symptoms are decreasing
- Masks may be worn in school for students with coughs or runny noses.
- Slight coughs and runny noses are very common and do not, in themselves, dictate that a child stays at home.
- Keep in mind that fresh air is invigorating and does not cause illness, germs do! In fact, active play often helps to clear clogged lungs and sinuses and to raise a child's spirits.

Head Lice

Adult Head Lice are grey or brown, wingless insects approximately 1/8 inch in length. Adult females lay eggs (Nits) by gluing them to the hairs near the base. Lice do not fly or jump and can be detected by parting the hair and examining near the scalp; most commonly found near the ears and back of the neck. Children ages 3 to 11-years old are at the highest risk for Head Lice infestation.

When a child is found with Head Lice, parents will be notified immediately, and the child will need to be picked up from the School Office. At that time, a specific letter will go home with the child regarding procedures for treatment. In addition, a confidential notification will be sent out to classmates explaining the possibility of exposure to Head Lice and some precautionary procedures. Treatment for Head Lice is necessary for children diagnosed with an active infestation. All household members and other close contacts should be checked; those persons with evidence of an active infestation should be treated as well.



LBA has a “No-Nit” policy regarding Head Lice. Children determined to have Head Lice, either by the school or diagnosed at home by the parent, will not be allowed to return to school until a minimum of 24 hours after their first treatment. Upon return to school, the child is required to come to the School Office to be checked by School Personnel before being allowed to return to class.

When notified, by a parent, that a child has Head Lice, the following is a list of classroom treatment measures followed by Teachers in the room where the student attends:

- Dress-up clothing, pillows, and other items that the infested person used during the two days before treatment, are machine washed and dried using the hot water (130°F) laundry cycle and the highest heat drying cycle.
- Hats, scarves, gloves, non-washable clothing, stuffed animals, “Reading Center” pillows, and any other non-washable cloth items, are sealed in a plastic bag and then stored for two weeks.
- Floors and furniture are vacuumed, particularly where the infested person sat or lay. However, the risk of being infested by a louse is very small. Head Lice survive less than 1-2 days if they fall off a person and cannot feed; nits cannot hatch and usually die within a week if they are not at the same temperature as found close to the human scalp.

Fumigant sprays are not used in the classroom, as they can be toxic if inhaled or absorbed through the skin.

ALLERGIES

Please make sure the School Office is notified of any type of allergies that your child is susceptible to, especially any type of food allergy. We do our best to monitor

food allergies and make a conscientious effort to make sure that your child is not exposed to anything that would cause an allergic reaction.

COMMUNICABLE DISEASES

If your child has been exposed to a communicable disease, it is very important to notify the School Office ASAP. If there is any possibility that a child was exposed while at preschool, we will send a confidential notification to parents with the date of the possible exposure and the condition, along with a list of general symptoms to look for in your child.

Before returning to school after an absence due to illness, the child needs to have been free of symptoms and/or fever for at least 24 hours. Some illnesses and/or lingering symptoms may require a release note from your physician.

Any medication(s) your child might need to have administered while at school, i.e. inhaler, EPI Pen, Benadryl, EVEN sunscreen, etc. is to be secured through the School Office prior to the date given as there is necessary paperwork to be completed. No medication is to be given to the Teacher or sent with your child to school.



YOUR CHILD WILL NOT BE ADMITTED TO CLASS IF ANY OF THE FOLLOWING SYMPTOMS OF ILLNESS ARE PRESENT

Cold and/or Flu	Fever and/or Sore Throat
Runny Nose With Thick and/or Colored Secretions	Watery and/or Inflamed Eyes
Conjunctivitis (Pink Eye)	Ear Ache
Constant Cough	Diarrhea and/or Nausea
Marked Drowsiness and/or Dizziness	Draining Sores, Burns, and/or Abscess
Rash	Head Lice or Nits (See Next Section)

The following is a breakdown of many of the common communicable diseases preschoolers may come in contact with, and general guidelines regarding these diseases:

DISEASE	INCUBATION PERIOD	CONTAGIOUS PERIOD	EXCLUSION FROM SCHOOL	SYMPTOMS
Chickenpox	2-3 Weeks/ Commonly 13-17 days.	As long as 5 days, usually 1-2 days prior to eruption of first vesicles & not more than 5 days after eruption of first vesicles.	5-7 days after first vesicles appear & until vesicles become dry & scabbed over.	Slight fever, crops of red, raised type eruptions that change to vesicles & then form scabs.
Measles (Rubeola)	10-14 Days	About 1 week before & 4 days after onset of rash.	4 days after onset of rash.	3-4 days of cough, varying degrees of fever, red-raised rash that becomes blotchy, Conjunctivitis & sensitivity to light
Measles (Rubella/ German)	14-23 Days	During the acute stage of illness. Virus may remain	7 days after onset of rash.	Fine pink rash, enlarged glands



		in stool for 2-3 weeks.		behind ears & back of neck, & slight fever.
Hand/Foot/Mouth Disease (Coxsackie Virus)	3-5 Days	Greatest before onset of rash & probably not communicable after onset of rash.	During the acute stage of illness. If child has lesions not accompanied with symptoms of acute illness, there are no restrictions.	Fever, malaise, sore mouth or throat, not eating well. Lesions in mouth, on palms, fingers, and/or soles of feet.
Fifth Disease	4-20 Days	4-48 hrs. after appropriate treatment starts.	During Acute Illness	Redness of cheeks (as in slapped face), lacy-like rash on trunk & extremities, which fades but may recur with exposure to sun/heat.
Impetigo	1-3 Days with Streptococcal, 4-10 Days with Staphylococcal	48 Hours after treatment starts.	48 Hours after treatment starts.	Begins with blister-like eruptions- Becomes pustular in appearance Y spreads. Most commonly on face.
Ringworm	Scalp 10-14 Days/ Body 4-10 Days	During course of active infection.	After treatment starts. Active lesions s/b covered with clothing, if possible.	Lesions tend to be circular with central healing. On scalp, there tends to be hair loss.
Strep Throat/Scarlet Fever	1-3 Days	From onset of illness until 24-48 hours after treatment begins.	48 hours after antibiotic treatment started & until fever gone.	Fever, sore throat, and/or swollen/sore neck glands. Sandpaper-type rash with Scarlet Fever.

Prescription Medicines

- Medicines should only be brought to school when essential (where it would be detrimental to the child's health if the

medicine were not administered during the school day);

- All medicines should be taken directly to the school office by a responsible adult;



Medicines will only be accepted in the original container as dispensed by a pharmacist and with the prescriber's instructions for administration;

- Medicine should be clearly marked with the child's name;
- The appropriate dosage spoon should be included with all medicines sent to school
- Any medicine administered will be recorded by the staff member in the "LBA Daily Medication Log" in the Principal's Office;
- Medicines will only be accepted for administration in school with written permission from a parent or caregiver.

Non-prescription medicines

- We will also administer non-prescription medicines if necessary. They must also be handed in at the office by a responsible adult and they will not be given to children without prior written permission from parents as above; -They should be clearly marked with the child's name;
- Children must not carry medicines themselves for self-administration during the day. The medicine must be collected from the office and taken under the supervision of an adult.
- Any non-prescription medicine administered will also be recorded in the "LBA Daily Medication Log" in the Assistant Principal's office.
- We will not give paracetamol or ibuprofen routinely as their primary use is to control raised temperature for which a child should be at home; Cough sweets, or cough lozenges, may be taken in school ONLY when administered by staff.

Managing medicines on School Trips:

On school outings/field trips, it is the parent's responsibility to make arrangements for the teacher to bring necessary medicines on the outing. It is then the teacher who is responsible for

taking the class medicine (e.g. asthma pump, Epi-pen, enzymes, eczema cream) with them. The teacher may agree to take temporary responsibility for administering medicine e.g. antibiotics following the above procedure.

Parent's Responsibility

In most cases, parents will administer medicines to their children themselves out of school hours, but where this is not possible, parents of children in need of medication must ensure that the school is accurately advised about the medication, its usage and administration. Parents must complete the "Medication Dispersment" agreement form found on our website, and kept in the office before a medicine can be administered by staff;

Note: Primary school children may be able to manage their own medication under adult supervision but again, only with parental agreement given through the appropriate paperwork as stated above; Parents are responsible for ensuring that all medication kept in school e.g. asthma pumps, Epi-pens, are kept up to date; Parents are responsible for notifying the school if there is a change in circumstances e.g. if a child is deemed to be no longer asthmatic.

Long Term and complex needs: Where a child has significant or complex health needs, parents should give full details on entry to school or as the child first develops a medical need. Where appropriate, a health care plan may be put in place involving the parents and relevant health care professionals.

Safe Storage of Medicines

- The school is responsible for ensuring that all medicines are stored safely;
- Medicines should be stored in the supplied container, clearly marked with

the child's name, dose and frequency of administration;

- Medicines are stored in the school office under adult supervision;
- No medicine is kept in a locked cupboard to ensure swift and easy access; when medicines need to be refrigerated, they will be kept in the staff fridge

16. HOMEWORK POLICY

- Homework shall be an extension or reinforcement of what is being taught in the classroom and shall be considered an integral part of the student's performance for the class.
- Each teacher shall give clearly stated directions and expectations for homework to students and update web-site daily to inform parents and students of required homework. It is the responsibility of students/parents to check the HOMEWORK LOG daily.
- Students shall be responsible for knowing their homework assignments, for taking home the materials necessary for completing their work and for handing in completed homework on time that is neat and legible. Homework not turned in will be considered late.
- Parents MUST check that homework is completed and can guide students, but must not complete any work for students.
- The amount of time and degree of difficulty will vary from grade to grade and for various subjects. Each teacher will determine the nature and amount of homework for students. The approximate number of minutes per evening is to be used as guidelines.

Grade 1	.....	20 minutes
Grade 2	.....	30 minutes
Grade 3	.....	40 minutes
Grade 4	.....	50 minutes
Grade 5	.....	60 minutes
Grade 6/7/8	.....	70 minutes

17. IMMUNIZATION FORMS

Updated Immunization forms need to be on file for all full and part time students. Please turn into homeroom/class teachers when school starts

18. INTERVENTION POLICY

- teacher identifies student using our developed form
- administration reviews form places child in a leveled tier 1, 2, or 3
- action plan is created by a joint team of teacher and administration (teacher documentation of plan)
- admin discusses child's intervention plan parents are notified of concern according to child's tier level
- reviewed quarterly, modified if needed and saved in child's file

Students at LBA may receive additional support in the regular classroom for study skills deficiencies and behavioral concerns that significantly impact their classroom functioning or school performance. Support in Academic or Behavioral Intervention could include any of the following: organization of materials and work, time management, homework consistency, study strategies, note taking skills, planning and executing long term projects, review of specific concepts taught in class, agitative/ aggressive child, unmotivated child etc. Students are assigned to Academic Intervention as a tiered intervention.

