

**AP Center
Changzhou Senior High School
of Jiangsu Province**



**2020-2021
AP Program
Center Handbook**

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Vision and Mission

Changzhou Senior High School of Jiangsu Province was the first school in Changzhou to introduce the AP Curriculum. Through exploration and practice for over a decade, a set of mature school management and curriculum models have ensured success. So far, over 500 students have graduated from the AP Center and most of them have been admitted to the top 50 universities in the United States; including Columbia University, Stanford University, Duke University, Northwestern University, Washington University, Cornell University, UCLA, etc...

By building a training model that aims to foster top-notch innovative talents from around the world, the AP Center has always been committed to improving teaching quality and applying AP curriculum as an important platform for the holistic development of our students, teachers, and school.

Our mission is to prepare students to engage with, learn from, and improve the global community. These ideas are present in our classrooms through our teaching but also in our after school activities, our community events, and in every other part of the AP Program. Although there are certainly short-term goals along the way; whether they are midterms, AP exams, putting on a great talent show, or even getting into a top university; the end goal remains the same. Students build skills and experience bases through these short-term goals that provide the basis for their later success.

Our mission is to provide an elite educational program by combining key elements of classic Chinese and American curricula (AP), ensuring to cultivate global citizens who maintain a healthy lifestyle, exercise problem-solving and critical thinking skills; develop a sense of fairness, responsibility and conscience; and have a high interest in international affairs.

The Advanced Placement Program

The Advanced Placement Program was developed more than 50 years ago and is run by the College Board – a nonprofit organization based in New York. It develops and maintains guidelines for teaching higher level courses in many different subject areas. We currently offer the following AP courses:

- Physics 1, 2, and C;
- Macroeconomics, Microeconomics;
- World History;
- Biology;
- Computer Science;
- Calculus AB and Calculus BC;
- Statistics;
- English Literature and Composition;

In addition, courses in Pre-AP World History, Critical Thinking, Pre-AP English Literature, English as a Second Language and Writing are taught; however, these do not lead to an AP exam. And then there are the courses taught in Chinese which are examined at various times for the Huikao: Chinese, Math, Physics, Chemistry, Biology, Geography, History, PE, Politics, English, Art, Music, and Technology. For a school to offer an AP course, the school and the teacher must meet or exceed rigorous standards. Each teacher must submit to the College Board a syllabus of the course for review and approval. Failure to do so would mean that credit for an AP course cannot be placed on the student's transcript.

Changzhou AP Center Citizenship Characteristics

At Changzhou Senior High School, we aim to help learners to grow into global citizens, capable of engaging with whatever community they find themselves to be a part of. We have identified these characteristics as the ones that we aim to promote through our program.

Students should be ...

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Center-Initiated Targets for 2020-2021

- **To promote critical thinking across the curriculum.**
 - Inclusion of an extended writing part to AP Physics and AP Statistics courses
 - Criticizing source information in Literature and History.
 - Including a greater amount of historiography.
 - Looking at studies to find areas of weakness in Statistics.
 - Integration of research skills in courses using new technology access.

- **Standardize the expectations about writing across all courses. (MLA Citation + Academic Honesty)**
 - Professional Development by the English Department.
 - Reinforcement for all formal work done on computers.
 - Creation and enforcement of penalties for students not completing work in correct style.

School Hours

I. Bell Schedule

Period 1	7:40-8:25
Period 2	8:35-9:20
Morning Exercises	9:20-9:50
Period 3	9:50-10:35
Period 4	10:50-11:35 (11:45)
Lunch	11:35-13:25
Period 5	13:30-14:10
Period 6	14:25-15:05
Period 7	15:15-15:55
Period 8	16:05-16:45
Period 9	16:55-17:35

II. Punctuality

Teachers are expected to be at school by 10 minutes before the first period (7:30) until ten minutes after the eighth period (16:55) as per school policy. There are certain times of the year teachers are required to teach at 9th period but this is usually done in a fair way such that no teacher will be teaching more than one 9th period a week.

III. Extracurricular Activities

Extracurricular activities will be held during Period 8-9 of one day of the week, usually on Wednesdays. Extracurricular Activities Period is being held by the school fortnightly on Wednesdays and the AP program will be adapting to their schedule so that AP students can have more options to choose. Other points about extracurricular activities are covered in the extracurricular activities policy.

IV. Teacher Timetables

Each teacher will be provided with a timetable for their classes. Contractually, teachers are expected to be scheduled to a maximum of 25 periods per week. To ensure instructional quality, adequate time to mark student work and provide feedback, teachers have historically been scheduled for less periods per week. If a teacher is scheduled more than 25 periods per week, s/he will be compensated with additional payment depending on number of periods on top of 25. Due to the emergency situations, teachers sometimes are required to substitute absent teachers' classes. If the number of periods a teacher goes to the classroom exceeds 25 due to the class coverage, s/he will be compensated with equal amount of early leave or late come. For example, a teacher has 24 periods scheduled classes per week and she covers 3 periods for an absent teacher. Since $24+3=27$ is 2 more than 25, she will be eligible for 2 periods time of early leave (after 6th period) or late come (before 3rd period) within the same month. It is also possible to divide these two hours into two separate 1 hour periods.