Steps to identifying a child with an academic, social or behavioral concern:

- teacher identifies student using our developed form (form was provided to teacher in their BACK TO SCHOOL FOLDER).
- administration reviews form places child in a leveled tier 1, 2, or 3
- action plan is created by a joint team of

teacher and administration (teacher documentation of plan)

- admin discusses child's intervention plan parents are notified of concern according to child's tier level reviewed quarterly, modified if needed and save in child's file

Tier 3 Customized support for "at- high-risk" students

Tier 2 Strategic intervention for students "at-risk" of failure; supplemental support with increased time and intensity

Tier 1 Intervention for students by differentiating instruction

- reviewed quarterly, modified if needed and save in child's file

19. ITBS - Iowa Test of Basic Skills

Grades 1-8 will take a standardized test in the spring of the year. Tests are graded by an outside source and results are shared with parents in June. A copy of test scores and what they mean will be included in the year-end report card issued in June.

20. NEWS & NOTICES

- School news is available on the LBA website, weekly newsletter e-mailed and posted on we-chat. Please check we-chat and email daily. Each family with students in 1-8 will be given a password to access the Quick schools web site.
- Periodically sheets of paper will be sent home letting you know what papers your student is missing. We try to take care of this in class, but when it becomes a problem, a note will be sent home for you to sign and send back.
- Teachers are happy to meet with you during the school year. Please contact them to make an appointment. By making an appointment they will be better prepared to address your questions,

comments and concerns. Contact details and appointment times will be posted on each class's web site.

- We chat is a wonderful and useful way for LBA to spread information to parents. It is not to be used to berate, slander or belittle any parent, teacher or child. If a parent has a grievance with the school, teacher or a classmate, they are asked to contact the teacher or Principal directly. Parents who do not follow these guidelines will be blocked from using the We-Chat until they meet with the Principal.

21. PARENTS

ACTIVE PARENTS

LBA Active Parents Committee consists of:

- Chairman - School Director
- Vice Chairman - Principal
- Parent Lead Coordinator
- Parent Assistant Coordinator
- 4 Parent members
- Room Parents

The LBA Active Parent Committee exists to provide parents and guardians a voice in educational decision-making and to allow LBA families to be increasingly knowledgeable with respect to school programs.

- LBA Administration annually selects a committee of parents, in September, to represent all parents and guardians of currently enrolled students. This committee meets all most ever month throughout the school year to consult with Administration on school matters.
- Each committee member is required to commit to serve for a school year, as long as their student is enrolled in one of LBA's programs, and asked to attend all regular scheduled meetings.
- A committee member's term can be renewed at the completion of the school year.

PARENTAL REQUESTS for teachers for upcoming school years:

Parents need to understand that as LBA employs international teachers, it is more than likely that your child will NOT have the same teacher year after year. Our teachers are employed as year level teachers and do not typically move up with the students.

Most of our teachers are on a timed contract and some may leave after they have completed that contract.

- Parents must understand that although such requests are flattering to the teacher they are very rarely the basis for our staffing decisions.
- Selecting what teacher will teach which class or subject is based on teacher credentials, past teaching experience, availability of teachers, and overall school needs.
- We value the love and care that families express towards our teachers but ask that they see this as a community of classes and not just a single classroom.

Parental requests for students to be put into a certain class or to be switched to a certain class will be considered, but rarely granted.

- Parents need to trust that LBA teachers and administrators know what is best for their child while they are at school. We understand the need and want of familiar surroundings and friends, however there are times when a change in these familiar surroundings is the best thing academically for your child.
- Positive parental reinforcement of these changes lessens the effect on the student.
- Class lists are not available until the first day of school as we will still be accepting students and this may alter the make up of some classes.

22. PEACEMAKERS

LBA has been working on a conflict resolution plan to be used with students,

parents and teachers. This addition of this policy will help everyone deal with conflict, move past the conflict and begin to heal. This policy will be discussed more in Active Parent meetings.

Through forgiveness we can tear down the walls that our mistakes have built, and open the way for a renewed relationships. This is exactly what we must do if we are to forgive as we have been forgiven: We must release the person who has wronged us from the penalty of being separated from us. We must not hold wrongs against others, not think about the wrongs, and not punish others for them. Therefore, forgiveness may be described as a decision to make four promises:

- “I will not dwell on this incident.”
- “I will not bring up this incident again and use it against you.”
- “I will not talk to others about this incident.”
- “I will not let this incident stand between us or hinder our personal relationship.”

By making and keeping these promises, you can tear down the walls that stand between you and your offender. You promise not to dwell on or brood over the problem or to punish by holding the person at a distance. You clear the way for your relationship to develop unhindered by memories of past wrongs. This is exactly what has been done for us, and it is what we are called to do for others.

23. RE-ENROLLMENT SEAT SECURITY FEE POLICY

To insure that your child has a seat for the next school year LBA requires a 10,000 RMB “Seat Security” fee to be paid by every student accepted for admission in order to secure that student’s seat in a particular class.

- Procedure for current LBA students: Each student accepted for admission in order to secure that student’s seat in a particular class.
- Procedure for current LBA students: Each student accepted for admission in order to secure that student’s seat in a particular class.



- required to pay the “Seat Security” fee before April 1st to secure their seat for the following school year.
- The current year’s S.S. fee will be credited to the 2nd semester’s tuition payment of that year. NO refunds of the following year’s S.S. fee will be given after the last day of classes in the current school year as this 10,000 RMB serves as a deposit and guarantee for LBA that said student fully intends to occupy the seat secured for them.

100	to	100	=	A+
93	to	99	=	A
90	to	92	=	A-
87	to	89	=	B+
83	to	86	=	B
80	to	82	=	B-
77	to	79	=	C+

24. REPORT CARDS

Grades/Report Cards/Standardized Test

- Grades are based on class work, homework, quizzes, tests, projects, and participation. Most grades will be updated on Fridays. Teachers can give unofficial grades whenever a parent requests them and the grades are up-to-date as to what’s in the grade book, not necessarily everything we’ve completed in class, participation points, etc.
- Please contact your child’s teacher as soon as possible if you have concerns about your child’s progress. Report cards will be issued four times a year at the end of each quarter.
- Grades can always be accessed on Quick schools for students 1-8th grade and are updated weekly by the class teacher.
- Report cards will be sent by email, a hard copy may be requested.
- The grading scale for students in LBA is as follows:

STANDARDS BASED GRADING SCALE

GRADES 1 & 2

3- MEETS STANDARD

2- APPROACHING STANDARD

1- NEEDS IMPROVEMENT

0- BELOW STANDARD

GRADES 3 -8

Grading scale

25. SECURITY

LBA believes that the safety and security of our students is of utmost importance. To ensure that the school facility remains as such, the following policy regarding school visitors has been implemented.

- All visitors entering LBA will be required to report to front desk.
- Visitors will be required to communicate their visit’s purpose to front desk attendant
- Visitors must sign in on school’s “Visitor Log” and will be issued a “Visitor badge” which must be worn during the entire duration of their visit.
- Visitor’s badge must be returned to the front desk upon departure.
- LBA staff reserves the right to question any visitor to the school.

Lost or Stolen Property

- LBA strives to be a safe, secure environment. This policy provides guidelines to ensure that students’ and staff misplaced property will be handled in a consistent, secure manner.
- Found Property guidelines
- Items found on school premises must be turned in to School Office immediately.
- Unclaimed items of negligible resale value will be donated to a charitable organization, or destroyed
- Books and other items with markings belonging to other institutions will be returned in a reasonable time, or the institution will be contacted.
- Items of security concern will be disposed of appropriately and securely:



- Credit and debit cards - a phone call will be made to the issuing institution and the card will be destroyed within 24 hours
- Driver's licenses, ID's and keys-if unclaimed within 30 days will be destroyed

Possible Theft

- If suspicion arises regarding an item being stolen, LBA administration and staff will be notified and called in to negotiate claims and conversations between the 2 parties involved. Innocence will be assumed until fact proves otherwise.
- If a party is found guilty of stealing property, the stolen item will be returned to the owner immediately, parents will be called in for a parent meeting and appropriate consequences will be taken with the guilty party.
- All proceedings will be considered highly confidential

26. SNACKS AT SCHOOL

- Each morning we will have a snack time. It is in your child's best interest to bring a snack and a water bottle each day to school. There are a few guidelines for snack time we would like to mention.
- **HEALTHY SNACKS ONLY PLEASE...**
Please try to send fruit, crackers, or a granola bar with your child instead of chips, candy, fruit roll-ups, etc.
- Snacks will be taken away if they are distracting during other times of the day. Please remind your child to be responsible and leave their snack in their backpack until snack time.
- The classroom teacher may implement additional rules about snack time.
- Thank you for helping your child is successful at school by providing a snack and reminding them to bring water bottle every day to school. If you would like to donate a box of crackers or other healthy snacks to our "forgotten snack" box,

please feel free to send them with your child.

27. STUDENT SUPPLIES FEE

- All items needed by students are purchased in bulk and distributed to classrooms at the beginning of each semester. This is to insure that students have the proper items at the proper time and that the teacher's needs and wants for students are carried out in a timely manner. Parents should only have to purchase a backpack and pencil case for their child to begin school. -----
Occasionally throughout the year a teacher may ask for additional funds or items from home to make a special project, please support the teachers by providing these items.
- Middle School & High School students will need to bring their own computer and/or iPad to school everyday.
- Middle School & High School students need to bring a scientific calculator to math class each day. They may not use the calculator on their phone it must be a separate device.

28. TARDY POLICY

- Our rationale at LBA is that students benefit greatly by being in class and being there on time. Arriving late to class means missing out on valuable instructional time and, it creates a disturbance to the classroom. In order to encourage families to arrive on time LBA has created this "Tardy" policy.
- If your child arrives tardy to school, which is any time past 8:00, your child will be asked to wait in the front classroom until the Principal is available to come and issue a tardy slip. After the student receives a tardy slip they may proceed to their classroom.



- BEING ON TIME SHOWS YOUR RESPECT FOR YOUR SCHOOL, YOUR CLASSMATES AND YOUR TEACHER!
- EXCESSIVE TARDINESS POLICY:
- The Principal will deal with excessive student tardiness on a case-by-case basis.

29. TECHNOLOGY USE

- Teachers and Students at Learning Beyond Academy are encouraged to use technology in a variety of ways to support their individual learning styles and to express their creative talents.
- The use of technology at Learning Beyond Academy is a privilege not to be abused. The school's technology policy applies to all authorized users who access the school's network or equipment using school-owned or personally owned equipment, including wireless devices.

Purpose

- The technology resources at Learning Beyond Academy are provided to support the educational and administrative activities of the school and should be used for those purposes. Use is a privilege, not a right.
- Use should always be legal, ethical and consistent with the school's Mission Statement, its Standards of Conduct Policy, and its general standards for community behavior.
- Incidental personal use of the school's technology resources must be academic in nature, must be authorized by staff, and must not violate other school policies or Standards of Conduct.
- Except as authorized by the school, use of the school's technology resources or data for personal business, for political campaigning or for commercial purposes is prohibited.

Authorized Use

- An authorized user is any person who has been granted authority by the school's technology center to access its computing, network and telephone systems and whose usage complies with this policy.
- Unauthorized use is strictly prohibited. By accessing the school's network using school-owned or personally-owned equipment, you have consented to the school's exercise of its authority and rights as set out in this policy with respect to any such equipment, as well as with respect to any information or communication stored or transmitted over such equipment.
- Faculty, staff and students are provided with e-mail accounts, network accounts and Internet access.
- Whenever a user ceases being a member of the school community or if such user is assigned a new position and/or responsibilities, use of technology resources for which he or she is not authorized in his or her new position or circumstances shall cease.

Privacy Expectations

- The school's network resources, including all telephone and data lines, are the property of the school. The school reserves the right to access, view or monitor any information or communication stored on or transmitted over the network, or on or over equipment that has been used to access the school's network, and it may be required by law to allow third parties to do so. Electronic data may become evidence in legal proceedings. In addition, others may inadvertently view messages or data as a result of routine system maintenance and monitoring or mis-delivery.
- Users must recognize that there is no guarantee of privacy associated with their use of school technology resources.

Users should not expect that e-mail, voice mail or other information created or maintained in the system (even when marked “personal” or “confidential”) are private, confidential or secure.

Responsible Use

- No user may act in ways that invade the privacy of others, are unethical or fail to comply with all legal restrictions regarding the use of electronic data. All users must also recognize and not violate the intellectual property rights of others.
- All users must maintain the confidentiality of student information in compliance with federal and state law.
- Disclosing and/or gossiping about confidential or proprietary information related to Learning Beyond Academy, making public remarks that defame or disparage the school, its personnel, its students or its interests (including but not limited to via e-mail, voice mail, Internet instant messaging, chat rooms, Web pages or Web sites), or that recklessly disregards or distorts the truth of the matters commented on, is prohibited.
- All users must refrain from acts that waste school technology resources or prevent others from using them. Users will not access, modify or delete others’ files or system settings without express permission. Tampering of any kind is strictly forbidden. Deliberate attempts to tamper with or degrade the performance of a school computer system, telephone system or network, or to deprive authorized users of access to or use of such resources, are prohibited.

E-mail

- Students may not send broadcast e-mail without prior permission from Learning Beyond Academy staff.
- Users are responsible for both the content and possible effects of their messages on

the network. Prohibited activity includes, but is not limited to, creating or propagating viruses, material in any form (text, sound, pictures or video) that reflects adversely on the school, “chain letters” (which proffer incentives to relay them to others), inappropriate messages (including discriminatory or harassing material), and billable services.

- Altering electronic communications to hide your identity or impersonate another person is considered forgery and is prohibited.
- Users will abide by all copyright, trademark, patent and other laws governing intellectual property. No software may be installed, except as permitted by applicable law or school administration, copied or used on school equipment except as permitted by law. All software license provisions must be strictly adhered to.

Inappropriate Materials

- The school prohibits faculty, staff and students from keeping pornography in any form at school, including, but not limited to, magazines, posters, videos, electronic files or other electronic materials.
- Accessing the school’s network or equipment to create, access, download, edit, view, store, send or print materials that are illegal, offensive, harassing, intimidating, discriminatory, sexually explicit or graphic, pornographic, obscene or otherwise inconsistent with the values and general standards for community behavior of the school is prohibited.
- The school will respond to complaint of harassing or discriminatory use of its technology resources in accordance with its other listed policies. These provisions are not intended to prohibit an authorized user from carrying out his or her assigned educational, employment or administrative function.

Internet Security

- Each user is responsible for the security and integrity of information stored on his or her computer or voice mail system. Computer accounts, passwords, security codes and other types of authorization are assigned to individual users and must not be shared with or used by others. Learning Beyond Academy, at its sole discretion, reserves the right to bypass such passwords and to access, view or monitor its systems and all of their contents. By accessing the school's system, you have consented to the school's right to monitor its system and all of their contents.
- Removing or relocating school-owned technology resources require prior authorization from the School Director.
- Users may not attempt to circumvent or subvert the security provisions of any other system.

30. UNIFORM POLICY:

LBA does require all students to wear the assigned uniform every day:

- The school shirt- these may be purchased for 4th floor LBA reception desk.
- Khaki bottoms/nice pair of jeans- these need to be sourced on your own.
- Sensible closed toed shoes/ sports shoes on PE Days
- Uniform shirts must be worn each day to school.

If a child does not wear their uniform to school the following action will be taken:

- 1st time not wearing their uniform- a hand written note will be set home.
- 2nd time not wearing their uniform- a phone call from the assistant principal, asking the parent why the uniform is not being worn to school

- 3rd time not wearing their uniform-a new uniform shirt will be issued to the student and the parent will be billed for the new shirt
- Khaki pants/shorts /skorts or a skirt with shorts worn underneath will now be part of the school uniform. Shorts/skorts or skirts must be fingertip length.
- If you have not bought the new khaki pants/shorts yet an alternative for the first few weeks of school could be a nice pair of jean pants, please make sure they have no rips, holes or frays.
- Sport shoes must be worn on PE days! On all other school days flat sensible shoes with closed toes should be worn for both boys and girls. Please, no heels in school.

Friday's Dress To Care Day

- Students are allowed to wear their own clothes on Fridays if they bring in a 20rmb or more donation. All proceeds go directly to the Shanghai Healing Home to care for the BABIES. This is an excellent opportunity for parents to talk to their children about caring for those children who are less fortunate. Even on this special day it is important to follow all dress codes set down by LBA and be mindful of PE classes. If a Field Trip is scheduled on a Friday, students will be required to wear their LBA school shirt for safety reasons.

31. VISITOR BADGE

Any person doing business with the school or volunteering at the school must go to the 4th floor reception desk. At the desk they will be asked to sign our visitor log and receive a visitor badge. This badge must be worn at all times while visiting the school.



32. VOLUNTEERING

LBA enjoys and encourages support from our parent community. Parental involvement enhances the effectiveness of our program and strengthens the bond between home and school. There are many opportunities to serve one time or to become a regularly scheduled volunteer.

Areas for you to consider serving in:

- Active Parents
- Substitute teaching
- Events organization and day of support
- Field trips
- Office aide
- Class parties
- Room parent
- and many other opportunities...

To become a volunteer: Fill out our volunteer form found in the office, wear your visitor badge and have fun serving.

33. WITHDRAWAL POLICY

In the event of a student withdrawal from LBA the following procedures will be required:

- Notification from family of intended withdrawal through an Official "withdrawal letter" sent from family to the Admission Office:
admissions@charitydreamshanghai.cn
- Upon receipt of the withdrawal letter it will be filed into student file.
- Administration will notify classroom teacher, school accountant and other pertinent staff of withdrawal.
- Teacher will then contact student's family about what is needed for exit from classroom.
- Administration will notify family of any additional information needed for exit from school database.
- School Accountant will send final invoice to family.

- Final grades and documents will be given to family once all fees and documents have been satisfied.
- High school students may have additional steps to take to withdraw from Keystone courses.

PRESCHOOL

(Policies in the General Information section apply to all programs)

We are so honored that you have chosen to entrust LBA with your child's education. In this manual we have provided some basic facts to help your transitions into LBA Preschool a smooth one.

BASIC FACTS

We have 8 different classes at 3 levels in our preschool: 3 prekindergarten for 4 years old (PK4) all day, 3 prekindergarten for 3 years old (PK3) all day, and 2 Prekindergarten for 2 years old, half day. Each class has a head teacher and a teacher assistant dedicated to that classroom.

SCHOOL HOURS FOR PK3 & PK4:

MONDAY-FRIDAY 8:00AM-3:00PM

Arriving at school on time is a very important skill to instill in your child. It shows a respect for learning, for their fellow students and for their teacher. Please arrive at school before 8:30. Drop off time starts at 7:55AM. If you are later than 8:35 you must report to the 4th floor where you will be issued a tardy slip and escorted back to the 2nd floor. Please **DO NOT** ring the bell; teachers are not permitted to open the door for late students after 8:35.

No students will be admitted to school after 9:30 am.

PICK UP TIME 2:50-3:05

Students need to be picked up on time also we are happy to give you a 15 minute grace period each day to pick up your child, beyond that please call and inform the

school of how late you will be and why you are late. A monetary charge may be added to your school tuition for habitual offenders.

PK2

AM class 8:00AM-11:00AM & PM class 12:00NN-3:00PM

FULL DAY CLASS 8:00AM-3:00PM

AM CLASS

Drop off - 7:55-8:35AM

Pick up 10:50-11:05

PM CLASS

Drop off - 11:50-12:35

Pick up - 2:50-3:05

FULL DAY

Drop off - 7:55-8:35

Pick up - 2:50-3:05

Please observe above rules for drop off and pick up of students. Please be on time to drop off and pick your children. If you will be late please contact the teacher immediately.

Parents of PK2 students are allowed into the hallway at drop off and pick up time. Upon entering the hallway please bring your child to the bathroom and make sure they have washed their hands. Please bring them back to the classroom and see that they put on their slippers and place their water bottle in the room. Turn them over to preschool staff and leave the hallway. The longer you stay the longer they may cry.

PRESCHOOL ARRIVAL/ DEPARTURE

Parents may bring their child to the bathroom, if necessary, we ask that parents **DO NOT** enter the classroom and leave the hallway as soon as possible.



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- **LATE ARRIVALS:** To ensure the safety of the school, and the consistency and quality of LBA's preschool program all preschool students who arrive for daily classes after 8:35 a.m. shall report directly to the school's reception desk on the 4th floor. At that time reception desk personnel will escort the student to their classroom.
- **PICK-UP:** All parents are asked to wait in the foyer/lobby of the preschool and your child will be brought to you. We ask that you do not enter the hallway when picking up your child. This is to ensure the safety of all students in the preschool. Adult picking up the student **MUST** have the student ID card with them. Please inform the school if you will be late picking your child up. There is a 50rmb fee for students picked up after 3:30 p.m.
- **EARLY PICK-UP:** Any child checked out early from a LBA program early, will not be permitted back into school on that same day. This is to avoid disruption to the classes in session.
- If you need to speak to your child's teacher please make an appointment with them, as they are very busy with afterschool activities. Teachers are available to meet with parents after 3:15 most days of the week.