Annual Timetable Changes

Senior 1 (Grade 10)

For grade 10s, the timetables usually remain the same from September to June relatively uninterrupted.

Senior 2 (Grade 11)

For grade 11s, the timetables usually remain roughly the same from September until May except for a short interruption of Huikao preparation in December. Following the AP exams in May, some periods are given to SAT preparation or self-study. The AP courses continue to expand on and/or reinforce the content that was already taught.

Senior 3 (Grade 12)

For grade 12s, the timetables are changing very often due to SAT and Huikao preparation in the middle part of the year. From November to January, students will spend half of the day on provincial exam preparation. Then, in second semester, they will go back to a full day AP schedule until the AP exams.

Calendar Dates

The dates below have not been confirmed but represent the approximate dates based upon past experience at the center.

I. First Semester

Event / Holiday	Approximate Date
New Staff Arrive at Changzhou	August 20 th
Senior 1 Orientation	August 21 st -26 th
First Day of School	September 1 st
Extracurricular Activities Begin	September 8 th
First Parents' Meeting	Late September
National Holiday	October 1 st -7 th
Military Training for Senior 1	September
Midterm Exams	Mid-November
New Years Break	December 31 st -January 2 nd
Huikao Exams for S2 and S3	January
End of Semester	Mid to Late January

II. Second Semester

Event / Holiday	Approximate Date
Second Semester Begins	Mid-February
Huikao Exam (S3 only in 2020)	Mid-March
Sports Day	Late March
Suggested AP Course Finishing Date	April 1 st
Qing Ming Festival	Early April
Midterm / Mock Exam	Mid-April
May Day Holiday	Early May
AP Exams	May 1 st -17 th
Senior 3 Prom, Graduation and Photos	Late May or Early June
End of Spring Semester	July 1 st

Courses Offered

I. Senior 1

Currently 14 out of the 45 classes of Grade 10 belong to our AP Program. They include:

- English Language, Listening and Speaking (5 periods per week)
- Writing (2 periods per week)
- Critical Thinking (2 periods per week)
- AP Physics 1 (5 periods per week)

II. Senior 2

Currently 39 out of 45 classes of Grade 11 belong to our AP Program. They include:

- English Literature and Writing (6 periods per week)
- AP Biology (6 periods per week) – Elective Course
- Pre-AP World History (5 periods per week)
- AP Calculus AB (6 periods per week)
- AP Physics 2 (6 periods per week) – Elective Course
- AP Microeconomics (5 periods per week)
- English Language, Listening and Speaking (3 periods per week)
- Computer Science (5 periods per week) – Elective Course

For the 2020-2021 education year, the students must choose one of the AP Biology and AP Physics 2. They cannot choose both.

III. Senior 3

Currently, in Grade 12, students must take 40 periods with our AP program based upon these compulsory and elective courses:

- English Literature and Composition (6 periods per week)
- Advanced English (5 periods per week)
- AP World History (5 periods per week)
- AP Calculus BC (4 periods per week) - Elective Course
- AP Physics C (5 periods per week) - Elective Course
- AP Macroeconomics (5 periods per week) - Elective Course
- AP Statistics (7 periods per week) - Elective Course
- Business Management (4 periods per week) - Elective Course

For the 2020-2021 education year, the students must choose one of the AP Calculus BC and Business Management. They cannot choose both.

Note that due to SAT preparation and the Huikao, the number of periods per weeks fluctuates throughout Grade 12.

Record Keeping

I. Syllabuses and Schemes of Work

A syllabus for every course should be given to the Academic Coordinator within the first two weeks of school and the topics on it should correspond to the approximate dates on the scheme of work for the course. Either the same or an alternative syllabus should be provided to students.

II. Observation Lesson Plans

Whenever the Academic Coordinator completes an observation for a teacher, that teacher will provide a lesson plan that includes how it fits into the larger course, what the sequence of activities is, how students use English in the classroom, and how differentiation is embedded in the lesson.

III. Student Attendance

Teachers must take attendance at the beginning of each lesson and sign the register book. The register book must return to the AC at the end of the day so that absences can be recorded. If a student is absent, appropriate course work should be assigned to the student so that when s/he returns.

IV. Teacher Attendance

The Academic Coordinator will keep a record of all absences. Teachers are responsible for letting the Academic Coordinator know when they will be unable attend school on time with enough time to schedule cover. Any absence (even when teachers have no classes) should be reported to the Academic Coordinator. More than one absence in a row based on sickness will require a doctor's note.

V. Grades

Teachers, for ease of maintaining records and making report cards, will record grades on Excel (or an online education site like Engrade) but make them accessible to the Academic Coordinator. Report cards will be issued twice each semester by the Center between major exams and twice each semester by the school following major exams.

The school maintains that teachers must maintain a class average and a summative (midterm and final) exam score average somewhere between 80 and 90 percent. Both summative exam scores and average scores will be recorded and delivered to the Academic Coordinator to be reported to the school.