Dress & Backpacks

- Children should wear casual, comfortable clothing suitable for the weather so that they can work and play in complete comfort and a LBA uniform shirt. All removable clothing should be clearly labeled with the child's name. Also be aware that we will be using clay, glue, paint, etc.
- Your child will be bringing papers home from school that he/she would like to share with you. Please be sure to check backpacks each day because

important notices from the office or our own classroom may be sent home with your child. All backpacks should be a reasonable size and should be labeled with your child's name.

- Your child should wear closed shoes like tennis shoes. They should be able to complete gross motor activities safely and travel the hallways and transition to different classes.

CURRICULUM

LBA has a blended learning atmosphere for PK3 & PK4 classes. We use a combination of academic and center based learning activities to establish and promote our character development programs. Your child will be able to pick the activity they are most interested in. They will join other PK3 and PK4 students in other classroom for their chosen activity.

Children participate in a variety of activities including but not limited to the following:

Learning Centers - These are areas set up by teachers and students and are changed monthly to fit the theme for the month.

Learning centers have activities that are suggested either by written or verbal cues from the teacher or can be developed daily by the children. Materials and equipment in each area are displayed in a manner that promotes individual and independent play. Often, problems are presented for children to solve for creative and cooperative problem solving sessions.

Practical Life - All children are encouraged to behave independently according to their individual development level. The staff encourage children to problem solve creatively, to learn to accept and appreciate

diversity, and negotiate for what they want when it is in conflict with another's desires. Staff will assist children in areas of practical life and self-help skill development by providing activities that encourage using undeveloped skills. The goal for children of all ages is to promote positive self-esteem and competence. Whether buttoning, pouring, folding, preparing food, or cleaning a table, children experience real life situations and activities that encourage them to expand their independence.

Monthly Themes - The program has general monthly themes that are established and coordinated center wide from infants to school age, designed to promote developmental skills, and to enrich all children's understanding of their world. The themes have educational, social, cultural, and emotional value.

Circle Time – Circle time provides the children with the opportunity to interact with each other as a group. During this time, we will learn calendar skills, weather skills, sing songs, play games, read stories and learn about each other. During this time, the teacher will prepare children for the day and review the letter, number, theme, and color of the week.

Arts and Crafts – The majority of our projects are focused around the holidays and theme units. Arts and Crafts projects stimulate a child's mind to be creative. These activities also assist in the development of fine and gross motor skills. Children also achieve a sense of pride and accomplishment through the development of projects. Our program is filled with hands-on learning activities as well as open-ended art activities. Open-ended art allows the child to explore the use of various materials and processes and enjoy what happens. Craft projects are designed

to help the children develop their creativity and the use of specific skills. Uneven or lopsided projects are to be expected from children of this age. The children are in the process of learning. It is the "process not the product" that is important. Please keep this in mind and treat all of your children's projects as masterpieces!

Letters and Numbers – Children will learn to recognize, identify, and eventually write the numbers and letters. We will concentrate on one letter and number each week. During this time, many of our songs, crafts, and games will focus on the letter and number of the week.

Specials – Specials will include math, science, and star of the week activities. Math skills will focus on number recognition, counting, sequencing, patterns, and charts. Science will consist of simple science experiments usually focused around the theme of the week. Star of the week activities will include show and tell, ask the star, and learn about the star of the week.

Manipulates – Manipulative develop organizational skills like sorting, counting, comparing, classifying, matching, and shape recognition. Children integrate concepts through more physical involvement. By using more senses, children form more associations and learn.

Sensory Experiences – Children will be provided with a wide variety of hands on, concrete, real world sensory experiences appropriate for the child's age and stage of development. They will learn about all of their senses and how to use them.

Nap and Rest time- LBA requires that all children rest during the day. Nap time will be approximately 1 hour 30 minutes.

Sleeping bags must be purchased from LBA as these are specialty made with fire retardant fabric. Sleeping bags will be sent home periodically with students for washing. Please label your child's bag with their name in large clear writing made with permanent ink.

We require all LBA preschool students to take a nap as it is necessary for their brain development.

Kindergarten Readiness – Children will be taught the necessary skills to ensure that they are ready for kindergarten.

Parents are encouraged to work at home with students on Starfall.com to aid and support LBA learning. The program is free for computers and available for a small fee as an app on I-pad or I-phone.

PRESCHOOL DISCIPLINARY PROCEDURES AND POLICIES

LBA is committed to working with families to make sure that the child is given a safe and nurturing environment. We believe that families, hand in hand with the school, play an important part in molding a child's character. We ask that families be actively involved in teaching their child of proper behavior.

LBA will use Love and Logic approach to discipline and will make sure the policies are followed in order to protect the safety of all children and staff persons. Staff shall ensure that each child is provided with a positive model of acceptable behavior. Children are encouraged to practice those skills that will allow them to resolve conflicts and have their needs met without the use of aggressive or destructive behavior.

This is how we run our Love and Logic Classroom

1. I will treat you with respect, so you will know how to treat me.
2. Feel free to do anything that doesn't cause a problem for anyone.
3. If you cause a problem, I will ask you to solve it.
4. If you can't solve the problem, or choose not to, I will do something.
5. What I do will depend on the special person, and the special situation.
6. If you feel something is unfair, whisper to me "I am not sure that is fair," and we will talk.

Classroom rules are tailored to the developmental level of the children, short and simple, stated in a positive way, and used consistently.

Discipline Procedures and Policies

A very important part of preschool experience is helping children learn how to get along in the world, enjoy being with other children, and follow the direction of an adult other than their parent. A caring and positive approach will be taken regarding behavior management and discipline. The teacher will focus on the positive behaviors of the children and reinforce those behaviors as often as possible. Our goal is to help the children develop self-control and responsibility for their actions.

Our discipline procedures will consist of the following strategies:

1. Encouraging children to use their words when having a disagreement with another child. Facilitating children in attempts to settle their own disputes.
2. Redirecting behavior when this seems potentially effective.
3. Separating a child from the group - one minute away for each year of age.



4. Counseling children individually about their behaviors.
5. Making parents aware of disciplinary concerns through incident report.

Disruptive Behavior distracts from the full benefit of the preschool program and will result in consequences. The following behaviors are considered disruptive:

- * Requires constant attention from the staff
- * Inflicts physical or emotional harm on other children, adults, or self
- * Disrespects people and materials provided by the school
- * Consistently disobeys the rules of the classroom
- * Verbally threatens other students and/or staff
- * Uses verbal or physical activity that diverts attention away from the group of children

Discipline Procedures for disruptive behavior

- * Disruptive Behavior will be addressed in an incident report. This will be completed to document any inappropriate behaviors that directly impact other children, staff members, or the group as a whole. This report will be shared with the parent and will explain the behavior and how the behavior has affected others. It will also explain how the situation was resolved. The incident report will be placed in the child's folder to be taken home, signed, and returned the next day to the teacher.
- * If a child has difficulty managing his/her behavior on a recurring basis, parents will be asked to meet with the child's teacher and preschool lead.

* If the child's behavior continues to be inappropriate, and/or dangerous, it may be necessary for the child to be sent home for a time to be determined, or removed from the preschool program altogether.

Children cannot become self-disciplined unless adults teach them right from wrong. At LBA, children will be taught the expectations for correct behavior and encouraged to live and act accordingly. When children know something is wrong, and choose to do it anyway, consequences will follow to communicate that the behavior is unacceptable and will not be tolerated in the school.

Student Planner and Behavior Log

Each student will be given their pocket sized notebook as their planner and behavior log. This notebook should be taken care of and parents should check this everyday for some notes the teacher may have for the day. This notebook will also contain the week's lesson targets.

BITING

While recognizing that biting is typical behavior in a toddler and a common occurrence within an early childhood center, LBA has established the following list of procedures to be followed when biting occurs in the school setting:

When biting occurs in PK2 class:

- The child who bites is told, "No, biting hurts!" in a firm but gentle voice.
- iTeacher administers care to the child who has been bitten.
- The child who did the biting may be asked to help comfort the bitten child with "gentle touch". Ice or cold pack is administered to

bite area. If skin is broken the wound is washed with soap and water and a bandage is applied.

- The parents of both children are called and informed of the incident. This is confidential information-the names of other children involved are NEVER shared with parents. This information and communication is recorded on the PK2 "Bite Log".
- Monitoring of child who bit will begin, especially during high activity times.
- If a child bites repeatedly, staff will meet with parents of biter and discuss possible strategies and consequences for continued biting.

When biting occurs in PK3-PK4 class

- First aid is administered to the bite and the incident will be recorded on the PK3-PK4 "Bite Log".
- The principal will be notified as biting is not considered a typical response from children this age.
- Both sets of parents will be notified; all information will remain confidential!
- Within the classroom, the teacher will use "Love and Logic" guidelines to determine how the incident evolved and then engage the children in the solution. The solution may be providing a child with the language needed to express himself or herself as well as establishing a clear understanding of the boundaries of physical and emotional safety that need to be observed. The teacher will be certain that both children understand the severity of the situation.
- If biting persists within a one-week period, the child doing the biting will be picked up by parents and asked to remain home for a 2-day suspension.
- If child continues to bite after suspension, LBA may ask family to find an alternate school for their child.

POTTY TRAINING

It is not unusual that young students will occasionally have a "toilet accident" while at school and we understand this. Please keep a set of clothing including socks in your child's school bag. However, if a child comes to school and is not fully into the process of potty training and messes their pants on a daily basis we might need to alter their school schedule, until they are fully trained.

HIGH SCHOOL

(Policies in the General Information section apply to all programs)

Technology

COMPUTERS

Students must provide their own laptops and battery chargers and must make sure all software and word processing programs are up-to-date and compatible with the online learning management systems.

Parents and students need to be willing to make the necessary updates and pay for computer support, when necessary and in a timely manner, because not updating the computer, browser, and programs can cause significant hindrances to the online work.

LBA can provide limited troubleshooting and support; students should make requests for technical support through the learning coach or high school administrator. Students may need to use an outside company to solve larger technological problems.

INTERNET ACCESS AND USAGE

Students must have a reliable internet connection available at home, so they can work on homework at night and on the weekend.

Students should have a working VPN to access the links given in online lessons. The majority of the blended learning lessons can be accessed without VPN but the speed of access is usually faster with VPN and some the links for homework assignments require VPN.