VI. Required Grade Categories

In every syllabus, the following categories with the following weights must be included:

1. Notebook / Homework / Worksheet Checks (5-10%)
2. Midterm Exam (20-30%)
3. Final Exam (20-30%)

Research Project

I. Rationale

Students need to know how to conduct research properly before entering an American university, wherein these skills will often be assumed by the professor, even in first-year students. Students will be called upon often to conduct research. It is important therefore that they feel competent and confident about their ability to do such activities so as to gain the greatest learning from their research. In addition, it is an important adjunct to any educational program in that it allows students to pursue a topic of interest to them in depth. It is also important that they understand potential pitfalls (issues related to plagiarism and citing sources correctly) so as to prevent possible misunderstandings of how they did their work and arrived at their conclusions.

II. Citizenship Characteristics

There are few policies which bring together what it means to be a citizen in our community so much as the research. Citizens in our community should exhibit the qualities of being true *inquirers* which means seeking out sources, *thinkers* which means having the ability to craft an argument, *communicators* which means the ability to explain their ideas in a written form, and *reflective* which means thinking about how to better writing through a drafting process.

III. Skills

The skills to be acquired are the following –

- Identifying and narrowing a topic
- Finding reliable sources across a variety of media depending on the topic
- How to evaluate the credibility/reliability of sources
- Citing sources correctly (with the aid of online generators of citations)
 - correctly using footnotes and a bibliography
- Taking notes accurately, so as to clearly indicate others' ideas and the student's own ideas
- Being able to quote accurately and/or to paraphrase when appropriate
- Defining a thesis statement
- drafting (the writing process)
- final editing
 - preparation of final document
 - cover/title sheet
 - abstract
 - table of contents (if appropriate)
 - Body
 - Footnotes (MLA style)
 - Bibliography (MLA style)

IV. Process

In all coursework, MLA style will be reinforced. During Senior 1, the development of research and writing skills will be centered in their Literature, Critical Thinking, and Listening and Speaking courses. Since this time provides the foundation for the work in their later high school career, we want students to first have the opportunity to understand these skills in isolation before applying them in the creation of a research paper. In Senior 2, students will gain related skills through Pre-AP United States History and Critical Thinking. They will write two papers, one shorter research paper with guidance from their Literature teacher and then a longer research paper with less guidance. In Senior 3, they will be given the opportunity to write an unguided research paper with the advice of the teacher and a drafting process.

The research paper will be centered in students' Critical Thinking coursework for Senior 1 and 2 and then in their Literature coursework in Senior 3

V. Timeline

Senior 1— Critical Thinking and Writing	Senior 2— Pre-APUSH, English Literature and English Language	Senior 3— APUSH, AP English Literature and Advanced English
<ul style="list-style-type: none">• Thesis Statements• Introductions• Body Paragraphs• Conclusions• Evaluating Sources• Outlining• Drafting• Editing• Peer Review	<ul style="list-style-type: none">• MLA style• Research skills• Reinforcement of Writing Skills• Write short research paper in first semester (2-3 pages)• Write longer research paper in second semester (7-10 pages)	<ul style="list-style-type: none">• Write full research paper (less guided, 12-15 pages)

VI. Requirements

For each of the research paper assignments, students should use at least five different sources each and one of the five sources must be a book. In the Senior 2 paper, teachers should guide students through the process of choosing and evaluating their sources.

Academic Honesty Policy

I. Rationale

Changzhou Senior High School AP Program is committed to ensuring that the students who graduate from our program have exhibited honesty and integrity in their studies. True scholarship requires students to devote themselves to completing original work, which builds on and acknowledges the work of those who came before. Lastly, our students should be models of academic honesty in order to prepare them for the rigor and seriousness of university research.

II. Citizenship Characteristics

Citizens in our community should exhibit the qualities of being true *inquirers* which means seeking out other sources and making use of those ideas. At the same time, students must remain *reflective* about what it means to be a responsible scholar in an academic setting.

III. Defining Academic Misconduct

There are five major kinds of academic misconduct to be defined by this policy:

1. *Plagiarism*

In academic settings, this refers to the use of information from another person without clearly citing or acknowledging the source of information. It is the most common form of academic misconduct and one of the most serious.

2. *Collusion*

This refers to allowing other students to copy or submit a person's work (partially or entirely) or ideas as their own.

3. *Duplication of Work*

Copying of another students work (partially or entirely) or ideas and submitting it as their own

4. *Exam Malpractice*

Any attempt to communicate verbally or non-verbally with another student during an exam period or the bringing of unauthorized material into the exam room.

5. *Falsifying Data*

Fabricating or changing any data in order to mislead the reader or to avoid the work of collection of data.

IV. Separating Plagiarism from Cooperating

It can be difficult for some students to separate the issues of academic dishonesty from the positive side of cooperation. There is a clear, bright line between the two. When the teacher promotes group work and asks students to complete an assignment together, students are to put both names on their paper thereby acknowledging the work of both group members. If the teacher allows students to share ideas, students can certainly discuss and use ideas from one another but should put those ideas into their own words.

V. Honor Code

The Honor Code is a short statement that briefly summarizes the students' and teachers' commitment to academic honesty. It should be included and signed by the student at the top of every major assignment including essays, test papers, or midterm and final exams.

However, even if it is not written, it is always in effect. It is as follows:

I affirm that I have upheld the highest principles of honesty and integrity in my academic work.
My work is my own except when otherwise noted.