LBA will provide wireless and wired networks, but can make no guarantees about the stability of those networks due to outside influences.

LBA will not guarantee VPN services for students, but will make those available when possible.

It is suggested that parents install a website monitoring program, such as NetNanny, to observe their students' internet usage. LBA learning coaches and administrators will monitor and encourage students to use the internet wisely, but ultimately it is the student's responsibility to manage their time and use the internet wisely.

Students may not play video games or watch videos or TV shows for entertainment during school hours, including breaks.

The teachers of the blended learning classes often provide links to YouTube videos for supplemental material, such as science experiments and online labs, so students may watch those videos. Students may watch videos on Khan Academy or other educational websites to supplement their learning.

Students should only use email and messaging services for LBA and school purposes during the school day.

Students are discouraged from using blogs, forums, and social media sites, such as Facebook, WeChat, QQ, and WhatsApp, during class hours. They may check for messages during break and recess when in the high school classroom, but otherwise, access to social media is limited.

Students may not stream music from online sites, as this requires a large amount of bandwidth.

Students may not download books, videos, programs, etc as this requires a large amount of bandwidth.

In accordance with LBA policies, high school students may not use their devices for games, videos, music, and social media access in the hallways, cafeteria, or other school rooms.



CELL PHONES

Cell phones should be turned off and stored in a bag or locker during class hours.

Students may also turn the cell phone in to the learning coach or administrator for safekeeping during the day.

Students may check their cell phones for messages during break and recess.

Students may ask to take or make a phone call, in the event of an emergency, forgotten equipment or lesson, etc., but they must receive permission from the learning coach to make the call and they need to go out of the classroom, where they will not disturb other classes or students, to place the call.

Parents may contact the high school administrator, in the event they need to reach their child during the school day.

Teachers should not expect students to respond to messages during the school day, but may contact the high school administrator by WeChat or email to give messages to students.

HEAD PHONES

Students may use headphones to listen to slideshows and presentations that are built into the course lessons. They may use headphones for listening practice, if they are enrolled in a foreign language course.

Students should inform the learning coach or administrator when they need the headphones for course work.

Students should never assume that they have the right to use their headphones. In the event that a learning coach or administrator allows a student to use headphones to listen to music or a video, it will be seen as a privilege that can be taken away, if abused.

Breaks

Students may take brief stretch and bathroom breaks in between assignments, but should limit these breaks to 5 minutes per hour.

Students should respect other classmates who are working and not distract their classmates when they take these short breaks.

ACCEPTABLE BREAK TIME ACTIVITIES

Students are encouraged to take non-media breaks, since most of their school work is conducted online. (See the technology guidelines for specific details.) Per LBA policies, electronics may not be used in the canteen or in the hallways from 7:30-4:00. High school students also need to conform to these rules.

Students may bring in their own books, games, or sports equipment to use during breaks, and they assume responsibility for these materials.

The PE Coach is willing to provide sports equipment for students, but those materials need to be obtained before the PE classes start. Students may not enter the sports storage room without direct permission. Students should put away the sports equipment, preferably without being asked, before PE starts and after the lunch recess.

LUNCH AND RECESS

The high school students will eat their lunches in the canteen and join the middle school break time in the gym or they may check out to go off-campus during this time. Students may not stay in the high school room or any other unsupervised classroom during lunch. They may check out with the high school administrator or learning coach in order to go off-campus, but if they stay on campus, they must be in one of the areas supervised by the teacher on duty during lunch.



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OFF CAMPUS BREAKS

During lunch and recess or any specially approved times, students may go to nearby stores and restaurants, if their parents have filed a written permission form with the high school administrator.

Students must receive permission from the high school administrator or learning coach every time they leave the building and return.

Students should observe the buddy system and only go off-campus in pairs or groups.

Students may not meet non-students off-campus during school hours.

If a student wishes to meet a parent or teacher off-campus, they should meet the adult in the high school area and check out with them.

Students are expected to limit their lunch and recess time to 12:15-12:55 and return to the classroom on time.

FOOD AND DRINKS IN THE CLASSROOM

Students may bring in snacks to eat during breaks, and they should be eaten at a table on a non-carpeted surface, i.e. not on a couch or armchair or while seated on a rug.

Students are responsible for maintaining the cleanliness of the classroom and must throw away trash, clean up spills, and sweep up crumbs and take care of any other messes.

All drinks should be in securely covered containers. Students may bring in a covered mug or water bottle to use for drinks.

Students may use the coffee pot to make tea or coffee, but they are responsible for cleaning and maintaining the coffee pot. Students are responsible for providing any cups, spoons, sugar, etc. that they want for making coffee and tea.

Students who wish to have a party during the school day must first obtain permission from the high school administrator.

General Policies

ABSENCES AND TARDIES

Parents should send a message, in advance, to the high school administrator when a student is going to be absent.

The LBA policies for excused and unexcused tardies and absences are in effect for high school students.

Students may be excused from school to attend special activities or classes offered at another school or with a private teacher (i.e. music lessons, sports training, etc.), but the parent should notify the high school administrator in writing.

If a student needs to arrange an individualized attendance schedule, because of recurring lessons or classes at another school, the parents should meet with the high school administrator before the beginning of the school year to make those plans.

If a student will be absent for an extended period of time for a trip or illness, the parent should notify the high school administrator in writing.

UNIFORMS

Students should wear the full LBA uniform at all times. The LBA uniform shirt should be the base layer of clothing. If a student wears an LBA sweatshirt, the shirt underneath must be the LBA uniform shirt. Students may not wear non-LBA sweatshirts, sweaters, t-shirts, etc. over their uniforms.

During the winter, an LBA shirt and sweatshirt must be visible at all times; i.e. the top layers of clothing. Sweaters and other shirts may be layered under the uniform shirts.



Students who attend part-time must wear an LBA uniform at all times. Uniforms for other schools are not acceptable attire.

Students who do not meet the dress code will be asked to change their clothes, buy a new uniform, or go home to change into uniform.

MODESTY GUIDELINES

Skirts and shorts should extend below the tips of the fingers when standing up.

No underwear should be visible at any time.

The high school administrator reserves the right to ask a student to change, if the outfit is not appropriate or modest.

CARE TO WEAR

Students may participate in the “Care to Wear” days on Fridays, if they give 20RMB to the Shanghai Healing Home. The school principal will collect these funds during Friday morning assembly.

Personal Belongings

Each student will be assigned a locker. Students may purchase a lock, but need to give the combination to the high school administrator, in the event we need to open the locker when the student is not present.

Students should neaten their work areas before lunch and completely clear away their computers and belongings at the end of the day. Any belongings left in the room will be placed in lost and found and the student will need to see the high school administrator to retrieve the items.

Student Relationships

Because we want to encourage healthy relationships among students and want to minimize distractions from school work, LBA discourages dating relationships and will not permit students to date. This means male and female students may not take breaks together, go off-campus together,

travel to other parts of the building, work alone in a classroom together, etc.

For the safety and well-being of the students, groups should always be of two or three same-gendered students.

Students should refrain from physical contact with other students, such as holding hands, hugging, kissing, etc.

The high school administrator and learning coach reserve the right to ask students to refrain from activities that they deem inappropriate.

Communication with Parents

PROGRESS REPORTS

Progress reports will be sent home every two weeks. Parents should sign and return the form.

Parents may check their student’s grades at any time using the observer account.

LBA REPORT CARDS

LBA report cards will be sent home at the end of every grading period. Parents should sign and return the form to the high school administrator.

Parents may check their student’s LBA grades at any time using the quickschools account.

School Activities

SCHOOL PROGRAMS

LBA High school students should plan on participating in all-school activities, such as the Celebration of Life, the Christmas Program, Chinese New Year, Field Day, etc. in some way, either as technical support or on-stage participant.

Students and teachers will work with the high school administrator to arrange practice times during class hours, if those are needed.

LBA teachers should consult with the high school administrator about the availability of students for help with projects before requesting the student's help during a class time.

Students should check with the high school administrator before committing to helping with special activities that would take away from their study time. In the event students are behind in their courses, they may not be able to assist with extra activities.

BEFORE AND AFTER SCHOOL ACTIVITIES

The high school classrooms open after assembly and close Monday, Wednesday, Thursday, and Friday at 4:00. The classrooms close at 3:10 on Tuesday. Occasionally teachers may stay later, but students should not plan to continue to work in the classrooms or practice rooms unless they have specific permission and supervision from a teacher.

On Friday afternoons when waiting for Youth Group, or when waiting for a CAA class, students should wait in the canteen.

SECOND SCHOOL ACTIVITIES

Some students are enrolled in classes or programs through other schools and institutions. Students who attend other schools should:

- only work on coursework for LBA or LBA online schools while at LBA.
- only access email and social media according to the LBA guidelines.
- follow the LBA uniform policies.

Enrollment and Withdrawal

Enrollment Process

A parent needs to attend an LBA High School Orientation. They may also attend a general LBA orientation if they wish.

A parent will fill out the LBA enrollment application available online.

The Admissions Office will contact the parent to schedule an assessment.

The parent will download and fill out the principal and English teacher recommendation forms and turn in these forms before the assessment meeting. A link to these forms is available on-line. The parent will obtain and turn in an official transcript from the previous school; it can be written in Chinese and translated into English by LBA.

The student will take the assessment tests to determine English language level and course placement for Math and English. Assessments include Reading Comprehension, English pronunciation, English Grammar, Writing, Math Level 1 or Level 2. Additional tests for English as a Second Language classes may be given, if necessary.

The high school administrator or admissions director will give the assessments.

After the English and course levels have been determined, the parents will be notified of the results.

The Admissions Office will email the results of the assessment within one week.

If continuing in the interview process, the parents and student will be asked to schedule an interview with the high school administrator to discuss the goals for the student.

The Admissions office will handle the paperwork and fees necessary for formal acceptance.

The Admissions office will email the parents and student to let them know if they have passed this interview or not; the Admissions Office will send the acceptance letter, if applicable.

The acceptance letter will specify the grade level and part-time / full-time status.

The Accounting office will be copied on the acceptance letter; then they bill the parents.

The high school administrator will communicate with the admissions office to send transcripts (original and translated, if necessary) from previous schools to the blended learning partners.

The high school administrator with either meet with or email the parents and student to confirm the courses to enroll in.

Course enrollment requires 7-10 business days to process.

The high school administrator will send an email to Admissions, Accounting, and parents to finish the enrollment and payment process for Keystone.

Accounting will send one invoice to the parents with the LBA and blended learning costs billed.

When payment is received Admissions sends out the enrollment letter.

The high school administrator will submit the enrollment forms and transcripts to the online schools.