VI. Process Following Accusations of Academic Misconduct

Teacher or student who witnessed violation of the honor code completes academic honesty violation form, providing a narrative of the events and also a clear indication of whether it was a major or minor assignment. A major assignment includes exams/tests, papers, and projects. A minor assignment includes other classwork and homework.

First and second violations for minor assignment violations will be dealt with by the teacher of the class in question. The teacher will inform the Academic Coordinator of all violations. *Note that three minor assignment violations will be treated as if it were one major assignment violation.*

For all major assignments and second offenses of minor assignments, only the Staff Academic Honesty Committee will meet to discuss any accusations of academic misconduct. The first two major offenses punishment will be determined from the list below. However, *the third punishment will be no help being provided by Changzhou Senior High School for the college application process.*

VII. Considerations of Academic Honesty Committees

The academic honesty committees must take into consideration a number of different factors when determining the consequences of a violation of the Honor Code. Below are some of the considerations that will help to determine what will happen with the teachers.

- Whether it was a major or minor assignment
- How many offenses have occurred
- The nature of the misconduct

VIII. Consequences

The below list includes all possible consequences for violations of the academic honesty policy for a minor assignment:

1. A mark on the student's record.
2. No teacher recommendations from witness/teacher.
3. A zero on the assignment.
4. Recompletion of the assignment for a grade lower than 100%.
5. Completion of a reflection on academic honesty issues.

The below list includes all possible consequences for violations of the academic honesty policy for a major assignment or a third minor assignment violation:

1. A mark on the student's record.
2. No teacher recommendations from witness/teacher.
3. A zero on the assignment.
4. A failing grade for the class.
5. Completion of a reflection on academic honesty issues.

Any major assignment violation of the Honor Code will require the student involved to have a meeting with the Academic Coordinator, the Center Director, and the student's parents.

Homework Policy

I. Rationale

Homework that is properly designed and set has many educational advantages. We know that learning takes place over time; repeated contact with ideas and skills that are to be learned works better than trying to learn something all at once (“cramming”). Homework then can help students to master new content and skills through repeated practice.

Homework also develops the ability to plan one's time and to set priorities. It also allows both the student and the teacher a way to assess progress in a non-threatening manner (the only penalty should be if a student has not completed the homework).

II. Definition

Homework can be defined simply as any teacher-assigned work that is not done in the classroom. Within this broad definition, it can be broken down into three main areas: preparation, practice, and review (PPR). A fourth area, project work, will be excluded from this definition even though it typically takes place outside the classroom setting. The reason for this exclusion will be addressed later.

III. PPR

Preparation is work done by students outside the classroom as they get ready for the next or an upcoming class. It can involve reading, listening, watching, or answering a brainstorming question. *Practice* involves using the time to go through work that will help students develop a skill being taught in the classroom.

Review is typically done by students only before a test or other assessment, but students should learn that reviewing regularly should be part of their homework, even if not specifically assigned by the teacher on a given night. Reviewing regularly reinforces the learning of new content.

Left out of the discussion above is *project work*: long-term assignments that students do for a grade, such as essays, presentations, or other performance-related work, even though these are also often done outside the classroom. Because they are linked to formal assessment, they should be considered separately from homework.

IV. Time and Level of Difficulty

The school requires roughly 20 minutes of homework per night for each class period taught. It is suggested that Literature and Calculus provide slightly more.

Teachers should understand and get to know how long their homework takes for students to do. This will vary for particular students based on their ability but, for the average student, it should take about 20 minutes.

If a problem ever arises with homework, there will be a review process whereby the Course Coordinator will meet with the teacher and ask to see the homework provided for review. If the review finds no problem with the homework schedule shown to the Academic Coordinator, that teacher's homework will not be reviewed for the rest of the academic year.

Note Taking Policy

I. Rationale

Taking good notes will help students to retain important information both for passing tests as well as for longer retention (i.e. learning). Indeed, some recent research has even suggested that taking notes by hand is more beneficial than taking notes on a computer. The difference seems to lie in the different ways that people take such notes. On a computer, people tend to take down as much verbatim as possible, especially if they type fast. By hand, it seems they begin to process and select, in other words begin to categorize and organize the content as they write. This appears to help long-term retention.

II. Requirements

- a. Students will take notes using one of the following three systems: Cornell, linear/outline, or tree/concept map (see examples of each in the appendix). A given teacher reserves the right to require the entire class to use one system, or may allow students to choose the system each wishes to follow from among the three.
- b. At the beginning of the school year, each teacher will spend one lesson to instruct students about how to take notes. This should include notes about reading as well notes for in-class work.
- c. As a guideline teachers should review student notes approximately every 6 to 8 weeks. This may be done on a rotating basis, meaning a teacher can review the notes of 10 students per week so as not to be too overburdened by this at any one time.
- d. Grades will be assigned to hold students accountable for their work. For this portion of a semester's grade, teachers may set a range of from 5% to 10% for the note-taking grade.
- e. Feedback to students on the quality/quantity of note taking is to be given as well to provide the student with a clear understanding of good note-taking skills.

Technology Policy

I. Rationale

Changzhou Senior High School AP Program is committed to ensuring that students have the opportunity to be global citizens who are engaged with the ideas and methods of a changing world. Technology is a key element of this aspect of students' education.