The high school administrator will coordinate with the school principal to enroll students in LBA courses.

WITHDRAWAL PROCESS

The parents should submit written notice to the high school administrator and Admissions Office at least one week before the desired withdrawal date.

The parents should fill out an exit questionnaire and pay any outstanding bills before the student can be officially withdrawn.

Blended learning courses that are in-progress will continue until the end date. Students are responsible for finishing these courses on their own. There is no refund for

withdrawing from a blended learning course.

Online school handbooks

The Keystone National High School handbook and the Sevenstar handbook can be made available upon request.

LBA policies follow the online school policies. LBA will not make exceptions, give refunds, or process transcripts in any way that differs from the online school policies.

ADMISSIONS, TUITION AND FEES POLICY

(FOR ALL PROGRAMS)

For Incoming and Current Students:

1. SCHOOL SEMESTER INFORMATION

1.1. LBA's academic year is comprised of two semesters plus a Summer Creative Arts camp.

1.2. 1st semester typically begins on/or around August 28th and continues through approximately the second week of January. (Depending on CNY dates)

1.3. 2nd Semester begins approximately the third week of January and continues through the third week of June.

1.4. Creative Arts Summer Camp is a 4-week long camp from the 2nd week of July through the 1st week of August.

1. 学校学期信息

1.1. LBA的学年包含两个学期和夏季散创艺术夏令营。

1.2. 第一学期通常会在8月28日当日或者前后开学，并持续到来年一月份的第二周（根据中国春节时间）。

1.3 第二学期大约于一月份的第三周开始，并持续到六月份的第三周。

1.4. 散创艺术夏令营是一个长达4周的夏令营，从7月第二周开始持续到八月第一周。

2. TUITION FEES, AND DUE DATES (see separate fees schedule)

2.1. Seat Deposit (for current students) - 2nd Friday of March

2.2. Tuition - 2nd Friday of May and 2nd Friday of October for 1st and 2nd semester respectively.

2.3. Capital Development - 2nd Friday of May

2.4. Busing service - 2nd Friday of May and 2nd Friday of October for 1st and 2nd

semester respectively.

2.5. *For each semester there is an optional donation that can be added in the fees to go towards the sponsorship of Shanghai Healing Home students.*

2.6. There is a sibling discount of 10% for each additional sibling enrolled.

2. 学费、学杂费和缴费截止日期（请参见本档的学费缴费安排）

2.1. 学位保证金（现任学生） - 三月第二个周五

2.2. 学费 - 五月第二个周五为第一学期、十月第二个周五为第二学期

2.3. 教育发展费用 - 五月第二个周五

2.4. 校车服务 - 五月第二个周五为第一期、十月第二个周五为第二学期

2.5. *每个学期都有可选择的奉献作为对于上海医治之家学生的赞助（可包含在学杂费内）

2.6. 有兄弟姐妹的学生注册，每位兄弟姐妹注册可享受10%的优惠

3. ADDITIONAL FEES AND POLICIES

3.1. School Lunch

3.1.1. Lunch Payment Policy

3.1.1.1. School lunches are billed on a semester basis.

3.1.1.2. Payments should be made in full for the semester by the date shown in the fee schedule.

3.1.2. Lunch Cancellation

3.1.2.1. School lunch may be cancelled (with a pro-rated refund from the effective date) or reinstated only on the 1st school day of each month. Written notification must be made ahead of time. (Section 7)

3.1.3. Lunch Refund Policy

3.1.3.1. Holidays and Vacations: There is no refund available of the lunch fee for days which a student is absent for any reason.

3.1.3.2. Withdrawal: Students who withdraw from LBA may receive a pro-rated refund of the lunch fee starting from the 1st school day of the month following their proper notification of withdrawal from LBA.

3.2. School Bus



3.2.1. Busing is provided as an additional service of LBA and it is not guaranteed that there will be an available seat or service to a specific location. Busing routes are finalized before the start of the school year.

3.2.2. Bus Refund Policy

3.2.2.1. School Bus payments are made per semester

3.2.2.2. There is no refund available of bus fees which are paid on semester basis

3.2.3. Payment per School Year

3.2.3.1. There is no refund available of bus fees for the 1st semester. If the bus fee has been paid for a full school year and the student elects not to use the bus seat in the 2nd semester a full refund of the 2nd semester fee is available if proper written notice is given 30 calendar days before the start of the 2nd semester.

3.3. CAA, ELS, and After School Programs and Clubs

3.3.1. Fees are due before the beginning of the class of each program to secure a seat in that class.

3.3.2 Fees paid are non refundable but can be used as credit to register you maybe allowed to use towards the new class fees, which will be decided by the on a case to case basis.

3.3.3 CAA, ELS, ASPC and Tutoring will be billed separately.

3.4. **Special events** (such as field trip) throughout the year will be billed appropriately.

3. 额外费用和政策

3.1. 学校午餐

3.1.1. 午餐付费政策

3.1.1.1. 学校午餐费用是按照学期计算。

3.1.1.2. 费用需要按照费用清单上的日期每学期一次性缴清。

3.1.2. 午餐取消

3.1.2.1. 学校午餐可以取消（退款金额计算按照生效日开始计算）或者从每个月的第一个学校日重新开始。书面通知必须提前送达学校（见第7部分）。

3.1.3. 午餐退款政策

3.1.3.1. 假期和度假：不管因何理由学生未出席学校的时间，学校对于午餐不予退款。

3.1.3.2. 退学：对于选择从LBA退学的学生，午餐退费的计算从学校收到正式的退学申请后的那个月的第一个学校日开始。

3.2. 学校校车

3.2.1. 校车服务为LBA额外的服务，所以不能确保特定的地点会有空余的座位或者服务。校车路线会在学年开始之前确认。

3.2.2. 校车费用退费政策

3.2.2.1. 校车费用为每学期进行缴费。

3.2.2.2. 对于每学期付费的校车费用，学校不提供退款。

3.2.3. 一整学年付费

3.2.3.1. 第一学期的校车费用没有退款。如果校车费用是一整学年一次性缴清，学生选择第二学期不搭乘校车；只有当学校在第二学期开始前30天收到来自于学生的书面退款申请，第二学期的校车费用将予以全额退款。

3.3 散创艺术学院、英语语言学习、课后班和俱乐部

3.3.1为了确保课后班的学位，费用需要在每个项目课程开始前缴清。

3.3.2已缴的费用不予退款，但可以用来注册其他新的可报名的课程（基于个人情况而定）。

3.3.3 散创艺术学院，英语语言学习、课后班和俱乐部费用将会单独出具账单。

3.4 学年内的特别活动（例如野外旅行）费用将会出具账单告知学生和家。

4. PAYMENT OPTIONS

4.1. Payment for tuition and fees may be made by semester or by full year.

4.2. Full year tuition payments will avail of a 1,000RMB discount.

4.3. Fees can be settled in our 4F office by cash or card.

4.4. Wire Transfers: (Please note student's name with the grade and class on

the remittance slip to ensure payment is credited to the proper account)

4.5. Please email ywu@charitydreamshanghai.cn and accounting@charitydreamshanghai.cn for any remittance slips or payment questions.

4. 缴费选择

4.1. 学杂费可以按学期缴纳或按整年缴纳。

4.2. 一次性缴纳整年学费可以有1000人民币的优惠。

4.3. 费用可以通过现金或银行卡的形式在四楼办公室缴付。

4.4. 电汇：（请注意标明学生的姓名和年级确保汇款是进入正确的账户）

4.5. 请将汇款凭证发邮件至 ywu@charitydreamshanghai.cn 和 accounting@charitydreamshanghai.cn；任何问题也可邮件至该邮箱。

5. ENROLLMENT SEAT SECURITY DEPOSIT

5.1. The Enrollment Seat Security deposit is non refundable during Open Enrollment (2nd Monday of March through June 1st) and will be held through the 1st semester to secure the seat for the 2nd semester. If a student begins the 2nd semester, the deposit will be credited toward the 2nd semester tuition payment.

5.2. In the case that a student applies for withdrawal of the 2nd semester, following proper withdrawal procedures as outlined in Section 8, the Seat Security deposit will be considered as tuition at that time and will be refunded along with any tuition refundable at the time of withdrawal notification.

5. 注册学位保证金

5.1. 注册学位保证金在公开注册期间是不可退款的（3月第二个周一到六月一号），并且于第一学期内保留来作为第二学期学位的确保。如果学生开始第二学期的学习，保证金将作为第二学期学费的抵扣。

5.2. 在学生提出第二学期退学的情况下，需要跟随第8部分退学流程进行，学位保证金在此时将会被认为是当时需要交付的学费，且会根据退学通知的时间与其它学费一同进行退费。

6. RE-ENROLLING STUDENTS

6.1 Returning students may re-enroll and secure their seat for the 1st semester of the following year by paying the Enrollment Seat Security deposit of 10,000RMB. The Enrollment Seat Security deposit is due on or before the 2nd Friday of March and is non-refundable* (see section 5).

6.2 The seat is secured through the Open Enrollment period until Development fee and 1st semester Tuition fee are due on or before the 2nd Friday of May.

6.3. The seat will be forfeited and offered to new student if Development fee and Tuition fee are not paid by the due date above. In this case, the Enrollment Seat Security Deposit will not be refunded.

6.4. Please note that Open Enrollment begins on the second Monday of March. LBA will not hold seats for existing students if the Enrollment Seat Security deposit has not been received.

6. 在读学生新学年重新注册

6.1. 在读学生可以通过支付注册学位保证金—10,000人民币重新注册且确保他们来第一年第一学期的学位。注册学位保证金需要在3月的第二个周五或者之前交付，且是不可退款的*（见第5部分）

6.2. 在公开注册阶段，教育发展费和第一学期学费需要于五月第二个周五或之前交付，学位才会被确认。

6.3. 如果教育发展费和学费没有在以上指定的日期交付，学位就会被取消且会被提供给新的学生。在此情况下，注册学位保证金是不会被退款的。

6.4. 请注意公开的注册由3月的第二个周一开始。如果未收到在读学生的学位保证金，LBA是不会为在读学生保留学位的。

7. WRITTEN NOTIFICATION POLICY

7.1. Written notification is required, from the student's parents, to be submitted in hard copy and/or e-mail format, one month before to the Admissions Department: admissions@charitydreamshanghai.cn for the following:

7.1.1. For LBA, CAA, ELS, ASPC withdrawal and refunds.

7.1.2. For lunch change or cancelation

7.1.3. Change of the child's Legal Guardian.

7.1.4. Student/ Parent Name changed. Parents should make sure to notify Admissions and their class teacher for any name change. Students will only be allowed to change/ modify their name once for the duration of their stay in LBA.