II. Citizenship Characteristics

Citizens in our community should exhibit the qualities of being *communicators* meaning that they should engage with the world beyond their classrooms and access to the internet provides them with these opportunities. Students should also become *inquirers* and the internet can be a key element to such explorations of information.

III. Connected Devices

Devices that connect to the internet are a core element of the research and studies that students need to complete in order to succeed in an American university. For this reason, our program allows students regular access to computers and mobile devices in Senior 2 and Senior 3 class years. However, at the same time, during Senior 1, the majority of their coursework is part of the Chinese curriculum and therefore computers can be used only upon teacher request to be directed to the Academic Coordinator.

The school is also committed to ensuring student use of technology for the purposes of engagement with ideas instead of improper use such as game playing or surfing the internet. For this reason, students will not be allowed to use their devices undirected by the teacher.

IV. Consequences for Improper Use of Connected Devices

If students improperly use their devices even at lunch or during their self-study periods, then they will face clear repercussions:

1. The first offense will mean that their device will be taken away for one week.
2. The second offense will mean that their device will be taken away for one month.
3. The third offense will mean that their device will be taken away for one semester.

V. Technology Pledge

Below is the technology pledge to be signed by students and parents at the beginning of each year.

I pledge that I will not make inappropriate use of technology at any time during the school day including during break hours. I will use my computer, mobile phone, or tablet for only that which is involved with my studies and/or has been directed by a teacher.

I also know that the consequences for choosing to use technology for inappropriate purposes will involve the device being taken away for one week for the first time, for one month for the second time, and for the whole semester for the third time.

By accepting this pledge, I accept full responsibility for my actions and fully acknowledge the consequences in place if I take improper actions.

Recommendation Letter Policy

I. Rationale

Recommendation letters should be handled carefully by all involved both with the understanding that they will be somewhat determinative of students future and that there is an ethical requirement on teachers' part to be honest about students capabilities as well as limitations.

II. Process

Students will require two letters of recommendation from teachers to attach to their university application. The student will choose which teachers will write their recommendation letters. The teacher's responsibility is to write a positive letter of recommendation for students so that they can include it with their application as well as to be honest with the universities.

- The AC shall ensure that any one teacher is not shouldering the burden for most of the recommendation letters.
- Students will provide information for the teacher by submitting a form with personal information on it required by the teacher. (See attached form)
- Teacher will be given at least 2 weeks to write the recommendation letter.
- . If there is some valid reason why the teacher cannot write a recommendation letter for a particular student, that teacher should communicate that reason with the AC before telling the student to pick another teacher.
- Teacher should write the letter within a reasonable time period.
- Recommendation letters are confidential - they should not be shared with students.
- Once the recommendation letter is written, it shall be shared among the teachers for a proofreading and editing. Once the letter is finalized, the teacher shall print off the letter on school letterhead and sign it.
- Head counselor will upload the letter into the common application or will send an electronic copy directly to the university.

III. Requirements of a Letter

Teacher letters of recommendation should:

- Be focused on how you have experienced the student in your class or an extracurricular activity that you supervised.
- Be academic in nature and should reflect as much about the character of the student as you have first-hand experience of.

- Tell the story of the student's academic achievement, the student's attitude toward learning, strengths and weaknesses, specific performance, talents and aptitudes

More information on the writing of reference letters will be presented in meetings during the school year.

Differentiation Policy

I. Rationale

Changzhou Senior High School AP Program is committed to ensuring that all students are supported no matter their current levels. We believe in providing an education that meets students *where they are* and helps them to get to *where they could be*.

II. Citizenship Characteristics

Citizens in our community should exhibit the qualities of being *caring* meaning that they will help those around them who are struggling. Students are also asked to *reflect* on their own ability in order to find the resources to better themselves.

III. Defining the Academic Needs of Individual Students

There are several methods of identifying and providing the resources needed to help individual students.

- *Grades* – although imperfect, these numbers provide a method of identifying which students are struggling to achieve course standards. Students in the top 10% or the bottom 10% will be identified midway through each semester.
- *Teacher Observation* – when a teacher identifies a student who stands out for one reason or another – needing support or perhaps requiring a challenge – their name will be send to the Academic Coordinator midway through each semester.
- *Major Exam Marks* – Following midterms and finals, the grades of students provide specific feedback of student performance on high stakes exams. Although this is simply one data point, it provides a sense of where students are at in the course.

IV. Individualized Action Plan

Following the identification of the academic needs of individual students at the mid-semester, student-advisees will meet with teacher-advisers to create an action plan.

This should include an accounting of the current issues that they face in class, a plan for getting the resources needed to deal with those issues, and a creation of criteria for evaluating success in overcoming the issues faced in class.

In a meeting at the end of the year, teacher-advisers who have student-advisees with an action plan should, in addition to the target-setting sheet, evaluate their progress on achieving their action plan.

V. In-Class Support for Gifted Students

Below are methods that teachers are encouraged to use in order to support gifted students:

1. Content

- Extend outcomes beyond the regular program of studies.
- Increase quantity and variety of materials available.
- Do an in-depth study of a self-selected topic.
- Use tiered assignments according to student readiness.

2. *Process*

- Create opportunities for higher level thinking skills
- Increase opportunities for in-depth discussion and reflection
- Increase the diversity of problem-solving opportunities
- Create opportunities to teach others (peer tutoring)

3. *Product*

- Provide for choice of product (essay, poster, PowerPoint)
- Apply to real-life problems and situations
- Challenge student to incorporate higher-order thinking skills

4. *Assessment*

- Create opportunities for demonstrating mastery early to lead to additional content.
- Incorporate student self-assessment including reflection on progress, achievements and challenges.

VI. In-Class Support for Struggling Students

1. *Content*

- Provide multiple tiers of understanding.
- Increase quantity and variety of materials available.
- Provide office hours for struggling students to be able to ask questions.
- Provide multiple ways of accessing content.

2. *Process*

- Create opportunities for struggling students to succeed by providing lower-level questioning.
- Increase the diversity of problem-solving opportunities
- Create opportunities for peer tutoring.

3. *Product*

- Provide for choice of product (essay, poster, PowerPoint)
- Apply to real-life problems and situations

4. *Assessment*

- Incorporate student self-assessment including reflection on progress, achievements and challenges.

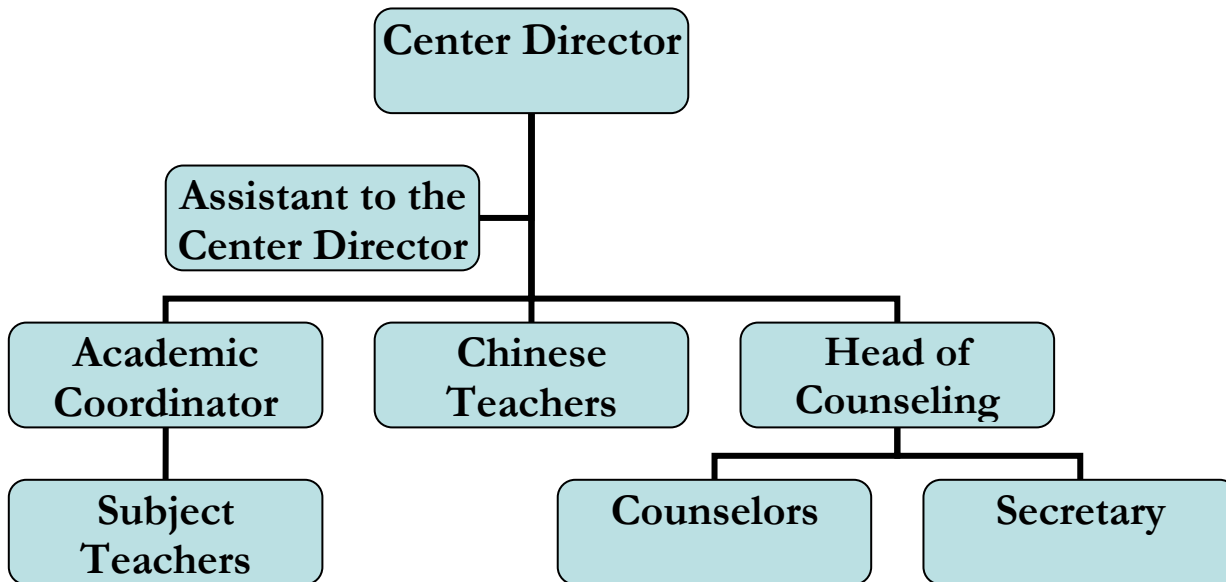
VII. Mathematics Competitions

- a. Students will be given the opportunity to compete in two mathematics competitions throughout the year: the Canadian Senior Mathematics Competition and the Euclid Contest.

VIII. Peer Tutoring

- a. At about 6 weeks into the semester, the top 10% in terms of GPA will be matched with students in the bottom 10% to allow for peer tutoring in subjects in which students are struggling. Particular subjects that students are struggling in will be taken into consideration in the matching.

Organizational Structure



Job Specifications and Responsibilities for Various Positions

Center Director:

The Center Director (CD) usually works with the School Vice-Principal (VP) and School Principal (SP) of the school. The exact roles and responsibilities of the CD will be determined by SP and VP.

CD guides Academic Coordinator (AC) and Head of Counseling (HC) in the management of the center. S/he will ensure that staff and students in the Center are aware of, and comply with, the rules of the school in respect of their conduct. S/he will also support the Center in its discipline of pupils. His/her responsibilities also include hiring new employees and taking actions towards the termination of employment contracts.

Academic Coordinator:

Under the general guidance of the CD, the AC manages the day-to-day running of teaching activities in the Center and implements strategies for its future development.

Besides the teaching duties, the AC will work on a range of management duties and responsibilities including but not limited to

- * Join meetings with the CD and the HC for future strategies and improvement of the center.
- * Arrange meetings with staff in appropriate combinations, including weekly or fortnightly staff meetings.
- * Develop a center version of the school rules and support the school in its discipline of pupils.