7.1.5. Student became ill and have a life threatening sickness/ allergy than can affect other students. A recent official medical certificate signed by the doctor should be submitted along with the written notification from the parent.

7.2. A notification is considered received at such time that LBA Administration acknowledges the notification.

7.3. If, within a couple business days, there is no reply from LBA Administration the parent should be proactive by calling LBA to ensure their notification has been received.

7.4. Written notification should not be submitted to Lead Teachers, Teacher Assistants or support staff.

7. 书面通知政策

7.1. 针对以下情况，需要学生家长提前一个月以书面形式或电子邮件形式向招生部进行书面通知，电子邮件至：admissions@charitydreamshanghai.cn。

7.1.1. LBA及歆创艺术学院，英语语言学习、课后班和俱乐部的退学及退款。

7.1.2. 午餐变动或取消。

7.1.3. 学生法定监护人的变更。

7.1.4. 学生或家长名字的更改。任何名字的变更都需要家长通知招生部门及学生的班级老师。就读LBA期间，学生只允许更改名字一次。

7.1.5. 学生生病和会影响其他学生的严重疾病/过敏。家长提交书面通知时需要同时递交一份医生签署的健康证明。

7.2. 当LBA确认收到通知后，才定义为此通知已被告知。

7.3. 如果在两个工作日内，家长没有收到任何来自于LBA行政的回复，家长需要主动与学校联系确认学校收到相关书面通知。

7.4. 书面通知不可交给主任老师、老师助理或者协助的员工。

8. LBA, CAA, ELS AND ASPC WITHDRAWAL AND REFUND POLICY

8.1. To begin the withdrawal process, a written withdrawal notice must be submitted one month in advance to both admissions@charitydreamshanghai.cn and caa@charitydreamshanghai.cn (CAA), els@charitydreamshanghai.cn (ELS)

8.2. Refunds for tuition payments:

8.2.1. Full refund of the semesters' tuition will be refunded if a student does not attend any days of the subject semester and the written request is received before the first day of the semester.

Refund Policy Table LBA

Written request submitted	% of 1st semester tuition refunded	% of 2nd semester tuition refunded
Before the 1st day of 1st semester	100%	100%
October 1st	66%	100%
Before 1st day of 2nd semester	0%	100%
March 1st	0%	66%

Refund Policy Table CAA/ELS/ASPC

Written request submitted on or before	% of 1st semester Tuition Available for Refund	% of 2nd semester Tuition Available for Refund
Before the 1st day of 1st semester	100%	100%
Before the start of the third class the 1st semester	66%	100%
Before 1st day of 2nd semester	0%	100%
Before the start of the third class the 2nd semester	0%	66%

Refund Policy Table SUMMERCAMP

Written request submitted on or before	% of Summer Semester Available for Refund
Before the 1st day of the Summer Semester	100%
Before the 2nd week of the Summer Semester	66%
After the 1st week of Summer Camp	0%

8.2.2 An Exit Survey will be sent via email. This needs to be filled out and sent back to

admissions@charitydreamshanghai.cn

8.2.3 All students across all programs will need to get clearance from their teachers on their last day.

8.2.3.1 Students who are in Pre-school to 3rd grade; parents need to request and take a Clearance Form from the Admissions Office and have their homeroom teacher clear and sign the student out from their classroom.

8.2.3.2 Students who are in 4th Grade to High school can request and take the

Clearance Form from the Admissions Office and seek their homeroom and special teachers to get cleared from their classes.

8.2.4 Refunds will be processed 3-4 weeks of school days after the student's last day of attendance and only after all school materials have been returned and the Withdrawal Checklist has been signed and returned to the Admissions Department.

8.2.5 No refunds will be issued for any fee including but not limited to tuition, Enrollment Seat Security deposit, lunch, bus, after school activities, CAA and ELS classes until all outstanding payments have been settled. Refunds will first be applied to settle outstanding payments before being issued to the student's account.

8.2.6 Students who are dismissed from any LBA, CAA, ELS, or ASPC due to misbehavior or violations of the academic policies are not eligible for any refunds from that program.

8.2.7 All refund request are required to complete refund instructions (banking information for where to apply the credit) and return of the original fapiao (if issued). Failure to do so will result in additional charges.

8. 退学以及退费政策

8.1. 关于退学流程，首先学生的书面退学通知**必须**提前一个月交给学校招生部，电子邮件至：

admissions@charitydreamshanghai.cn 和 caa@charitydreamshanghai.cn (CAA), els@charitydreamshanghai.cn (ELS)

8.2. 学费退费：

8.2.1. 全额退款情况：学生没有出席这学期任何一天的课程并且在学期第一天之前收到该学生的书面退学申请。

退学政策表 LBA

书面要求需于以下之前提交	第一学期学费退费%	第二学期学费退费%
第一学期第一天之前	100%	100%



10月1日	66%	100%
第二学期第一天之前	0%	100%
3月1日	0%	66%

退学政策表 CAA/ ELS/ ASPC

书面要求需于以下之前提交	第一学期学费退费%	第二学期学费退费%
第一学期第一天之前	100%	100%
在第三节课开始前的第一个学期	66%	100%
第二学期第一天之前	0%	100%
在第三节课开始前的第二个学期	0%	66%

退学政策表 暑期班

书面要求需于以下之前提交	% of Summer Semester Available for Refund
暑期班第一天之前	100%
暑期班的第二个星期之前	66%
暑期班的第二个星期之后	0%

8.2.2. 家长会收到一份退学调查的电子邮件，此调查表需要填写好发回至：

admissions@charitydreamshanghai.cn

8.2.3 所有项目的学生在最后一天都需要所在班级老师的退学清理许可。

8.2.3.1. 幼儿园到三年级的学生家长需从招生办公室领取退学清理许可表，并且交由班级老师进行收拾并签署该表格。

8.2.4. 在所有学校材料被归还、退学清单签署好并交还招生部门后，退款将在学生最后一天上学后的3-4周内完成。

8.2.5. 若存在欠费情况，学费、座位保证金、午餐、校车、课后班、歆创艺术学院和英语语言学习及其他项目都将不予以退款。退款费用将先用于抵扣未缴清的费用。

8.2.6. 学生因为行为不规范或违反学校规定被开除的，将不会有任何退款，适用于LBA, CAA, ELS, 或ASPC课程。

8.2.7. 所有退款都要完成退款操作（可以收取退款的银行账号）并且归还已开发票。未按规定要求会产生额外的费用。

For Non-LBA Students:

9. Waitlist Students & Refunds

9.1. Students on the wait list who have paid the Seat Security deposit will be given the first available seat.

9.2. Waitlist students before Open Enrollment

9.2.1. The Waitlist Seat Security deposit paid prior to Open Enrollment will be available for refund if no seat becomes available for the student after Open Enrollment on the 2nd Monday of March.

9.2.2. These students may elect to remain on the wait list by not requesting a refund of the Seat Security deposit.

9.3. Students who remain on the waitlist through Open Enrollment (2nd Monday of March - June 1st)

9.3.1. Students who elect to remain on the waitlist through Open Enrollment will have priority seat placement over students who have not paid the Seat Security deposit and will be given a seat when available. During Open Enrollment, these students are committing to take a seat if it becomes available and will not be offered a refund of the Seat Security deposit if they should choose to withdraw from the enrollment process.

9.3.2. Students who elect to remain on the paid wait list after June 1st and are



offered a seat before the start of school will be considered as LBA enrolled students. The original Waitlist Seat Security deposit now becomes an Enrollment Seat Security deposit and will be applied to students' 2nd semester fees. Current semester fee must be paid within one week of acceptance. There is no refund if the student chooses to turn down the open seat.

9.3.3. Students who elected to remain on the waitlist after June 1st can request for a refund at anytime before LBA offers an available seat.

9.3.4. If no seat becomes available before June 1st, the Seat Security deposit will once again be available for refund. Please send a request to admissions@charitydreamshanghai.cn on or before June 1st.

9.3.5 Refunds will take 3-4 weeks (school days).

非LBA的学生：

9. 等待列表上的学生和退款

9.1. 在等待席上的学生若已经付了学位保证金将被给予第一个空出来的学位。

9.2. 在公开注册之前的等待席位中的学生

9.2.1. 如果3月第二个周一公开注册的时候还没有入学席位，等待席位中的学生若缴纳了学位保证金，将予以全额退款。

9.2.2. 这些学生也可以选择申请学位保证金的退款从而继续留在等待席位中。

9.3. 在公开注册过程中留在等待席中的学生（3月第二个周一到6月1日）

9.3.1. 对于选择在公开注册过程中继续留在等待席中的学生，当有空余席位时，这批等待席中的学生相较于那些没有缴纳学位保证金的学生有优先权被安排席位。

在公开注册期间，这些学生需要承诺一旦有空余学位他们会选择就读；即使在最终注册中他们选择退学，这笔学位保证金将不予以退款。

9.3.2. 学生选择在6月1日之后仍旧留在等待席位上且在学校开学前被提供一学位，

被视作LBA已注册学生。原本等待席位的保证金将作为注册学位保证金，且只能用做学生第二学期的费用抵扣。本学期学费需要在一周内交付。

9.3.3. 对于6月1日之后选择留在等待席中的学生，可以在LBA安排学位之前申请退款。

9.3.4. 如果在6月1日前如果没有空余席位，那么学位保证金可以再一次申请退款。请于6月1日之前发送退款申请至：admissions@charitydreamshanghai.cn

9.3.5. 退款需要3到4周的时间（根据学校工作时间）

10. Additional Information

10.1. The Capital Development fee and the Supply fee is a required annual fee paid by each student regardless of the enrollment date and/or semester and is non-refundable.

10.2 Lunch fees will be different every semester as the amount is computed based on the number of school days in a semester.

10.3 Basic mode of communication across all programs is thru wechat. Parents can add Admissions wechat ID: LBA-Admissions but is not mandatory.

10.4 All students are required to purchase official LBA/ CAA/ ASPC/ ELS shirts/ hoodies at all times during class hours.

10. 其他信息

10.1. 教育发展费用是每个学生都要缴纳一笔硬性的年度费用，不计注册日期或者学期且是不可退款的。

10.2 每个学期的午餐费都不同，会根据每个学期的上学天数而定。

10.3 所有项目的沟通基本上是通过微信。家长可以加微信号：LBA-Admissions，并不是强制性的。

10.4 所有学生都要购买校服（LBA及其他所有项目的T恤或帽衫），上学都需要穿着校服。

11. CAA/ ELS/ ASPC Missed Classes

11.1 Student/ parent must send a notification to the class teacher 24 hours prior to the class if the student wish to be absent on that day.

11.2 There are no refunds available for any missed class across all programs; either One on One or group class

11.3 CAA/ ASPC/ ELS - There will be no make up class available if the student missed a group class.

11.3.1 If the teacher is not available, the school will find a substitute teacher for the group class.

11.4 CAA One on One class.

11.4.1 If the student was able to inform the teacher 24 hours prior to class, student can request for a make up class based on both student and teacher's availability. Maximum up to 2 make up classes in a semester.

11. 散创艺术学院、英语语言学习、课后班和俱乐部的缺课情况

11.1 如果要请假，学生或家长必须在上课前24小时告知班级老师。

11.2 所有缺席的课程，包括一对一课程或班课，都没有退费。

11.3 如果学生缺席了班课，是不可以补课的。

11.3.1 如果老师当天不能来上课，学校会给班课安排代课老师。

11.4 散创艺术学院一对一课程

11.4.1 如果学生上课前24小时通知老师，学生可以在双方时间允许的情况下，申请补课。每学期最多申请两次补课。

Parent Agreement

家长同意书

By signing below, I _____ the
parent of _____ accept and
agree to the above LBA Tuition and Refund Policies.

本人已阅读并完全接受以上全部条款。

(Signature 签名)

(Date 日期)



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LBA 2017-2018 Parental Consent Form

General Information:

Child's Name: _____ Date: _____

Grade: _____ Birthdate: _____

Passport or ID#: _____

Parent Contact's Name: _____

Mobile#: _____

Parent's Address: _____

Parent's email address: _____

If my child is ill and unable to attend school, I will call the school at 5017-9621 by 8:00am *each day*.

If my child will be arriving late to school due to a doctors appointment, etc. I will inform the school office.

Initial: _____

Departure Policies:

In the event my child needs to be picked up by anyone not pre-approved on my child's registration form, that adult will be required to present my child's security tag to school staff. Please note that a parent or guardian must call our school office at #5017-9621 to inform the staff of any change in the students pick up routine.

I agree to inform the school, and pay any late fees, if I will be picking up my child later than 3:30pm.

I MUST accompany my child when riding the elevator up or down to the school

Initial: _____

Late pick up policy:

I agree to pay a fee of **50RMB** for every **5 minutes** I am late picking my child up at LBA (*after 3:30pm*).

I will be billed by the LBA business office weekly for any late fees incurred.

***Students walking home:** (for 4th-High School *only*) My child,

_____ has permission to walk to/from school alone.

Initial: _____

Parent Signature:

Date:

With the submission of this form please present updated copy of immunization form, a printed copy of your child's insurance card, with passport or ID card.

School Photos:

I agree to have my child's school pictures taken in the school and used in the yearbook, school advertisement, whether they are a present or former student.

Initial: _____

School Outings Transportation:

I authorize LBA to transport my child on various school outings both during and if the student is enrolled in any LBA afterschool program, under the supervision of the assigned LBA staff and parent volunteers.

Initial: _____

Emergency Medical Care

I, _____,

give written permission for Learning Beyond Academy to aid my child in emergency care at the nearest and most convenient hospital. I also give permission for LBA to sign, on my behalf, for any medical emergency that may occur. I do not hold LBA liable for any accident, or associated medical fees, that occur during the school day on school premises.

I will inform LBA of any allergies or chronic illnesses that my child has or develops.

In case of emergency contact:



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LBA 2017-2018家长同意书

基本信息:

学生姓名: _____ 日

期: _____

年级: _____ 生日: _____ 护照或

者身份证号: _____

家长联系人姓名: _____ 手机

号: _____

家长地址: _____

接送: (适合不上校车的学生)

我同意每天早上7:45-7:55送孩子到学校和下午3:00准时接

孩子(2岁班学生除外)。在学校我必须带孩子上下电

梯。

签字: _____

学校照片:

我同意我孩子在学校拍的照片可用于年册, 学校宣传, 不
管是现在的学生还是以前的学生。

签字: _____

学校外出交通:

我授权LBA在学校不同的外出活动中使用交通工具和LBA
任何一个项目中的学生, 在LBA委任的工作人员和家长志
愿者监督下。

签字: _____

紧急医疗看护:

我,

_____, 给

予书面批准LBA帮助我的孩子紧急医疗看护在最近和最方
便的医院。我也给予批准LBA代表我签字, 在发生任何紧
急医疗的情况下。我免除LBA在任何意外下的责任, 或有关
的医疗费用, 前提是这发生在日常学校中。我会通知LBA
我孩子有或着正在发生的过敏或慢性疾病。

紧急情况下的联系人:

_____ 手机号:

其他联系人:

_____ 手

机号: _____

签字: _____

生病和迟到:

如果我的孩子生病不能来学校, 我会在早上8:00打电话给
学校5017-9621。

如果我的孩子有医生预约等要晚到学校。我会告知学校。

签字: _____

接送规定:

在学校活动中我孩子将由没有在注册表中的人接送, 那个
人需要出示给学校工作人员安全卡。请注意家长或者监护

人打电话给学校 5017-9621告知学校工作人员学生接送的
改变。

我同意支付任何晚到的费用, 如果我会下午3:30之后接
我的孩子。

我必须带孩子上下电梯。

签字: _____

迟到政策:

我同意支付50元 / 每5分钟如果我迟到处LBA接我的孩子
(在下午3:30之后)

我将会收到LBA发出的迟到费用付款通知。

* 学生自己步行回家: (只有4年级到8年级学生可以)

我的孩子,

_____, 可以自己步行回家 / 来学校。

签字: _____

家长签字:

_____ 日期:

在提交此表格时请同时提供2张2*2你孩子的照片, 一份有
你孩子护照或者身份证的保险卡复印件。



Acknowledgement and Review of the Student Handbook

Student's Name _____

Teacher _____ Grade _____

Please review the Student Handbook: with your child. His/her teacher has discussed it in class, and the policies and regulations it references are an important part of daily student life, supporting a safe and secure learning environment. It is so central to success in school that there will be periodic reviews of important sections of the Code of Conduct Principles during the year, in particular sections related to:

- Technology Use Policy
- Bullying, Cyber-bullying
- * Tardy Policy

It is essential that the school and home work together to assure that all students meet the high expectations for behavior established in the Code of Conduct Principles. This enables students to succeed in school and the community. Your support is vital in this process.

After you have reviewed the Student Handbook and with your child, please, print, sign, and return this form to the school.

As the parent/guardian of the above student, I have read and discussed the Student Handbook: including the Code Conduct Principles and Technology Use Policy with my child.

Parent's/Guardian's Signature _____

Date _____

Student's Signature _____

Date _____

Please print, sign, and return this form to your child's teacher.



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2F, 3F, & 4F 1777 JINGAO LU, JIN QIAO, SHANGHAI, CHINA ☎ +8621 5017 9621



Arrival for 4F Students is 7:45 – 8:00 am Tardy by 8:01
Arrival for 2F Students is 8:00 – 8:35 am Tardy by 8:36
Departure at 3pm

2017 – 2018 SCHOOL CALENDAR

■ Teacher In Service Days (Students have no classes)
 ■ LBA Special Monthly Event or Field Trip
 ■ Parent Orientations/Mtg.
■ National Holiday, School Breaks & ½ Days
 ■ Enrollment Start Dates for Existing and New Students / First Day or Last Day of School / Report Cards

2017

August						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 4 Summer Camp Production
- 7-11 New Teachers In-Service
- 14-25 All Teachers In-Service
- 25 ½ day Preschool Parent Orientation/APM
- 28 1st Day of School PK-12th

September						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 4 Parent Orientation/APM K-12th
- 11 CAA, ELS & ASPC - 1st sem. begins
- 21 Active Parent Meeting
- 29 LBA Storytime

October						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 2-6 NO SCHOOL- Autumn Holiday-Offices Closed
- 19 Active Parents Meeting

November						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 3 LBA 1st Grading Period ends
- 8 Celebration of Life
- NO SCHOOL-TIS
- 10 Report Cards Sent Home
- 14 NO SCHOOL- Parent Teacher Conference
- 16 Active Parent Meeting
- 22 History Day
- 23 Field Trip
- 24 NO SCHOOL-Thanksgiving Day

December						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

- 2 CAA recital
- 15 3-8 Christmas Production
- 19 K-2 Christmas Production
- 21 Preschool Christmas Production – ½ day of school
- 22-23 January 2018
- NO SCHOOL-Christmas Break
- Offices Closed

Parents take note:
 CAA-Creative Arts Academy
 ASPC-After school Programs & Clubs
 ELS-English Language School
 APM-Active Parents Meeting
 TIS-Teacher in-service
 No PK2 on ½ days of school
 No CAA/ASPC on ½ day of school
 First Draft, dates are subject to change.
 Calendar updated as of January 18, 2017

Shanghai Healing Home Anniversary
 & LBA Celebration of Life
in ONE BIG EVENT!!!
 NOVEMBER 3, 2017
 LBA Grounds
 Mark your calendars!

2018

January						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1-2 NO SCHOOL-New Year
- 18 Active Parent Meeting
- LBA 1st sem. ends
- 19 CAA/ASPC/ELS-1st sem. ends
- 22 ELS Award Night
- ½ day of school-TIS
- LBA 2nd sem. begins
- 26 Report Cards Sent Home
- All School CNY Celebration

February						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

- 5-23 NO SCHOOL-Chinese New Year
- Offices Closed
- 26-Mar 2 Book Week
- 26 CAA/ASPC/ELS-2nd sem. begins

March						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 2 Read-a-thon
- 9 Speech Competition
- Seat security due for 18/19
- 15 Active Parents Meeting
- 30 Math Olympics

April						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 2-6 NO SCHOOL-Spring Break
- 19 Active Parent Meeting
- LBA 3rd Grading Period ends
- 23-27 ITBS testing 1-8
- 25 ½ day of school-TIS
- 27 Report Cards Sent Home
- 30 NO SCHOOL-May Holiday

May						
S	M	T	W	T	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 1 NO SCHOOL-May Holiday
- 4 Spelling Bee
- 11 1st sem. Tuition due 18/19
- 25 Science Fair/Earth Day

June						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 1 High School Graduation
- 15 Kindergarten Graduation
- CAA/ASPC/ELS-2nd sem. ends
- ELSA Award Night
- 16 CAA Recital
- 18 NO SCHOOL- Dragon Boat Festival
- 21 Field Day
- 22 Last Day/ ½ Day of School
- 25-27 TIS
- 26 Final Report Card

July						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 2-6 Teacher in Service
- 9 Start of Summer Camp
- 9- August 3 Summer Camp

August 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 3 Summer Camp Production



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