- * Develop and establish an effective timetable that fully utilizes the teaching faculty, meets the requirements of the school and its students while not conflicting with the needs of the teaching staff. This includes liaison with Chinese teaching staff or their representatives to accommodate the other demands on their time.
- * Devise and implement an efficient plan to provide teaching to provide teaching relief (cover) for teachers who are absent on school days.
- * Line-manage the subject teachers. This is likely to include dealing with professional and career development issues, complaints, disputes and discipline, in accordance with school's policies.
- * Foster an ethos within the center that promotes effective work habits, good team spirit and improves staff attention.
- * Monitor and report on the quality of teaching.
- * Observe probationary staff (at least two times during the first semester) and record observations so that probation can be approved, extended or denied in accordance with school's expectations. Report back to the CD on monthly basis until new employee has passed his/her probation.
- * Carry out at least two observations per academic year for the returning teachers.
- * Seek assistance for teachers who are failing to meet the required quality of teaching.
- * Where there are allegations of poor performance in respect of teaching staff, to investigate, and if appropriate, put in place strategies for improvement and support, informing CD/HC for action.
- * Take overall responsibility for the organization and conduct of internal and external examinations in accordance with the appropriate rules of conduct.
- * Consult with the school on the arrangements for the admission of new students. This may include the development of entry tests and support during interviewing of candidates.
- * Meet with students and parents of students who are not performing at their expected level.
- * Assist in organizing and participate in occasional Open Days and parents' meetings for both prospective and existing students.
- * Develop and implement policies and procedures to ensure efficient and safe operation of the Center. Offer suggestions concerning the administrative and daily operations of the Center.

Head of Counseling:

The Head of Counseling manages the counselors and the Chinese administrative staff in the Center to provide efficient administrative and logistics support for the efficient operation of the Center. Many of the duties of the HC overlap with the duties of AC so they will be working together on many issues. His responsibilities including but not limited to

- * Lead a group of counselors and support staff in order to provide an efficient administrative and logistics support for the daily running of the center.
- * Support the CD in developing a cordial and effective relationship with students, parents and the subject teachers.
- * Coordinate with the AC and CD on the student orientation program on the first week of the school.
- * Work with CD on advertising for the new teachers, shortlisting the candidates, conducting interviews and hiring new teachers.
- * Consult with the school on the arrangements for the admission of new students. This may include the development of entry tests and support during interviewing of candidates.
- * Meet with students and parents of students who are not performing at their expected level.
- * Assist in organizing and participate in occasional Open Days and parents' meetings for both prospective and existing students.
- * Join meetings with the CD and the AC for future strategies and improvement of the center.

- * Identify any human resource issues and staff development needs for the center and liaise with the AC.
- * Help students prepare necessary application documents; support the university application procedures and visa applications.
- * Be responsible for the security and integrity of university applications. Collect predicted grades independently of the students.
- * Coordinate extra-curricular and examination plan (IELTS, TOEFL, SAT etc) with AC and subject teachers.

Subject Teachers:

- * Teaches up to 25 teaching periods per week to the AP Center Students
- * Provides AC with semester teaching plans (syllabus)
- * Seeks prior approval from AC if they wish to deviate from the plan in any way.
- * Acts as tutor to a group of students as assigned by the AC.
- * Sets and marks homework on a regular basis in order to enhance students' learning.
- * Participates in staff meetings, parents' meeting, open day and other school events.
- * Invigilates exams as per the arrangements made by the AC.
- * Advises AC regarding own specialized subject resources required for students to optimize learning experience.
- * Writes recommendation letters for students.
- * Accepts other duties assigned to enhance the learning experience of the students and smooth functioning of the Center.
- * Attend meetings and training sessions which are considered necessary for staff development.

Counselors:

The College Counselor in overall terms is responsible for providing professional advice to students regarding their application to overseas universities and assisting them in their applications for admission as well as visa. His/her responsibilities can be listed as follows:

- * Understand the student/parent needs of overseas education and providing professional advice and assistance for students' admission applications to overseas universities.
- * Establish a comprehensive resource library for overseas universities and popular programs.
- * Organize regular or occasional activities to introduce universities to students and parents. This includes contributing to parents' meeting as well.
- * Communicate regularly with students and parents to make a university application plan for each student.
- * Do continuing research on the changing face of applications; particularly to inform the students of the relative advantages of the choice between countries and the choices of university in each country.
- * Liaise with AC and subject teachers for revision of personal statements and writing recommendation letters.
- * Help students prepare necessary application documents; support the university application procedures and visa applications.
- * Be responsible for the security and integrity of university applications. Collect predicted grades independently of the students.
- * Coordinate extra-curricular and examination plan (IELTS, TOEFL, SAT etc) with AC and subject teachers.
- * Keep records of examination results.

General Center Policies, Rules and Regulations

Observance of Chinese Law

All staff shall observe the laws, decrees and relevant regulations exacted by the Chinese government and shall not interfere in China's internal affairs. The Chinese government is extremely strict concerning adherence to its laws and regulations. According to the Civil Lawsuit Law of the PRC, the Administrative Lawsuit Law of the PRC and the Contract Law; expatriates (teachers) enjoy the same legal rights and duties as the citizens of the PRC. If a foreigner breaks any Chinese laws, s/he will be subjected to Chinese punishment, incarceration and/or deportation, depending on the infraction. In most cases, foreign embassies are powerless to help the expatriate teacher in trouble other than notifying family and acting as consultant. Expatriate teachers should realize that any infraction in their own country is probably an infraction in China also.

Cases concerning expatriate teachers will be handled by the judicial departments and public security organizations concerned, with the help of the State Bureau of Foreign Experts Affairs or the local offices of foreign affairs. The rights and interests of the expatriate teachers working in China are protected by the Chinese Government.

Schooling/Office Hours

Teachers are expected to follow the office hours of the AP Center. 'Office hours' are defined as the hours which the school requires the Center's students to attend for instruction. Staff should remain on campus during office hours except where prior permission has been sought from the AC or CD to attend to some personal business. Teachers are not required to remain on campus during break or lunchtimes. The normal working days are from Monday to Friday. Time within the working day when teachers are not providing instruction should be classified as non-contact time and should be devoted to subject preparation, marking and other similar tasks. Start and finish dates for each semester will be set by the school at the beginning of each semester.

Dress Code

The Center's objective in establishing a business casual dress code is to allow its staff to work comfortably in the workplace and yet, project a professional image to our students, parents and visitors to the Center. Business casual dress is the standard for this dress code. Your Center Director will ultimately determine what clothing is appropriate in school based on the guidelines below.

Because not all casual clothing is suitable for lessons, these guidelines will help you determine what is appropriate to wear to work. Clothing that works well for the beach, yard work, dance clubs, exercise sessions, and sports contests is unlikely to be appropriate for a professional appearance at work. Clothing that reveals too much cleavage, your back, your chest, your feet, your stomach or your underwear is not appropriate in a school environment.

Clothing should be pressed and never wrinkled. Torn, dirty, or frayed clothing is unacceptable. All seams must be finished. Any clothing that has words, terms, or pictures that may be offensive to other staff or students is unacceptable. Fashion brand names on clothing are

generally acceptable.

No dress code can cover all contingencies so employees must exert a certain amount of judgment in their choice of clothing to wear to school. If you experience uncertainty about acceptable, professional business casual attire for work, please consult your CD or AC.

General Advice for Personal Presentation

Avoid wearing strong perfume and heavily-scented products. Scents can trigger asthma, overpower a room, and are often more offensive than pleasing to others.

Nails should be clean, and trimmed or sculpted. For ladies, avoid wearing unusual or shocking nail colors. Nail art and nail jewels are generally not acceptable.

Style should be neat and conservative, and preferably off the face. With few exceptions, hair color should not be shocking or unusual. Hair sprays and gels that have a strong scent or odor should be avoided. Keep it simple and appropriate for daytime.

Male teachers should shave regularly unless for religious or special reasons. Beards and/or moustaches should be trimmed and well kept.

Tattoos should not be displayed but concealed by clothing.

Jewelry should not be noisy (no metal bangle bracelets) or too large. Keep earrings small and simple.

Smoking is not allowed in any part of or any building within the school campus. This includes all toilets. Staff may go out of school at break or lunchtimes to smoke. In such circumstances they are asked to ensure they go a discrete distance from the school gates. This rule is valid for e-cigarettes too.

Demonstrating that you care about your personal appearance and behavior communicates to your students that they are important to you. Paying attention to the details of your appearance sends a message to others that you will also pay close attention to the delivery of your lessons, and the needs of your students and colleagues.

Punctuality

Teachers should arrive at school at least 10 minutes before the start of school, or earlier if directed, and should be prompt in taking charge of their class, preferably 2-3 minutes earlier than the start time of the lesson. Teachers should remain in attendance for at least 10 minutes after the conclusion of school. No class or assembly should be dismissed before the signal bell or designated time. Change-over of classes should be made with a minimum of delay.

Classroom Tidiness and Safety

Chinese tutors will be responsible for organizing students to maintain cleanliness in classrooms. Nevertheless, teachers should leave classrooms tidy at the end of their lesson. A neat attractive room provides a good working atmosphere and encourages students to be tidy.

Foreign Homeroom Teachers

Every class will be assigned to a foreign homeroom teacher (FHT) who will be paying closer attention to those students in his/her responsibility. Foreign homeroom teachers can have meetings with their classes, talk about the specific problems and offer solutions, plan activities together and develop strategies towards character development. When a subject teacher experiences a problem with a student, FHT is the first person to talk with. FHT is responsible of talking with the student and getting into the core of the problem, offering solutions. Depending on the nature of the problem, sometimes the AC can also get involved in the solution process and offer help.

Money and Other Valuable Items

Teachers should note that money and other valuable items should never be left on the school premises overnight, nor should they be left on tables or in unlocked drawers during class times. Teachers should also remind students about keeping their money and valuable items safe.

Receipt of Gifts or Favors

It is strictly forbidden for any member of staff to invite gifts or receive payment of any kind from students or their families. Any gifts offered should, if possible, be politely declined especially where they are clearly of significant monetary value.

Staff Evaluation Policy

The performance of teaching staff will be monitored and evaluated continuously from initial appointment. Probation period is about 8 weeks. There will be at least one informal and one formal observation during the probation period. Informal observation will be conducted within the first four weeks and a post-observation meeting will be held at the first possible free time of the teacher and the AC. There will be no written feedback after the informal observation. The formal observation will be held before the end of 8th week. After the formal observation, the AC will write a summary of the observation and deliver a detailed feedback to the teacher. End of the probation period partially depends on this feedback.

ACKNOWLEDGMENT AND PLEDGE

I hereby acknowledge that I have read the **“2020-2021 AP Program Center Handbook”** and understand the rules and regulations within.

Name:

Date:

Signature: