

Shekou International School

**Student and Parent
Handbook
Primary School
2021-2022**





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Welcome

Welcome to Shekou International School (SIS) for the school year **2021-2022**. I am pleased that you and your family are part of our school community.

Since 1988, SIS has provided expatriate students in Shenzhen with the highest standard international education experiences. Our staff and students come from more than 40 nations around the world.

Students at SIS have access to the finest learning schools can offer. We are committed to providing students an engaging and relevant education and to do so in a caring and nurturing community. We strive to inspire them to become principled, innovative contributors in an ever-changing and transforming world.

Student-centred approaches are at the heart of how our teachers work with each student - from early childhood to graduation. Our teachers maintain high academic standards while fostering hands-on learning and individual exploration. Our standards-based curriculum is developed from the best and most current of national and international curricula, making it relevant and challenging for our students.

We give all students access to the best educational technology in all grades to take full advantage of the learning opportunities of the 21st Century. Beyond the classroom, SIS students have access to a wide variety of co-curricular activities. Their participation in these contributes significantly to their physical and social development as they grow and mature.

This handbook is meant to help parents to understand the organisation, practices and expectations at SIS; to appreciate what is important and special about SIS. I hope that you find the information in it to be useful.

If you have questions that are not addressed in this handbook, please do not hesitate to talk to us. Please consult with the classroom teacher(s) for matters related to curriculum, assessment and issues related to learning. For other matters, please do not hesitate to contact the school office.

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



Sincerely,
Greg Smith,
Head of School

SIS
Communication
WeChat



SIS is a diverse and culturally rich school that recognises and supports students in developing a range of transferable skills; skills that ensure students can engage successfully with the changing world we all live in. We are a fully authorised International Baccalaureate Primary Years Programme (PYP) school and continue to implement the PYP, providing our students with the skills, knowledge and attitudes to engage in authentic, inquiry-based learning, grounded in best practice.

Everyone at SIS is committed to your child's education. Our faculty and staff come from a diverse range of backgrounds and are not only highly qualified but also share a passion for all the facets of an empowering International Education.

As we endeavour to offer the best education experience, we invite you to be involved. The home-school connection is integral in the success of your child's schooling experience and we warmly welcome our parents to become involved and participate in our many school activities. We are very fortunate to have the support of our very active and hard-working Parent Support Association (PSA). Every parent is encouraged to join the PSA and support the opportunities to bring the school and families together in enriching, community building experiences.

We are proud to be a leading, vibrant community of learners and educators, serving the needs of students and parents. We look forward to meeting you throughout the year at our many events and sharing in the learning opportunities for both students and parents.

Sincerely,
Harish Kanabar,
Primary Principal

Alice Cheung
PYP Co-ordinator



Leda Cedo
Early Primary
Assistant Principal

Rebecca Wallace
Upper Primary
Assistant Principal

Overview of SIS



Shekou International School (SIS) is a coeducational company-sponsored day school for children of foreign nationals located in the Shekou Industrial Zone of Shenzhen, in the People's Republic of China (PRC).

The town of Shekou, literally 'the snake's mouth,' is on a peninsula at the mouth of the Pearl River. SIS was established in January 1988 by Amoco Orient Petroleum Company. British Petroleum (formerly Arco and Amoco), Conoco-Phillips and CACT (Chevron-Texaco) held production-sharing contracts both offshore and onshore with several different Chinese host partner companies. International Schools Services (ISS) was contracted to operate the school for these companies. In 2004 when the oil company left Shenzhen, ISS became the school's sponsor through a wholly owned local enterprise (Academic Information Consulting (Shenzhen) Company, Limited) with full operational responsibility.

An Advisory Council, composed of representatives from the school community, meets periodically to support the school's direction. ISS is a non-profit, educational service organisation located in Princeton, New Jersey which provides management services to more than 20 international schools across the world.

The oil sector now represents a fraction of the clientele alongside other multinational corporations. A wide variety of international companies have moved into the Shenzhen area in more recent years and Shenzhen is now one of the largest and most innovative cities in the world. Agreements with some of these new companies have provided a fully authorised (through AEFÉ) French Bilingual Program and a German Heritage Language program.

The school is fully accredited through the Western Association of Schools and Colleges (WASC).

After initially opening and serving only primary aged children, SIS has established a strong reputation for catering to the needs of all students from two years old in Nursery through to graduation as a year 12 student. Our student body numbers over 1000 across the campuses and continues to expand to service the needs of Shenzhen's expatriate community.



Mission Statement

Shekou International School provides a rigorous education in a caring community and inspires our students to become principled, innovative contributors in a transforming world.



Beliefs

We believe that...

- A foundation in knowledge and skills is essential for continual learning, personal development and sound decision-making.
- Integrity, humility, and respect are fundamental to successful relationships.
- Learning to set goals and priorities is essential to the development of perseverance, critical thinking and confidence in students as well as staff.
- Successful learning is fostered by an active, supportive partnership and consistent expectations within the child's school and home learning environments.
- Active involvement in service learning and recognition of cultural diversity is critical in developing responsible, compassionate youth who can adjust to life in an ever- changing world.
- Technology is a conduit through which students learn, create, collaborate and share.

IB Mission Statement

The International Baccalaureate organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, IB works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile attributes

"An IB education fosters international-mindedness by helping students reflect on their own perspective, culture and identities, and then on those of others. By learning to appreciate different beliefs, values and experiences, and to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress toward a more peaceful and sustainable world." (IBO)

The aim of the PYP and DP at SIS is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. This reflects the SIS Mission and therefore it follows that the IB Learner Profile is a set of human qualities that we strive to instil in all our learners from Nursery to Grade 12.

To this end, the SIS curriculum will foster the development of the IB learner profile attributes and highlight the importance of nurturing dispositions such as curiosity and compassion as well as developing knowledge and skills.



IB learners strive to be:

Attribute	Descriptor
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	<i>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</i>
Open-minded	<i>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</i>
Caring	<i>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</i>
Courageous (Risk takers)	<i>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</i>
Balanced	<i>We understand the importance of balancing different aspects of our lives— intellectual, physical, and emotional— to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.</i>
Reflective	<i>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</i>



General Information

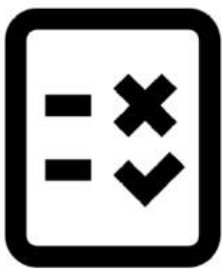
School Hours



The school day begins at 8:00am. Students should arrive at the classroom or line up area at 7:50am. Students in all grades finish at 3:00pm.

Parents must report to the office when picking up children before the regular dismissal time. As noted on the school calendar, when half-day early release days are scheduled, students are dismissed at 11:30 AM. School calendar *Appendix 1*.

Attendance



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

Early Primary (Nursery to Grade 1) contact Anna Xu

Phone: 755-2669-3669 ext. 6100

Email: axu@sis.org.cn

Upper Primary (Grade 2 to 5) contact Sonja Zheng

Phone: 755-2669-3669 ext. 7100

Email: szheng@sis.org.cn



Written excuses for tardiness must include the date, time, reason, and parent's signature.

Written excuses for absence must include the date, reason, and parent's signature.

If you want a friend or sibling to bring your child's assignments home, please make arrangements through the school before 11:00 AM.

Parents must notify the school if they will both be out of town. A guardian should be appointed in case of illness or emergency, and the school must be notified of the guardian's name and contact information.

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

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

SIS teachers offer learning each day to students, and the activities of each day build upon the next. SIS is constantly reminded how quickly our school year passes and how vital the learning time we have is. Absences for family convenience, vacation travel, home leave, or non-school

holidays are strongly discouraged due to their effect on school progress. Any request for leave that is not medically related should have prior approval by the school administration.

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

Students may not leave the campus unsupervised during the school day, without authorisation from the Principal. Students who become ill at school must check out through the school office. Leaving school grounds without following the prescribed procedures will result in serious disciplinary intervention.

Books and Supplies



SIS supplies students with all school materials needed for classroom activities. All program materials are on a review cycle to ensure they best meet the goals of our program.

In Early Primary teachers will provide a list of personal items that each child should bring to school each day including a backpack, snack, and water bottle. Nursery and Prek1/2 students should also keep a complete set of clean clothing at school, as well as a supply of sunscreen and insect repellent. Nursery students should also maintain a supply of nappies (diapers), wipes, and cream.

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



Lunch

Nursery – Grade 1

Lunch time is learning time in classrooms. Teachers and TAs use this time to promote healthy nutritional habits, good table manners, independence, and social skills. Children may bring lunch from home or purchase lunch through the cafeteria. If lunch is brought from home, it should be packed in containers that the child can open and use independently.

Students eat together in the classroom and are supported and encouraged to independently feed themselves.

If a lunch is being provided from home and isn't brought into school by the student, it should be delivered to the Mountainside office with a clear label indicating the student's name and class.

Grade 2 – Grade 5

Each grade level has an allocated lunch period. Please check your child's schedule for the exact time. All students eat in classrooms and can eat school lunch or a lunch from home. For more information about school lunch please go to the school services section. If a lunch is being provided from home and isn't brought into school by the student, it should be delivered to the Parkside office with a clear label indicating the student's name and class.

School Lunches

NomNom, an outside lunch service provider, operates the school cafeteria. Students can pre-order a hot lunch buffet, a Korean lunch box, a vegetarian lunch box. For additional information please see *Appendix 9*

Uniform



Students will be expected to wear a clean SIS uniform on a daily basis, mixing and matching the top and bottom pieces as they wish. Individual pieces of the uniform can be replaced as necessary. On PE days, students will wear their PE kit. Over the course of the year, as the weather becomes cooler students may wish to wear the school track suit.

During field trips, students must wear their red PE shirt. This is to ensure that all SIS students are easily identifiable.

There is no uniform issue footwear and students should wear appropriate and comfortable footwear. Crocs, flip flops or sport sandals are not permitted. On days that students have PE, appropriate sports shoes and socks should be worn.

Tops

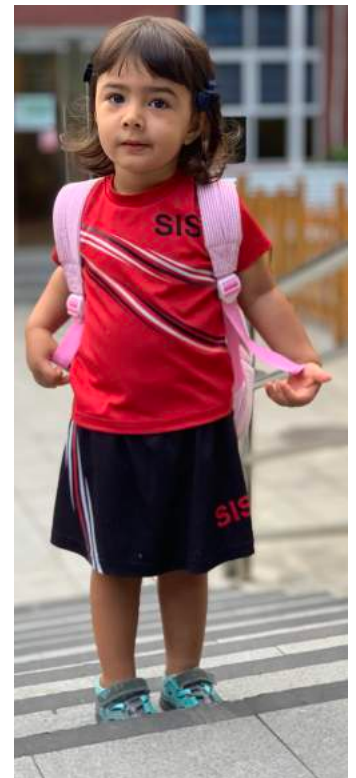
- Polos in red, white or black
- Short-sleeved polos for hot weather and long-sleeved for colder months
- Red V-neck sweater
- Black V-neck sweater
- Polo dress in red or black

Bottoms

- Skort in black or grey
- Leggings
- Shorts in black or grey
- Long trousers in black

PE Kit

- Skort in black or grey
- Black skort
- Black shorts
- Black or red PE shirt (**All students will receive 1 red PE shirt at no charge**)
- Black and red zipper hoodie
- Black track pants



For additional information including pricing, please visit: <https://www.sis-shekou.org/parent/uniforms>



Dismissal

Primary students from Nursery to Grade 5 are collected by an adult from the school campus. In this way we know that our students are securely being handed over to someone they know, who can safely conduct them across the construction area.



Students from Nursery to Grade 1 are expected to be collected by an adult and are not allowed to leave the campus independently.

If you are unable to come and collect your child or to send an adult to pick up your child at the end of each school day, then please complete a permission form allowing for your child to leave the Jing Shan campus independently. This permission slip is only for your child for whom you give your permission to leave the campus on their own at dismissal time. We will not be allowing your child to leave the campus if we do not have your written permission.

Students who take the bus will continue to be walked, by our staff, to the bus and handed off to the bus monitor. **See Appendix 2 for the dismissal form. Please note this permission form must be completed each year**



Gifts

School policy does not permit SIS staff member to receive a gift whose value exceeds RMB 500 from any student, parent, vendor, or other organisation without approval from the Head of School. This policy is not intended to require teachers or administrators to report receipt of token gifts from students unless the cumulative value of such gifts from any individual student, or family or vendor over a one-year period exceeds RMB 500.00, or to prevent mutual gift exchanges between parents or faculty in the context of social relationships.

Birthday Parties

Birthdays are special. Students may celebrate their birthdays during school by bringing a simple treat (cake, cupcake, etc.) for their class.

Arrangements for these birthday celebrations need to be made in advance with the classroom teacher. Presents, toys, decorations and “treat bags” may not be brought to the classroom.



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



Lost and Found

Please clearly write your child’s name on all belongings and do not send expensive articles to school. A “Lost and Found Box” is kept in the offices for misplaced personal items. If a student loses an article, check the “Lost and Found Box.” Anything not claimed by the end of each semester will be donated to a local charity.

Mobile Phones/Smart Watches

Students should not be bringing mobile phones to school. Students have access to an office phone and are able to use this with permission from their teachers.

Students should not be using smart watches during school hours.

Phones and digital devices brought from home will be managed at our teachers' discretion.

Tutors

Outside Tutors: When additional academic assistance is recommended, the school will assist in connecting parents with suitable tutors available in the community whenever possible. These tutors are not affiliated with the school nor endorsed by the school. SIS teachers are not permitted to serve as a paid tutor for any student in the school. Permitting, arranging, and paying for tutorial assistance are the parent's responsibility.



Teaching Assistants as Tutors: SIS recognises the importance and desire, within our community, for our teaching assistants to provide tutoring for current SIS students. All tutoring services are a private arrangement between teaching assistants and families, and SIS is able to support only in facilitating appropriate locations on campus. Teaching assistants are able to provide tutoring services to SIS students who are not in the same grade level that they support. Tutoring must occur outside of the teaching assistants' contracted hours. All communication and financial transactions are the responsibility of and agreed upon between the teaching assistant and parents.



Use of School Name and logo

The use of the school name and logo are reserved for official, school sponsored communications. Students and others are not authorized to use the school name, logo, or other official publications and information without written authorization from the school administration.

Withdrawals

When a student plans to withdraw, parents must inform the school in writing of the child's last day of attendance at least two weeks prior to the departure date. This will ensure that school documents and report cards can be provided to the family upon their departure. Student records may be mailed if a forwarding address is provided. Tuition refund information is available through the business office.



Student Recommendation request for withdrawals

Student recommendation requests usually come from the school you are applying to and are considered confidential. If you are applying to another school, please provide the new school with the email address of our relevant school counsellor and homeroom teacher who will then complete the request.

Please allow two weeks for this recommendation to be completed. It is not common for us to provide open letters of reference. If an open letter of reference is needed, then this request will need to be communicated to the school Principal.

Social Media and Student Privacy Protection



SIS teachers are encouraged to share student work to a worldwide community as an authentic audience. In the interest of child safety and privacy efforts, however, teachers are limited to using children's first names (or in some cases initials) when posting pictures or referencing students in their posts. Teachers or students must never provide student's physical locations in any postings. All photos and videos must be taken with geotagging (location services) removed. Digital student portfolios are only shared with family members.

School Services

Mountainside Library

The library has a large collection that includes fiction and information books, periodicals, and online reference resources/databases that can be accessed at school and from home. There are books in English, Chinese, French, German, and other languages. Students in PreK1 to Grade 5 visit the library each week with their class.

Library Hours and Supervision

The library is a school and community resource and is open to students, staff, and parents before, during, and after regular school hours. Most days, we are open until 4:00 pm and on Fridays until 3:30 pm. Our library is a place to read, research, work on classroom assignments, attend after school activity sessions, and study.

The library staff strives to create a safe and welcoming space for you and your child. When visiting after school, you will be expected to enter the space together. We cannot be responsible for unaccompanied children. You are also expected to help us keep our students safe by supervising them in the library and monitoring their use of devices.



Loan Period

Students who attend SIS and their parents may check books out of the library. Books are due back two weeks after they are checked out and can be renewed if they are needed longer.

Library Book Bags

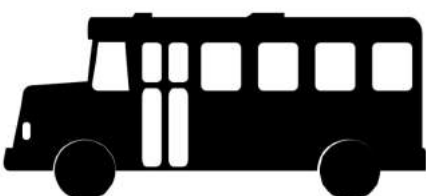
Students will be given an SIS library book bag. They are expected to use this bag to carry their books to and from the library and between school and home. The bag is water-resistant. Water bottles and snack boxes should never be put in the library book bag. Students may purchase a replacement bag if theirs is damaged or lost.

Lost and Damaged Materials

The responsibility for a book rests with the last recorded name on the book's checkout list. All patrons are expected to return library materials in a timely manner. We will advise students of any outstanding items when they visit the library and weekly email reminders will be sent about overdue books. Parents or guardians may also be contacted regarding books and materials that are damaged. Students may be asked to pay for lost or damaged books at the discretion of the librarian.

Happy Reading!

Transportation



A transportation service is available to all students from PreK-1 to Grade 12 who live outside the Mountainside, Parkside and

Bayside area. For costs involved with these services please contact the main office at Jingshan. Due to limited seating and for insurance purposes, only students may ride the bus with the exception of chaperones on class field trips. Students subscribed to either service must adhere to the established rules for riders. These are:

- Be on time for the bus.
- Fasten seatbelt throughout the ride.
- Talk in a low tone of voice, so it does not disturb the driver.
- No eating or drinking on the bus.
- Keep the windows closed.
- Sit in assigned seats (if they are assigned).
- Follow any directions given by the bus driver or monitor.

For students who violate the rules above, ridership privileges may be suspended temporarily. There is no refund of fees under such circumstances. Please see *Appendix 3* for specific expectations.

Bus related communication through come through the school office, Laurie Chen.
lchen@sis.org.cn





Student Behaviour

Shekou International School affirms its position that a safe place for learning will be provided for all enrolled students and has developed policies to address student discipline. The purpose of all such policies is the progression of an educational program that fosters a fair and stable environment for learning. **Be Safe, Be Respectful** and **Be Responsible** is our guide for all expected behaviour across the school. Please see *Appendix 4* for specific expectations across different areas of the school.

Student Responsibilities

As an SIS learner, you are expected to demonstrate responsible behaviour, which will:

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

As an SIS student, you have the right to:

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

Along with rights come responsibilities. As an SIS student, you are expected to accept certain responsibilities. Teachers and students at SIS are responsible for modelling the IB Learner Profile in their interactions with one another. We use the Learner Profile as a way to guide and reflect on our behaviour and the way we approach learning. In addition, you will find specific examples of student behaviour expectations in the addendum of this booklet.



Discipline Procedures

At the Primary School level, we aim to provide a safe and comfortable environment conducive to learning for all of our students. Based on a whole-child approach and the principles of child development, we provide our students with opportunities to learn appropriate responses to the dilemmas and conflicts that arise in life. The resources that are in place to facilitate student growth in the personal and social domain include a school-wide focus on respect and kindness supported by the Learner Profile, a social-emotional learning curriculum focused on being proactive and preventative toward behaviours typical of primary school students, and a knowledgeable and compassionate staff of classroom teachers, teaching assistants, student support staff, and principals.



In the event of conduct disruptive to the learning of the student or to their fellow students, the classroom teacher will guide the student toward more appropriate behaviours and will involve the parents in this process as needed. Continued disruption to the learning environment will result in the teacher consulting with the counsellor and/or administrator depending upon the type of behaviours. Students may be required to attend counselling sessions or may be directed by the administrator in an activity practicing restorative actions. Further infractions may result in multiple forms of interventions involving student support team members, administrators, the student's teachers, and the student's family members.

We will consider the age and grade level of the student, as well as the gravity of the offence. Disciplinary interventions may begin with restorative chats, warnings, loss of privileges and proceed to in-school or out of school suspensions, counselling when needed, and potentially, expulsion. It should be stressed that it is expected that the majority of discipline problems can and will be handled within the classroom. This policy is focused on dealing with discipline problems that are not able to be handled within the usual approaches.

The school is committed to the building of a strong home/school relationship in the belief that parents are integral partners in the process of their child's personal and social growth. For behaviour definitions please refer to *Appendix 7*.

Bullying Prevention

At SIS, we define bullying as negative, repeated and persistent actions, which tend to intimidate, oppress, injure, distress or discomfort another individual. As a part of creating a positive learning environment, bullying is not tolerated, and will be dealt with according to the discipline procedures for primary school students. Bullying prevention and response to bullying is part of our guidance program at every grade level, and we work with students in age-appropriate ways to help them act and respond in positive and appropriate ways.



Student Support Team

SIS serves all children in order to participate and experience success in educational programs on offer. SIS Student Support Programs consist of the following:

- A comprehensive social emotional program that includes counselling, child protection lessons, personal and social education.
- A Learning Support Program that includes services to support students with learning differences.
- An English Language Learning Program that includes instruction and support to help students develop their basic interpersonal communication skills and academic English language skills (reading, writing, speaking, listening).

The SIS support service is based on the philosophy that all students have unique abilities, learning styles and interests. These differences are valued, as they add to the richness and diversity of our school. Learners respond best to developmentally appropriate programs designed to develop their strengths and provide for their individual needs through differentiated instruction and support. Through an inclusive and nurturing educational environment, students are encouraged to show their full potential.

At SIS we support students with learning differences by providing available intervention, remediation, and academic support towards the mastery of grade level standards. Services are integrated into the daily routines, classroom structure, curriculum and strategies. In consultation with teachers and parents, our Student Support Team develops student support plans that outlines learning goals and services the school provides. Services are provided in the classroom, in small groups, individual setting or through consultation.



School Counsellors

School Counsellors are an integral part of student education at SIS. School Counsellors provide a variety of services that address student social, emotional, and mental health needs.

School Counsellors at SIS are mental health professionals that provide the following services to our students:

- Preventative Guidance Lessons
- Responsive Guidance Lessons
- Individual Counselling
- Group Counselling
- Conflict Resolution
- Crisis Intervention
- Teacher Consultation
- Parent Consultation
- Screening, Observation, and Assessment
- Transition Support
- Referral to Outside Mental Health Services

If you think that your child would benefit from checking in with their school counsellor then please contact them.



Early Primary Counsellor

Sarah Elliott - selliott@sis.org.cn

Upper Primary Counsellor

Brian Gumport - bgumport@sis.org.cn

Social Emotional Learning

Learning at SIS is not just a place to grow academically. It is a place to grow as a person. We know that learners learn better when they feel safe and secure physically and emotionally.

Our primary school utilizes Second Step as the primary resource for our student's social-emotional learning. Starting in PK2, Students are taught learning skills, empathy, problem solving skills, and emotional management skills. These skills are taught through age-appropriate, accessible and fun learning engagements. Second Step is a research driven program that has been shown to prepare students for a successful transition to secondary school.

The strategies used include catchy songs, role play, fun games, discussions and other engaging activities that develop social-emotional skills. Specific topics such as bullying and child protection are included in order to help students learn to recognise, report, and refuse unsafe behaviours.



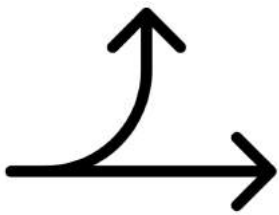
Additionally, our school counsellors coordinate and facilitate preventative guidance lessons throughout the school year. These lessons focus on preventing harm, reducing risk, and helping students recognise their support networks. Students learn about digital safety, body safety, healthy friendships, bullying, inclusion, transitions, and many more topics.

Learning Innovation

The Primary Learning Innovation Coach is a resource for students as well as parents. The role includes extending opportunities for creativity, innovation and design that fosters student imagination and problem solving through divergent thinking. To support parent learning, the Primary Learning Innovation Coach leads some *ParentEdu* sessions and creates, curates, and shares digital resources. In addition, the coach works closely with students by co-teaching lessons with classroom teachers and facilitating opportunities for student leadership such as STUCO and Student Innovation Teams.



Device Expectations



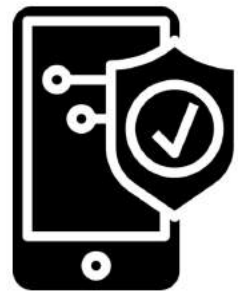
School devices are provided to support student learning that extends beyond the classroom. All students are expected to use these devices in a respectful and appropriate manner.

Students are expected to care for their device and are responsible for all damage that falls outside of the Apple warranty. Students use the device as a tool for their learning and are expected to adhere to classroom guidelines set by the teacher. Please see *Appendix 6* for clear device use expectations.

Online Safety Protocols

Students receive lessons from the teachers and school staff on digital safety. These lessons follow the ISTE standards for digital citizenship. SIS wifi is filtered to block inappropriate content from our students.

Positive choices and academic honesty expectations are expected at all times.



Social Media

Students use their iPad as a device for learning and therefore will only download apps that have been approved by their teacher. Because students may need to collaborate on projects outside of school hours, some teachers may allow students to utilise the messages app.



Curriculum

Primary Years Programme (PYP)

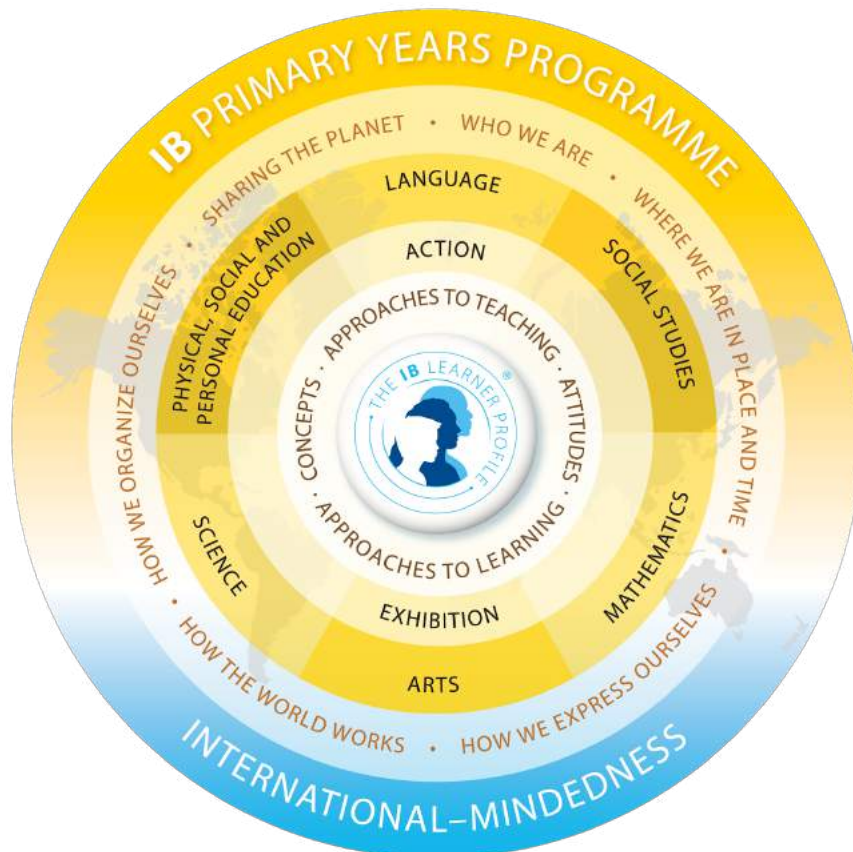
The Primary Years Programme (PYP) is an international curriculum framework for children in the 3-12 year age range encompassing both the academic and non-academic areas of school life. Our commitment towards a future-focused and globalized learning has led SIS to becoming one of the close to 5,000 IB World Schools around the globe (and growing!), advocating for education that:

- centres on learners
- develops effective approaches to teaching and learning
- works within global contexts, helping students understand different languages and cultures
- explores significant content, developing disciplinary and interdisciplinary understanding that meets rigorous international standards.

Our partnership with the IB allows SIS the following benefits:

- Provision of high-quality programmes of education, which support development of knowledgeable and inquiring students
- Professional development that supports effective educators and collaborative professional learning communities
- A worldwide network of highly respected IB World Schools, working together to share best practice.

For more information about the IB, visit www.ibo.org.



Approaches to Teaching (ATTs)

An IB education aims to transform students and schools as they learn, through dynamic cycles of inquiry, action and reflection. How do we teach so that our students become *“inquiring, knowledgeable and caring young people who help to create a better and more peaceful world?”*

Our approaches:

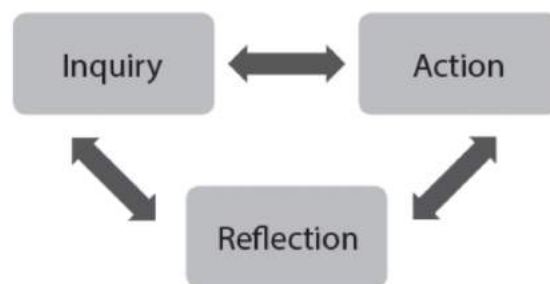
Transdisciplinary learning: We develop our curriculum grounded in central ideas and concepts, linking the relationship between disciplinary and transdisciplinary learning in order to support, enrich and connect learning. There are four to six transdisciplinary themes that will be explored by students in each year, looking at both local and global contexts. These themes are:

1. **Who We Are:** *An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.*
2. **Where We Are in Place and Time:** *An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.*
3. **How We Express Ourselves:** *An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic*
4. **How the World Works:** *An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.*
5. **How We Organize Ourselves:** *An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.*
6. **Sharing the Planet:** *An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution*

- **Concept-based, inquiry-learning:** We promote high levels of thinking by allowing students to explore and understand the world, nurturing their curiosity as they move from current to new and deeper conceptual understanding. Play, problem-based learning, collaboration, experimentation, and explicit teaching all have a place within well-considered inquiry-based learning experiences.
- **Informed by assessment:** We aim to grow assessment-capable students who are able to reflect on their learning, identify or co-construct learning goals and success criteria, develop metacognitive skills (thinking about thinking), give and receive feedback and consider next steps to consolidate their learning.
- **Inclusion:** We promote inclusive practices through multiple grouping and regrouping opportunities to increase access and engagement in learning for all students. With the help of our support teachers, we aim to continuously identify and remove barriers against learning.


Approaches to Learning (ATLs)

Students at SIS are continuously challenged to develop transdisciplinary and transferable skill sets that they can continue to build on and apply in various contexts. These interrelated skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them.



We teach:

- **Research skills**, including skills such as comparing, contrasting, validating and prioritizing information
- **Communication skills**, including skills such as written and oral communication, effective listening, and
- **Social skills**, including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution
- **Thinking skills**, including areas such as critical thinking, creative thinking and ethical thinking
- **Self-management skills**, including both organisational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.


Approaches to Learning


SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence




RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information




THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills




COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



APPROACHES TO LEARNING

MISO

MISO (Media, Interview, Survey, Observation) is a research method used at SIS across the Primary School. Using MISO, students consult multiple sources of information to add to their knowledge and understanding of a variety of topics.



Curriculum Standards at SIS

To support the PYP curricular framework, SIS uses the following standards to further clarify the critical and age-appropriate knowledge, skills and concepts that students will learn in each subject area.

- Language - [Common Core State Standards \(CCSS\)](#)
- World Languages - [American Council on the Teaching of Foreign Languages Standards \(ACTFL\)](#), [WIDA](#)
- Mathematics - [Common Core State Standards \(CCSS\)](#)
- Science - [Next Generation Science Standards \(NGSS\)](#)
- Social Studies - [Career, College and Civic Life Standards \(C3\)](#)
- PE – [SHAPE standards](#)
- Visual and Performing Arts – National Core Arts for [Music](#) and [Visual Arts](#)
- Early years - [Te Whariki](#), [Early years Literacy](#) and [Maths Development Continuums](#) (international)

Student Portfolios

Seesaw is a simple way for teachers and students to record and share what's happening in the classroom. Each student gets their own journal and will add things to it, such as photos, videos, drawings, or notes. It gives students a place to document their learning, be creative and learn how to use technology. Your child will add work to Seesaw to share their learning with you. You can use Seesaw to participate in your child's learning by viewing student work, celebrating progress, and commenting on assignments. Seesaw is private. You'll only see posts created by your child.



The school will also send important messages and reminders using Seesaw. The Seesaw Family app is the primary means of parent communication at Shekou International School. Please make sure notifications are enabled for the Seesaw app.

Any text written in Seesaw (like notes, captions, comments, announcements, or messages) can be translated at the tap of a button by both teachers and families.

Teachers will provide detailed instructions on how to connect to your child's Seesaw account. To learn more about Seesaw visit web.seesaw.me/families



Language Learning at SIS

At SIS we believe that language plays a central role in all learning across the curriculum and that it develops through meaningful and purposeful use. We realise that it is neither learned sequentially nor does it follow a strict pattern. It is learned by using and exploring language in its many forms, and is best acquired in context in a positive and supportive, yet challenging and motivating environment. We feel strongly that it enhances students' flexibility of mind, supports conceptual development, and develops analytical and creative thinking skills. Language fosters an awareness and understanding of the perspective of people from other cultures, their own culture, and helps to develop internationally minded learners.

Language learning should be relevant, engaging, challenging and significant. It is a social act dependent on its environment and context. One of our goals at SIS is for every student to be grounded in two or more languages. We realise that students vary in their ability to learn a language and those they acquire language at different rates. We know our students will need to be supported throughout the learning process regardless of their language proficiency level. We believe that differentiation is one of the fundamental processes in the teaching and learning of language, and will help students, with a deeper understanding, and increased proficiency. Finally, we believe that language acquisition occurs along a continuum and that each individual must be allowed to progress at their own rate.



Additional Languages

At Shekou International School we believe that learning an additional language is a valuable skill that enriches personal development and helps facilitate international-mindedness. All students will have the opportunity to learn a language in addition to English, including the host country language of Mandarin. We believe that learning an additional language is best achieved through additive bilingualism, where the development of an additional language supports the development of the first language. We also realise that not all of our students will achieve academic proficiency in all languages, but we will continually strive for them to.

All students from Kindergarten are acquiring and learning Mandarin or German either as a mother tongue or an additional language. The Mandarin classes are differentiated into three streams, Chinese as an Additional Language (CAL), Language B and Language A. Based on students' language levels, students receive targeted instruction at their current levels of functioning. Since all teachers in the Primary School are considered language teachers, we work to promote consistency of language instruction by developing all teachers' ability to provide an enriching language environment that continually scaffolds and supports all language learners.

Support for Language Learning

At SIS, we greatly value our student population who represent a variety of nations, languages and cultural backgrounds. Non-native English language students who attend SIS may receive targeted English as an Additional Language (EAL) support in order for them to achieve academic success.

We believe that, in order to learn English and access the curriculum, our EAL students need to be in the mainstream classroom as much as possible. We use an approach known as the sheltered immersion model where students attend the same classes as native or near-native speakers of English.

The primary goal of the EAL program at SIS is to ensure equal access to the curriculum and expedite language acquisition for all English language learners (ELL). In order to achieve this goal, SIS supports a Sheltered-Immersion Model (SIM). We provide our students with language instruction and content support through both direct and indirect means such as co-planning, co-teaching and co-assessing with core teachers, developing materials and assessments, and curriculum construction.

Currently we have three qualified EAL teachers and two teaching assistants offering support to students from Grade 1 to Grade 5. Towards the end of the academic year, students in Kindergarten benefit from additional support too.

Home Language

At SIS we believe that a learner's home language is the linguistic foundation that all other language acquisition will build upon. It is crucial for cognitive development, in maintaining cultural identity, is a strong predictor of their long-term academic achievement including the acquisition of additional languages, and each individual's mother tongue adds to the cultural and linguistic diversity of our school. Its development is supported and encouraged throughout the school. We believe in "Additive Bilingualism" at SIS. We are not working to replace the students' home language with English. Instead, we are striving to use it as the foundation for future language learning throughout our curriculum.



In our school, the primary language of instruction is English, but students are encouraged to integrate their home language into their learning when it is the best means for effectively conveying their thinking and/or understanding. This scaffolds the students' learning to deepen their conceptual understandings as well as to increase their language proficiencies.

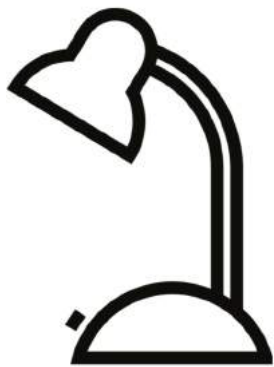
We know that the ability to acquire proficiency in an additional language is heavily dependent on the level of proficiency in a child's home language. For this reason, we believe that all students'

home language ability should be promoted and continually improved so that it may positively impact learning an additional language.

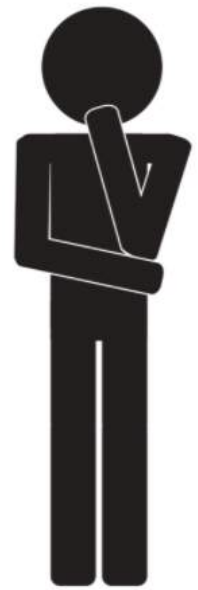
To continue to support the variety of home languages in our school we will:

- maintain literature and media from multiple languages in our library collections enabling students and staff to read and value other cultures and languages.
- develop and maintain Language Profiles for each student to monitor and assess their language learning.
- support parents or other community members in offering additional language classes after school to support students' mother tongues, by providing classroom space and materials.

Homework



SIS Home assignments are your child's responsibility—not yours. Be available to help and answer questions when they need you, but please don't do their work for them. If you feel your child is not handling his or her responsibilities well, please contact your child's teacher. Parents are a critical factor in a child's academic achievement. The following are some simple suggestions as to how you can be the most effective support when its homework time.



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

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

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

Early Primary (K-1) Homework Philosophy

The Purpose of Homework is to:

- practice, reinforce, and apply skills and concepts taught in class
- serve as valuable information or communication between the school and the family
- foster positive attitudes, self-discipline, and responsibility towards learning

The Nature of Homework is to:

- be achievable by all students
- be developmentally appropriate
- reinforce concepts taught in class and not be new material
- be meaningful, personal and challenging

Teacher's responsibility is to:

- provide feedback
- inform students and parents of homework procedures for each grade level
- promote homework as a valuable tool for student self-responsibility and organisation
- kindergarten students are expected to read with their parents
- assign homework equal to approximately 10 minutes per grade level (Grade 1x10 min=10 min)
- organise age appropriate reading expectations at home

Student's Responsibility for Homework is to:

- complete homework to the best of his/her ability, aiming for accurate, tidy, well organised, and legible work
- **share a book with a family member every night**

The Parents'/Guardians' Responsibility for Homework is to:

- provide a suitable study atmosphere that is quiet and well-lit
- provide assistance, encouragement, and praise
- assist children to make connections between classroom lessons and their home life



Upper Primary (2-5) Homework Philosophy

The Purpose of Homework is to:

- consolidate, reinforce, and apply skills and concepts taught in class
- serve as a valuable information link between the school and the family
- foster independent study and organisational skills
- foster positive attitudes, and develop initiative, self-discipline, and responsibility towards learning

The Nature of Homework is to:

- be significant and focused on products or performance
- be developmentally appropriate and structured to meet the unique needs of each individual student,
- be achievable by all students
- reinforce concepts taught in class and not be new material to the student
- provide another form of informal assessment to enable the teacher to tailor instruction to individual or class needs
- be authentic, differentiated and meaningful

The Teacher's Responsibility for Homework is to:

- communicate the expectations and purpose of the homework, and adapt it to the individual needs and abilities of the student
- communicate to the parents the expectations and rationale of homework as well as their role in supporting their child
- establish a routine for organising homework and reinforce positive study habits
- coordinate with specialists concerning the amount of homework on a weekly basis, so that specific grades will not be over the maximum range of time
- provide consistent feedback methods relating to homework, including specific checklists, rubrics or conferencing
- assign homework equal to approximately 10 minutes per night per grade (grade 2 x 10 min = 20 minutes grade 3 x 10 minutes = 30 minutes, grade 4 x 10 = 40 minutes, grade 5 x 10 = 50 minutes) allowing for the flexibility of time needed due to effort and ability

The Student's Responsibility for Homework is to:

- communicate with teachers about homework concerns
- record homework on a daily basis in a well-organised assignment book
- complete homework to the best of his or her ability in a timely fashion, aware of the consequences for late work
- share a book with a family member every night
- read for at least 20 to 30 minutes every night

Assessment and Reporting

At Shekou International School, our purpose for assessment is to communicate feedback about student learning in order to inspire innovative teaching and learning. We believe authentic, personalised, and continuous assessment encourages students to apply their learning and fulfil their potential in a transforming world.

During the school year, home-school connection will be strengthened by providing you and your **child feedback about his/her growth and development in school.**

Reporting and Conferencing

Reporting and conferencing practices at SIS support the following philosophy statements:

- Communication with parents regarding student progress occurs regularly.
- Written student reports summarise the most recent performance and reference evidence gathered to support the proficiency levels.

Reporting on student progress focuses on what they know, understand, can do and feel about their learning. The formal ways by which this is reported to the families are:

- A. **Written reports** – These reports reflect the summative records of the student's progress. There will be two semestral reports that will be issued during the school year which will be issued through SchoolBase (<https://geckoportal.sis.org.cn>). Once available, parents can download a digital copy of the reports at any time.
- B. **Conferences** – Throughout the year and depending on the age group, various conferences will take place. Please take note of the dates which will be shared in school news and emails. Although these special days are important, they should in no way limit conferences between teachers and parents whenever there is a need to communicate.
 - Meet the teacher afternoon;
 - Back to school presentations at the start of the year to learn more about expectations within the grade and class;
 - In-take conferences for N-PK2;
 - Teacher/parent conferences at the start of the year for you to learn how your child is settling into the new year and some observations from the teacher;
 - Three-way conferences that allow you and your child to reflect and set some goals;
 - Student-led conferences which allow your child to showcase academic involvement and successes;
 - Telephone/email conferences as a quick check on a child status or to clarify communication;
 - Problem-solving conferences to address specific problems or serious concerns. This conference should be scheduled so that the teacher, parents and student have sufficient time to address the issue completely.
- C. **Portfolio** – Students use Seesaw as their platform for highlighting their learning. Parents are able to view and comment on their child's portfolio posts. We ask that parents provide positive and encouraging feedback to support their child's documentation of learning.

School Without Walls (field trips)

Class excursions are integral to the school's educational program, and all students are expected to participate. Either paper permission slips or email acceptance is expected for all off campus trips in order for students to attend. So that parents are fully informed, specific information about each field trip is sent home in advance.

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

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

- You are expected to be with your assigned group at all times.
- Please do not to bring younger siblings or other guests (relatives/visitors) without first clearing it with the teacher in charge.
- Be sure you know what the teacher wants to highlight for your group.



After School Activities

In the pursuit of creating balanced lifestyles, the primary school provides opportunities for students to participate in a range of after school activities. The school believes that sports, cultural and performing arts, and community service & leadership opportunities, are an integral part of the development of our students.

Our program aims to provide students from **Kindergarten to Grade 5** with opportunities to develop existing skills, cultivate new areas of interest, and to grow physically, socially and cognitively. We seek to offer a broad range of athletics and activities over the course of the school year, in an effort to cater to the varied interests of our diverse student population.

Primary ASAs run every Monday, Tuesday, Thursday & Friday from 3:10pm to 4:15pm.

Primary Sports Teams

SIS Primary School students compete in the Shenzhen International Schools Athletic Conference (SISAC) in a variety of sports. The sports SIS currently competes in are: Basketball, Soccer, Touch Rugby, Badminton, Swimming, and Track & Field. Teams are coached by SIS staff and all students in Grades 4 and 5 are welcome to sign-up. However, due to the nature of competitive sports and our facilities, coaches may make selections to reduce student numbers. Basketball, Soccer, and Touch Rugby Teams practice from 3:10pm to 4:15pm two times per week and also compete in 2-3 tournaments/matches per season. Badminton, Swimming and Track & Field practice from 3:10pm to 4:45pm two times per week and also compete in 2-3 tournaments per season. As Badminton, Swimming and Track & Field Primary Sports operate outside of ASA times, SIS does not offer bussing for students participating.



Communication

Classroom Communication

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

Before classes	7:30 - 7:50
After School	3:05 - 3:30



Communication Guidelines

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

1. **CONTACT THE CLASSROOM TEACHER** - If you have a concern about your child's progress, her/his schedule, overall achievement level, medical or at-home complications, friends, homework, social or adjustment problems that might affect performance.
2. **CONTACT THE PRINCIPAL, ASSISTANT PRINCIPAL** – If your concern deals with school policies and procedures, program offerings, instruction methods.
3. For financial matters or transportation contact the office.
4. If an issue cannot be resolved with the Principals, a letter may be submitted to the Head of School.

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

To assist with helping you answer the question *who should I contact?* please see the communication pathways in Appendix 5.



Parents are Partners

It is our belief at Shekou International School that students benefit most from our program when parents are involved in the educational process in meaningful ways.

SIS aims to establish a strong home/school relationship with every parent in the school community. We all want what is in the best interests of the individual child. To do this, we hope that you will:

Support your children by...

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

Support the school by...

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

It is our pledge to...

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

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

We welcome your presence at SIS. Any time you would like to observe a class or activity, please phone the office and make arrangements. We're proud of our program! The school schedules multiple opportunities for parents to come and experience the program as well as see their child in action over the course of the year.



Parent Support Association (PSA)

All parents of enrolled students are members of the Parent Support Association (PSA). PSA activities help make SIS a better place for students. Parents are encouraged to actively participate in this group and are invited to monthly meetings announced in the weekly newsletter. For more information contact the PSA Executive Board Members: psa@sis.org.cn.

Student Council (STUCO)

The purpose of the Student Council is to “improve the welfare of our school and our community by providing means for student expression in school affairs, giving opportunity for student experience in various skills of leadership, and making and interpreting policies concerning school events.” Each enrolled SIS student is a member of the organisation. The executive committee is elected by all students from Upper Primary and then selected by the Principal through an interview process. Representatives will be expected to attend the weekly Student Council meetings.

Visitors

All visitors are to sign in at the school office and wear appropriate identification during their time at the school. [Watch this informative STUCO video about the NEED to wear a yellow lanyard.](#)



Safeguarding

SIS upholds the rights of children, and thus, any form of child maltreatment is unacceptable. We attempt to reduce the risk of harm to our students whenever possible, all potential cases of child abuse, neglect, or other maltreatment, regardless of the location that it occurred, will be handled in accordance with the SIS Child Protection Policy.

SIS requires at least one parent to be in full-time residence with their child in Shenzhen. Should parents/guardians leave the family residence for any reason, then the responsibility for informing the school of all appropriate contact details lies with the parent or guardian. Temporary Change of Guardian Forms are available from SIS. These are expected to be completed prior to parents/guardians leaving the family residence).

Child Protection

In keeping with our core values and vision statements, the Shekou International School has adopted a Child Protection Policy to guide our staff and families in matters related to the health, safety and care of children in attendance at our school. The SIS Child Protection Policy is based on both international law and on the United Nations Convention on the Rights of the Child of which China is a signatory, and Chinese statutes.

- To ensure that our children are safe and well cared for, all employees of Shekou International School who work directly with students go through a police clearance and if applicable and international background check before they are employed by SIS.
- Faculty and staff receive annual training on how to appropriately interact and communicate with students as well as how to recognise and report issues of abuse and neglect.
- Students at SIS are provided with age appropriate lessons to help them understand personal safety, their rights and whom to seek for help when they feel such rights have been violated.
- SIS also provides parents materials and information sessions to help better understand our policy.

At SIS, we strive to work together with parents to ensure our children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other, so they can grow and learn free of fear in a safe, supportive and caring environment.

Health and Safety

Allergy Statement

The SIS food provider implements a “nut free” policy in the school’s food service products. However, nut products may possibly be brought to school by individual students in their lunches and snacks or in other items brought to school from home. Students with allergies to nuts or other substances that might be present on campus should notify the school nurse and classroom teachers specifically of these concerns and we will work closely with you to preserve a healthy, safe environment for each student.

Emergency Procedures

Shekou International School maintains an Emergency Procedures Plan that provides detailed instructions on actions to be taken in the event of any emergency that may result in risk to the safety of our students or staff members. These emergency plans are designed specifically for Shekou International School and include recommendations provided by leading safety agencies.

Emergency plan details are flexible and can be modified depending on the circumstances surrounding the emergency. In each case, the school has a response team designated to assess the situation and make decisions about what steps are to be taken, how to communicate actions to students, staff and parents, and what outside agencies are to be contacted for assistance (i.e. local police, fire, or emergency officials). The actions taken during any type of emergency depend on the situation, and flexibility is a key component.

Some important features of the SIS plans include:

- Prepared plans and procedures to address a wide variety of possible emergencies.
- Checklists of actions for each type of emergency are kept in each classroom and office and are reviewed regularly. Staff also practice certain responses with students regularly.
- Most SIS staff are trained in CPR and emergency first aid.
- Emergency supply backpacks are kept in each classroom.
- AED devices for heart attack are kept on each campus.



Safety Drills

In case of fire or other emergency, students and staff must be prepared to evacuate the School or lock into classrooms quietly and calmly and in the least possible time. To that end, periodic safety drills train everyone in procedures to be followed. SIS considers the safety of children in the school, getting them home if possible, and protecting students and staff in an emergency as one of its most serious responsibilities.

SIS buildings meet standard codes of safety. Practice drills are scheduled periodically throughout the school year. Parents are asked to review the following points with their children.

Building Evacuation Drill Procedure

- All students and staff must leave the building through exits designated for each room and proceed to the designated area. Be aware of the possible need for alternative routes. Evacuation routes are posted throughout the building.
- Pay serious attention during the regularly held fire and disaster drills.



- Stay away from the buildings until permitted to reenter.
- Above all, remain calm, don't talk, listen for instructions and help others do the same.

Possible Emergency Events

In case of emergency events, the school will do the utmost first to ensure student safety, to communicate quickly and clearly with parents and the community, and to cooperate with local government and emergency agencies. In case of weather-related events, the school closely monitors the official information from local authorities and is obligated to follow their regulations regarding school closure issues. The following circumstances may require special emergency communications from the school:

- **Extreme Weather** (typhoon, heavy rain, or other weather conditions that could result in a school closure or early dismissal)
- **Natural Disaster** (flood, earthquake, etc.)
- **Major Accident/Injury** (school bus, parent drivers, sports events, school buildings)
- **Fire**
- **Civil Disorder/Violence** (demonstrations or disturbances within the city that may affect school bus routes, field trips, etc.)
- **Bomb or Other Threats**
- **Disease** (SARS, small pox, anthrax, etc.)



Possible School Emergency Responses

- **School Closure/Early Dismissal** (in case of some unexpected disruption requiring school to close early)
- **Campus Lockdown** (temporary restrictions on who enters or leaves the school campus until the potential risk to students and staff has been resolved)
- **Shelter-in-Place** (temporary shelter during a short-term emergency, including a possible overnight stay at school.
- **Evacuation** (short-term evacuation of facilities for safety reasons)

Emergency Communication



In an emergency situation, the school will use the following methods of communicating with families:

- E-mail (assuming the school has electric power)
- SMS text message



- WeChat SIS Emergency-**scan the code to stay updated**
- Notices on the school's web site
- If the above methods are not available, the school will use a student/parent telephone tree

Reunification of Students and Parents After an Emergency Event

In an emergency, the school's first priority will be to ensure the safety of students in a secure location. In order to do this, students cannot be allowed to leave the care and supervision of the school on their own or without appropriate communication and documentation by the school. In an emergency situation, students will be reunited with their parents in an orderly supervised way. Depending on the circumstances, parents will be notified (see above for communication methods) of the locations and process for reunification.

Parents should not expect to take students from the school's care without following the established procedures, nor will students be released to anyone but their own parent or a representative documented in writing. The school must ensure that all children are accounted for and that they only leave with a parent or other authorized adult.



Parent and public access to campuses and to students may be limited while the appropriate steps are taken to ensure safe and documented reunification with parents. Children will NOT be permitted to leave early with friends, neighbours, etc. without documented contact between the parent and the school.

Emergency Frequently Asked Questions

What is emergency preparedness?

Shekou International School has an emergency and crisis response plan that identifies steps to be taken for different kinds of emergencies. These steps differ depending on the situation, but include keeping up to date contact information for students, parents and staff, evacuation and emergency procedures, designated "safe" places if students need to be gathered together in a group, "rally points" on campus where all students and staff would be accounted for. The situation will also dictate how emergency communication should be conducted.

How do I get information about an emergency?

Whenever possible, emergency messages will be sent to parents via e-mail, SMS text message, and posted on the school's web site at www.sis-shekou.org. In addition, the school may attempt to make contact with parents via the emergency telephone tree. During emergencies school officials will likely be occupied responding to the situation and not be able to answer phones immediately. During these situations, the school will need to keep phone lines open to communicate with outside agencies, the police, or for the school to initiate contact with parents once all children are safe and accounted for. If all parents try to call the school asking for information about their own child, it may jam up telephone lines and interfere with our efforts to make sure all students and staff are safe.

How do I find out if school is closed due to bad weather or another emergency?

If possible, notice of school closure due to bad weather or another emergency will be sent by SMS text message and email, and be posted on the SIS web site by 6:45 a.m. of the day of closure. If these methods are not available, the school will also use its teacher/student emergency telephone tree to assist in communicating with families. School closure for weather events is governed by local government weather signal protocols.

What is a “Lockdown”?

Some emergencies may prevent the safe evacuation of a building or the movement of students from one location to another. In such cases, the school may impose a “lockdown” meaning all students and staff remain in classrooms or other designated locations. School personnel will secure all building entrances and teachers will keep their students inside, and not permit anyone to leave or enter their classrooms until the administration deems it safe to remove the “lockdown” conditions.

What is “shelter-in-place”?

Shelter-in-place is a short-term solution to a short-term problem in the external environment. All students and other persons on campus will be brought inside buildings, doors and windows will be closed, and heating and ventilation systems will be turned off. This “sheltered” indoor space is intended to temporarily safeguard people and the indoor air from any outside environmental hazard.

In the event of a “lockdown” or “shelter-in-place” situation, can I pick up my child at school?

The school strongly recommends that parents not come to school and that children remain at school until normal dismissal time or a designated release time communicated by the school. The school will make every attempt to notify parents of situations and student release arrangements.

Provided it is safe to do so, parents may pick their children up from school during an emergency. However, if access to the campus or to school buildings is restricted for safety reasons, parents may have to wait outside the school campus or outside of school buildings until the school administration determines that it is safe for children and adults to be moving around on the campus. Depending on the circumstances, parents may be requested to wait outside the campus entrance and children will be delivered to them rather than parents going into buildings and searching for their children or those of friends or neighbours. In order not to unnecessarily alarm or frighten children, school personnel will maintain as safe and normal environment for children as is possible, and account for the welfare of all students.

Who can pick up my child during an emergency?

Children will not be released to individuals other than their parents unless such person presents written permission from the child's parent or the administration has personal contact authorizing the student's release. This includes drivers, maids, neighbours, friends, siblings, etc. It is essential that the school be able to keep accurate records of all children during an emergency. Thus, any child released from the school's supervision must be accounted for.

What if my child rides a school bus or taxi?

Students who normally use the school bus or a privately contracted bus or taxi will remain at school until such time as the administration determines that it is safe for buses/taxis to leave the

school grounds. School bus drivers will stay in contact with the school's transportation office for instructions in the event of an emergency. If the hazardous or dangerous situation is off campus, the school bus drivers will be instructed to avoid going near any unsafe area or crisis location and contact parents to identify an alternative site where parents can meet the bus and pick up their children or return to school with the child. If phone contact is not possible, children will return to school on the bus and remain there until reunification with parents can be arranged appropriately.

Can I contact my child while at school during an emergency?

In an emergency situation, school personnel will likely be occupied carrying out the school's emergency actions and will not necessarily be able to answer phones if parents call to get information about children. During an emergency it is important to keep telephone lines open for school personnel to contact outside support and then to initiate communication with parents once it has confirmed information about each child. Using the communication means outlined above, the school will inform the community as quickly as possible of the circumstances. With approximately 650 students in our care, the school will need to first confirm the welfare of students and then initiate communications with parents. Our campus locations are not capable of accommodating large numbers of cars and parents arriving at once. If parents come to school to pick up students, they will need to follow the school's reunification protocol and may not have immediate access to students.

What happens if my child is off campus, on a school bus, on a field trip or participating at sports or after school or weekend activities during an emergency?

The impact of any emergency on children already on a school bus or on a field trip depends on the specifics of the situation. All school buses have cell phone contact with the school's transportation office. If appropriate, buses may be recalled to school or directed to a designated safe location where parents may pick up their children. The school will keep children in our care until we can be assured that proper communications and connections are available with parents or designee.



Weather

Air Quality Monitoring

SIS monitors air quality daily and follows recommendations based on the United States Department of Environmental Protection Agency for schools and a review of best practices at international schools in China and Hong Kong. Our air quality readings are taken from nearest reliable monitoring station.

Our procedure has three levels of intervention. If the Air Quality Index (AQI) is above 100, all campuses will monitor high risk students and offer an indoor PE/recess option to them if needed. If the AQI is above 150, the monitoring is expanded to all students, with options provided for indoor activity if needed. If the AQI exceeds 200, these same options continue and the administration will review the modification or possible cancelation of outdoor activities for the day. For additional information see *Appendix 11*.



Severe Weather Protocol

SIS will, as far as possible, aim to inform parents by 6:45 a.m. of school closures via e-mail, SMS text message, and posted on the school's web site at www.sis-shekou.org. In addition, the school may attempt to make contact with parents via the emergency telephone tree, hence the importance of keeping the SIS office informed of current email addresses, phone numbers, and an alternate emergency number.

SIS Typhoon and Heavy Persistent Rain Procedures

Tropical cyclones (typhoons) normally occur during the months of May to November and are particularly prevalent during September. When tropical storms affect Shekou, the established alert levels and preventative measures from the Shenzhen Municipal Government will apply. This means that the Yellow warning for typhoons or the Red warning for Heavy Rains will require SIS to close. See the *Appendix 10* for the typhoon and heavy rain warning signals issued by Shenzhen.

School Closures

SIS may be forced to close unexpectedly due to weather conditions, maintenance difficulties or other problems. All efforts will be made to reach parents before school closure time. Please see website for parent emergency information.

SIS will, as far as possible, aim to inform parents by 6:45 a.m. of school closures via e-mail, SMS text message, and posted on the school's web site at www.sis-shekou.org. In addition, the school may attempt to make contact with parents via the emergency telephone tree, hence the importance of keeping the SIS office informed of current email addresses, phone numbers, and an alternate emergency number.

In case of typhoons or heavy persistent rains, please refer to the storm warning procedures in the *Appendix 10*.



Health Services

The SIS school nurses whose offices are in Parkside and building 7 (World Languages) will assess and treat injuries or illnesses at Jingshan whenever possible. When the situation warrants, students are taken to a nearby hospital. Parents are notified immediately and are able to specify where they would like their child taken.



Teachers are not permitted to dispense medication to students in any situation nor may students bring medication to school without prior approval of the Principal. In the case of students needing to take any medication please see the school nurse, building secretary, to fill out the appropriate forms. Medication is not allowed to be left in children's bags under any circumstances.

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

SIS follows the recommendations of the government regarding closure of classrooms or the school.



Appendix 1

2021-22 Academic Year Calendar

Shekou International School

2021-2022

School Year Calendar

July 21						
Su	M	Tu	W	Th	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

August 21						
Su	M	Tu	W	Th	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				

September 21						
Su	M	Tu	W	Th	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		

October 21						
Su	M	Tu	W	Th	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						

November 21						
Su	M	Tu	W	Th	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				

December 21						
Su	M	Tu	W	Th	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	

January 22						
Su	M	Tu	W	Th	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					

February 22						
Su	M	Tu	W	Th	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					

March 22						
Su	M	Tu	W	Th	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		

April 22						
Su	M	Tu	W	Th	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

May 22						
Su	M	Tu	W	Th	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				

June 22						
Su	M	Tu	W	Th	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		

July 22						
Su	M	Tu	W	Th	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						

August 22						
Su	M	Tu	W	Th	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			

PD Day (No students)

First Day of School for 2021-2022

Holiday (National with border)

Return to School January 10

Last Day of School Year

First Day of School for 2022-2023

Appendix 2



Dismissal Permission Requirements for Grade 2 to 5 2021-2022

Primary students from Nursery to Grade 5 are collected by an adult from the school campus. In this way we know that our students are safely being handed over to someone they know.

Students from Nursery to Grade 1 are expected to be collected by an adult and are **not** allowed to leave the campus independently.

If you have a child in G2-5 and are unable to collect your child or to send an adult to pick up your child at the end of each school day then please complete the below permission form allowing for your child to leave the Jing Shan campus independently. The completed form should be returned to your child's teacher or the front office at the Parkside campus.

This permission slip is only for your child for whom you give your permission to leave the campus on their own at dismissal time. We will not be allowing your child to leave the campus if we do not have your written permission.

Students who take the bus will continue to be walked by our staff to the bus and handed off to the bus monitor.

PERMISSION FOR MY CHILD TO LEAVE SIS JING SHAN CAMPUS INDEPENDENTLY AT END OF EACH SCHOOL DAY

2021-2021

I _____ give permission and take responsibility for my child

Grade _____ Teacher _____

to leave the Jing Shan campus independently at the end of the school day.

Relationship to child: _____

Signature: _____

Date: _____

Appendix 3



Bus Expectations 校车守则

Expectations for All Students 学生乘车守则

Be on time for the bus
准时上车

Fasten seatbelt throughout the ride
乘车时系好安全带

Talk in a low tone of voice, so it does not disturb
the driver or other passengers
请勿大声讲话，以免影响司机驾驶或打扰其他乘客

No eating or drinking on the bus
请勿饮食

Use appropriate language on the bus
文明用语

Keep windows closed
不得开窗

Sit in assigned seats
坐在指定座位上

Follow any directions given by the bus driver or
monitor
听从校车司机和校车阿姨的安排与指示

Contact monitor in case of any trouble on the bus
任何困难请及时联系校车阿姨

Expectations for MS/HS Students Who Live in Jing Shan:**家住鲸山的初/高中学生乘车守则：**

Only students who have paid and registered to ride the bus may do so. If other students are riding the bus, please contact administration.
只有经过登记付费的学生才能乘坐校巴。如果其他学生要坐车，请通知管理部门。

Students can ride any bus, provided they show their bus pass.
出示乘车卡的学生可以乘坐前往中学的任一校巴。

The first bus leaves at 7:35am, and the last bus leaves at 7:45am.

第一班车于7:35am发车，最后一班于7:45am发车。

It is the student's responsibility to make sure they get on the bus before it leaves.

学生有责任确保自己在校巴出发前已上车。

If a student does not have their bus pass, they will be assigned a bus and must ride that bus so the bus ayi can identify them as a registered bus rider

如果学生未带乘车卡，则必须坐在校车阿姨指定的班车座位上，由校车阿姨来鉴别是否为已登记校巴的学生。



Expectations for Bus Monitors

校车阿姨工作守则

Be at the front while students are getting on the bus.
学生上车时在车前等候。

Once students are on the bus, they are not allowed to get off without the bus monitor's permission.

学生上车后，如未获得校车阿姨的允许，不得私自下车。

Help the younger students and any other students who need assistance find their seat, fasten seatbelt, etc.

帮助较小或其他有需要的学生找到座位坐好，系好安全带等。

Only registered riders are allowed on the bus, and they need to either show their bus pass or be on your list.

经过有效登记的学生才能乘坐校车。学生乘车时必须出示乘车卡或者在乘车名单上。

Make sure all students are wearing their seat belts before the bus leaves the bus stop.

校车出发前必须确保所有学生系好安全带。

When the route is finished, check the bus to make sure no students or student properties have been left behind.

送完所有学生后，务必检查校车以确保没有任何学生或者物品遗落在车上。

Only use cell phone in case of an emergency.

仅在紧急情况下使用手机

While bus is in motion, one monitor at the front of the bus, and one monitor at the back of the bus.

当校车在行进中，一名校车阿姨需在车头位置，另一名阿姨需在车尾位置。

Make sure all students talk in a low tone of voice.

确保学生不高声喧哗。

Tell students to correct their behaviour if they are not following the bus expectations

如学生不按照守则执行，及时纠正不规范行为。

Report the following to the school:

及时向学校报告以下行为

- Any students who do not follow the directions given by the bus monitor or driver

任何学生如果有不听校车司机或校车阿姨指挥的行为，及时报告。

- Any students who do not follow the bus rules

任何学生不遵守乘车守则的，及时报告。

- After school, any student who does not get on the bus who is supposed to.

放学时，如有学生未能上车，及时报告。

- Any parents who insist on riding the bus

如有家长坚持要乘坐校车的，及时报告。

- ongoing poor behaviour or dangerous incidences to the office Assistant or administration.

如有学生不当行为屡教不改或发生严重事故时，应向办公室助理或校领导报告。

What should I do if...以下情况如何处理。。。。

...it is time to leave school, but not all students on the bus list have arrived? 到时间从学校出发了，但是还有学生没到？

- You cannot leave school until all students on your list are accounted for, even if this means you will be delayed.
如果名单上的学生未到，即使会延迟也不能出发。
- Step outside your bus to see if you can see the student you are missing.
站在车外检查是否有学生遗忘在车旁边。
- If you do not see the student, call Laurie Chen or Sherry Zhong to have them assist you in finding the students. If they cannot be reached on their office phone, call their cell phone.
如果仍未看到学生，打电话给Laurie陈或Sherry钟，她们会帮忙寻找学生,如果办公室电话打不通，打手机号码。
- If you cannot reach Laurie or Sherry, call your school's administrator in charge of bussing.
如果联系不到Laurie或Sherry，致电负责校巴的学校领导。
- If you can not reach your school's administrator in charge of bussing, call the other administrators. You may not leave until all students on your list are accounted for.
如果联系不到负责校巴的学校领导，致电其他领导层。名单上的学生没有完全到齐的情况下坚决不能擅自离开。

...I am dropping the students off at their home bus stop, and no one is there to pick up a student who always is met by someone? 我送学生到下车点，但是平时来接学生的人没有出现？

- Call Laurie Chen, so she can contact the parents. If Laurie is not available, call Sherry Zhong. Wait to hear back from Laurie or Sherry for further instructions.
致电Laurie陈，她来联系家长。如果无法接通Laurie，联系Sherry。然后等候她们的下一步指示。Wait at the bus stop for five minutes. If you have not heard from Laurie or Sherry after five minutes, call Laurie or Sherry again.
在下车点等候5分钟。如果五分钟后没有得到Laurie和Sherry的回复，继续打给她们。

...we are delayed and are going to arrive at our bus stops more than 15 minutes after our scheduled times. 路上耽误了，要比预计到达时间晚15分钟以上。。。。

- Call Laurie Chen, so she can notify the parents. If Laurie is not available, call Sherry Zhong.
通知Laurie陈，她来通知家长。如果联系不到Laurie，通知Sherry。

Appendix 4

IN THE HALLWAY

Be Safe

Geckos....  Have a Safe Body

 Walk

 Face Forward

Be Respectful

Geckos....  Use a Whisper Voice

 Stop, Look and Listen When others are Speaking

 Respect Personal Space

Be Responsible

Geckos....  Follow Instructions the First time

 Keep Hallways Clear

 Respect the Environment

SIS

ON THE PLAYGROUND

Be Safe

Geckos....  Follow Instructions the First time

 Report Unsafe Behavior

 Have a Safe Body

Be Respectful

Geckos....  Take Turns

 Make Play Fun for Everyone

 Make Principled Choices

Be Responsible

Geckos....  Show Good Sportsmanship

 Agree on Rules Before they Play

 Take Care of Equipment and the Environment

SIS

WHEN EATING LUNCH

Be Safe

Geckos....  Walk

 Use Utensils Properly

 Follow Instructions the First time

Be Respectful

Geckos....  Keep the Area Clean

 Invite Others to Sit with Them

 Are Caring and Say Please and Thank You

Be Responsible

Geckos....  Are Open Minded and Try New Foods

 Are Balanced and Take Only What They Will Eat

 Use a Partner Voice

SIS

IN THE BATHROOM

Be Safe

Geckos....  Tell an Adult Where They Are Going

 Report Unsafe Behavior

 Wash Hands for 20 Seconds

Be Respectful

Geckos....  Give Privacy

 Use the Bathroom One at a Time

 Are Patient and Wait Their Turn

Be Responsible

Geckos....  Keep the Area Clean

 Are Purposeful

 Use a Partner Voice

SIS

WHEN RIDING THE BUS

Geckos....

Be Safe

Stay in Their Seat

Keep the Seatbelt On

Have a Safe Body

Be Respectful

Use a Partner Voice

Use Positive Language

Follow Instructions the First time

Be Responsible

Keep the Bus Clean

Are on Time

Are Careful Not to Distract the Driver

SIS

GOING HOME

Geckos....

Be Safe

Wait with the Teacher until Pickup

Stay with a Parent or Guardian When Leaving

Have a Safe Body

Be Respectful

Use Positive Language

Are Organized

Move Quickly

Be Responsible

Keep the Area Clean

Take Responsibility for Belongings

Respect the Environment

SIS

ARRIVING AT SCHOOL

Geckos....

Be Safe

Walk

Follow Instructions the First time

Have a Safe Body

Be Respectful

Move Quickly when Lining Up

Arrive prepared

Respect Learning Time

Be Responsible

Keep the area Clean

Take Responsibility for Belongings

Respect the Environment

SIS

Appendix 5 Communication Pathways



Office Supervisor/Bus Coordinator 校车负责人– **Laurie Chen**
2669-3669 ext. 分机7101

Mobile: 136-8256-5051



Office Manager 办公室经理 - **Sherry Zhong** 2669-3669 ext. 分机5100

Mobile: 136-8258-0029



Office Assistant – **Sonja Zheng** 2669-3669 ext. 分机7100



Office Assistant – **Anna Xu** 2669-3669 ext. 分机6100



Upper Primary Assistant Principal 小学副校长 –

Rebecca Wallace 2669-3669 ext. 7505

Mobile: 180-3808-0394



Early Primary Assistant Principal 幼儿园园长 –

Leda Cedo 2669-3669 ext. 3201

Mobile: 137-1504-7501



French Bilingual Programme Director

Aurelie Ricard 2669-3669 ext. 6722

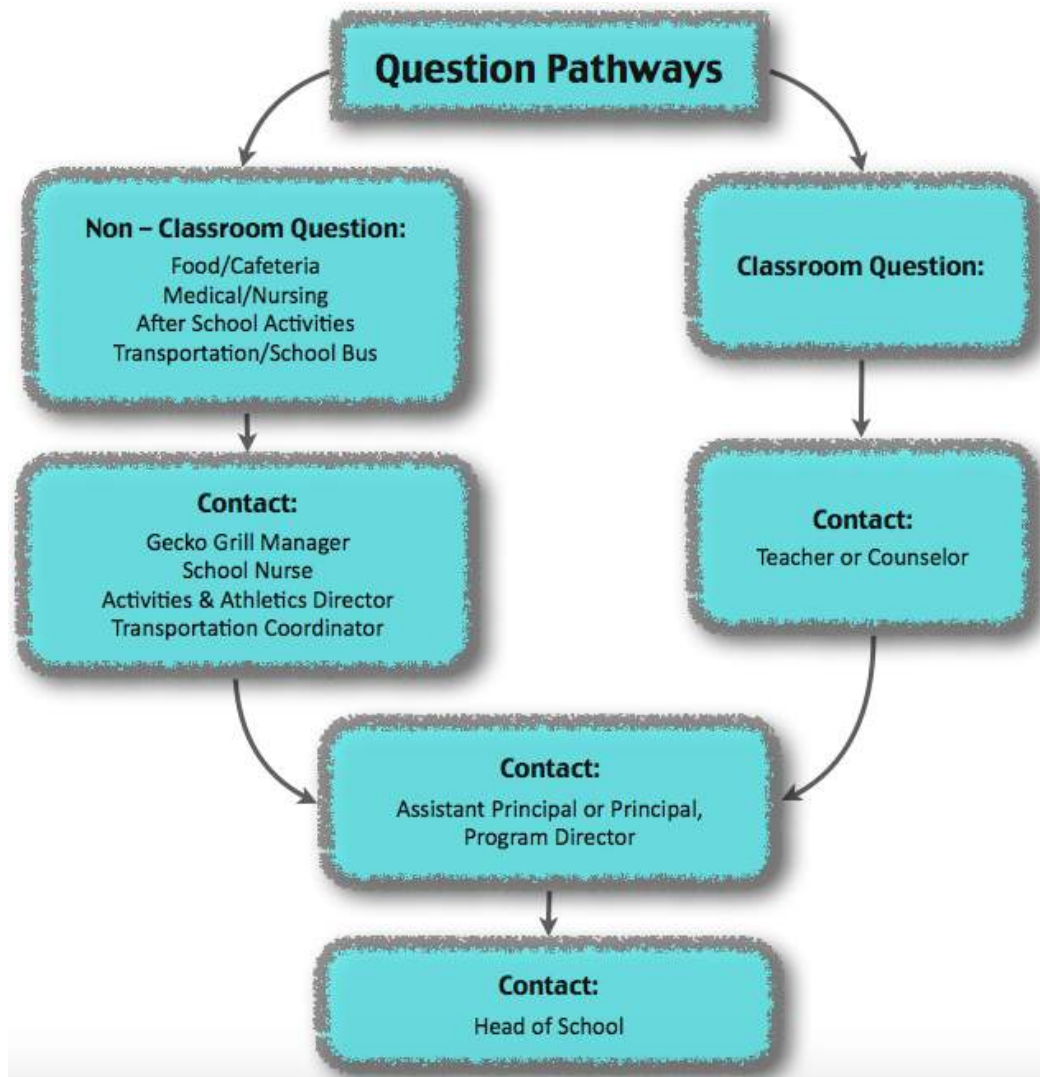
Mobile: 189-5832-1883



Primary Principal 小学校长-

Harish Kanabar 2669-3669 ext. 7502

Mobile: 180-2873-5500



Contact List

Admissions Director	Liz Jheeta	ljheeta@sis.org.cn	26693669 Ext.5104
Activities & Athletics Director	Thomas Mathews	tmathews@sis.org.cn	26693669 Ext.8111
Primary ASA Coridinator	Rhythm Zou	rzou@sis.org.cn	26693669 Ext.8111
Gecko Grill Manager	Tracy Wei	tracy@nomnomnom.cn	26693669 Ext.2101
Director of Financial & Business	Brent Wang	bwang@sis.org.cn	26693669 Ext.5108
School Nurse	Judy Huang	jhuang@sis.org.cn	26693669 Ext.6120
Transportation Coordinator	Laurie Chen	lchen@sis.org.cn	26693669 Ext.7101
Parkside Office Assistant	Sonja Zheng		26693669 Ext.7100
Mountainside Office Assistant	Anna Xu	axu@sis.org.cn	26693669 Ext.6100
Early Primary Counsellor	Sarah Elliot	selliot@sis.org.cn	26693669 Ext.4201
Upper Primary Counsellor	Brian Gumport	bgumport@sis.org.cn	26693669 Ext.7109
Early Primary Assistant Principal	Leda Cedo	lcedo@sis.org.cn	26693669 Ext.3201
Upper Primary Assistant Principal	Rebecca Wallace	rwallace@sis.org.cn	26693669 Ext.7505
French Bilingual Programme Director	Aurelie Ricard	aricard@sis.org.cn	26693669 Ext.6722
Primary Principal	Harish Kanabar	hkanabar@sis.org.cn	26693669 Ext.7502
Deputy Head of School	Paul Ducharme	pducharme@sis.org.cn	26693669 Ext.5111
Head of School	Greg Smith	gsmith@sis.org.cn	26693669 Ext.5100



+86-755-2669 3669



www.sis-shekou.org

Appendix 6

SIS Digital **Responsible-Use** Policy (RUP)

As a student attending SIS, I have the right to expect access to devices, digital content, learning objectives and resources to best support my learning. As such, I agree that as a member of the SIS learning community, I will be Safe, Respectful and Responsible using the following guidelines:



I agree to model the behaviours in the Responsible Use Policy (RUP). I understand that not following these expectations may limit or revoke my right to access devices, systems or networks.

Student Signature: _____

Date: _____

Device Agreement

The student agrees to follow all SIS regulations and policies governing the use to the device as well as all applicable laws including copyright and intellectual property law pertaining to software and information.

- The device name and IP address shall remain unchanged by the student user or anyone other than the IT team.
- Please keep the original surface of the device free from stickers or writing until it becomes the property of the student/family.
- The student agrees to handle the device carefully and protect it from potential sources of damage.
- The student/family assumes full financial responsibility of the device if it is lost, damaged or stolen. The decision to repair or replace damaged devices is at the discretion of SIS.
- The student must report theft or suspected theft of the device, loss of the device, damage to the device, or malfunctioning of the device to the divisional Principal immediately.
- All content should be appropriate for our youngest learners. Inappropriate content is not permitted on the device.

It is recommended that families create a family media plan to determine appropriate device use at home based on the most current guidelines. If families wish for support to set up parental controls on a device, they can reach out to the counsellor or divisional principal.

I have read and agree to abide by all SIS policies and regulations for the use of equipment including the Responsible-Use Policy (RUP). I accept responsibility for loss or damage to equipment while in my possession. I understand that, if the device or any accessory is lost, damaged to stolen, I am responsible for the replacement cost. I will report any damage to hardware or software immediately to the principal.

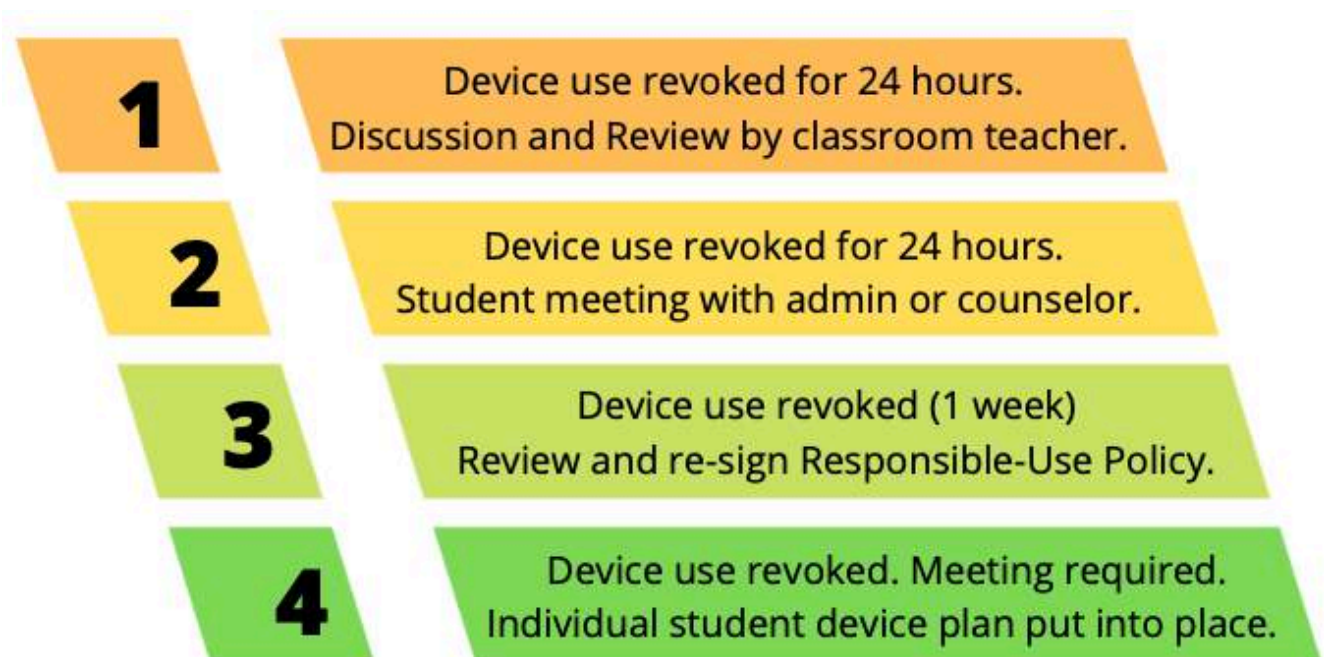
Guardian Name: _____

Guardian Signature: _____

Date: _____

Responsible Use

At SIS, we view mistakes as opportunities for learning. The following steps may be taken if a student has not followed the student device agreement they have signed. These steps are designed to help promote healthy behaviours, and to support student awareness and practice around responsible device use. Depending on the seriousness of the incident, students may begin on any level.



Appendix 7

SIS Behaviour Definitions

BEHAVIOUR ENDANGERING OTHERS: Putting others in danger or peril.

BULLYING: Negative, repeated and persistent actions, which tend to intimidate, oppress, injure, distress or discomfort another individual.

CHEATING: Wilfully obtaining, using and/or giving information in a fraudulent manner.

DISRUPTION: Any act that interferes with the educational process, setting, or any school sponsored activity.

FIGHTING: Aggressive physical contact between students.

FORGING: Falsely and/or fraudulently making or altering a document.

HARASSMENT: Intentionally aggravating another individual persistently.

INDECENCY/VERBAL ABUSE: Obscene words, materials, gestures, utterances, conduct, appearance or behaviour which exhibits or concerns vulgar, indecent or sexually suggestive acts, or concerns nudity or excretory functions. It includes communications objectionable or offensive to community standards which is primarily or principally designed, intended or has the effect of shocking, disturbing, embarrassing, insulting, or distracting others. It includes unwelcome or unwanted sexual advances or requests for sexual favours judged from the standpoint of the recipient (verbal sexual harassment).

PHYSICAL BATTERY: Beating or use of force upon any other individual.

POSSESSION OF CIGARETTES OR TOBACCO PRODUCTS: Having or using cigarettes, cigars, smokeless tobacco or other tobacco products. The SIS campus is a smoking prohibited area.

POSSESSION OF DRUGS OR ALCOHOL: Having or using narcotics or alcoholic beverages.

POSSESSION OF DANGEROUS WEAPONS/ARTICLES OR HAZARDOUS MATERIALS: Having or using substances or objects that are able and likely to inflict injury. Guns, Air Pistols (BB Guns), Knives, chemical sprays etc.

STEALING: Taking the property of another individual, group or organisation.

SUSPENSION: A temporary exclusion of a student from school from a class or classes for a period of time not to exceed ten school days. A suspended student has the right to make up missed work for credit. The student is still expected to do the work.

THREATS: Expression of intention to inflict injury and/or damage.

TRUANCY: Staying out of school without permission, or avoidance of the responsibility to serve a detention.

VANDALISM: Wilfully destroying school property, which shall also include any vehicles on school grounds. A student and her/his parents may be required to reimburse individuals or SIS for destruction or damage to property.

Appendix 8 Academic Honesty

Academic honesty requires that SIS community members produce work that is their own. In contrast, academic dishonesty is an attempt to claim and show possession of knowledge and skills that one does not possess. The well-being of the school community depends on each member accepting responsibility for their personal conduct in both social and academic endeavours. In the primary school context, faculty and staff will support learners with skills to discern right from wrong. A student's moral awareness as it applies to the academic environment is the foundation of success at SIS and throughout life.

Personal integrity and academic honesty are the corner stones in achieving attributes of the Learner Profile:

- **Communicators** e.g. analysing, synthesising, and evaluating information.

Write your own ideas. Use your own 'voice'.

- **Courageous** e.g. exhibiting confidence, initiative, and self-reliance.

Do your own analysis, hard work and research.

- **Caring** e.g. actively contributing to their immediate and expanding communities.

Work with others and contribute your own ideas to the group.

- **Thinkers** e.g. interpreting and evaluating significant concepts within various contexts.

Think about what you read, hear, learn and decide for yourself what it means.

- **Principled** e.g. developing awareness & sense of responsibility to the global community.

Even if you don't know the person, using their work as if it were your own is like theft or stealing.

In the Primary Context, our students do not sign a Shekou International School Academic Honesty Agreement Form.

ACADEMIC HONESTY @SIS



Our learning community demonstrates ACADEMIC HONESTY in the following ways:

COMMUNICATORS

Write your own ideas.
Use your own 'voice'.



COURAGEOUS

Do your own analysis,
hard work and research.



CARING

Work with others and
contribute your own ideas
to the group.



THINKERS

Think about what you read,
hear, learn and decide for
yourself what it means.




PRINCIPLED

Even if you don't know the person,
using their work as if it were your
own is like theft or stealing.



Appendix 9



NOM NOM **SIS** **SCHOOL LUNCH PROGRAM** **Shekou International School**

Dear Parent / Guardian,

For your child/children to participate in the school lunch program, please make payment prior to 5pm August 10th, 2021.

Campus	Annual, (180 days) (2021/8/9 - 2022/6/13)	Term 1 (84days) (2021/8/9 - 2021/12/17)	Term 2 (96days) (2022/1/10 - 2022/6/14)
Lunch Fee:	RMB 6,300	RMB 2,940	RMB 3,366
Meal Selection:	Buffet Covering Asian & Western Food • Korean Lunch Box • Vegetarian Lunch Box • Chinese Lunch Box		

Bank Transfer

China Merchant Bank:

Account Details


Account name: 农衣餐饮管理 (深圳) 有限公司

Account Number: 7559 3170 5310 901

Bank Branch: 招商银行蛇口分行

Please write down your child/children's Passport full name, Age, Home Room Class and type of lunch preference

WeChat / Alipay Transfer



商户名称: 农衣餐饮管理 (深圳) 有限公司

商户代码: 898440358111093

商品描述: 农衣餐饮管理 (深圳) 有限公司

Please write down your child/children's Passport full name, Age, Home Room Class and type of lunch preference

Terms & Conditions

Commencement

- NomNom will provide school lunch to students, three (3) days after the funds have been received

Cancellation Policy

- If your child / children wish to switch to a different lunch option, a notice must be sent three (3) days in advance to sis@nomnomnom.cn
- If you wish to cancel your lunch program, three (3) school days notice is required. Notice must be sent to sis@nomnomnom.cn
- Refund will be processed within thirty (30) days after the application
- The calculated refund fee will only be sent to the original payment sources. (Bank Account Transfer Only)

Absentee Policy

- To qualify for an absentee refund three (3) days notice is required and a student for over five (5) days before a refund is payable
- Any school day that is cancelled due to an unforeseen occurrence such as power outage, typhoon, pandemic, etc., does not qualify for a refund.



尊敬的家长/监护人：

为了让您的孩子及时参与到新学期的学校午餐计划，请于2021年8月10号下午5点之前交齐就餐费用。

校区	一学年 (180天) (2021/8/9 - 2022/6/13)	第一学期 (84天) (2021/8/9 - 2021/12/17)	第二学期 (96天) (2022/1/10 - 2022/6/14)
午餐费:	RRMB 6,300	RMB 2,940	RMB 3,366
膳食选择:	亚洲和西方特色的自助餐 • 韩式餐盒 • 素食餐盒 • 中式餐盒		

银行转账

账户信息

开户名称：农农餐饮管理（深圳）有限公司
银行账号：7559 3170 5310 901
开户银行：招商银行蛇口分行

请务必备注您孩子护照全名、年龄、班级以及选择的午餐类型

微信/支付宝转账



商户名称：农农餐饮管理（深圳）有限公司
商户代码：898440358111093
商品描述：农农餐饮管理（深圳）有限公司

请务必备注您孩子护照全名、年龄、班级以及选择的午餐类型

校餐条款及注意事项

开始就餐规定：

1. 收到餐费3天后，农农餐饮管理（深圳）有限公司会给付费学生提供午餐；

取消就餐规定：






2. 如果您的孩子想更换其他午餐，必须提前3天邮件形式通知: sis@nomnomnom.cn
3. 如需取消就餐，必须提前3个上课日以邮件形式通知: sis@nomnomnom.cn
4. 退款将会在退款申请单收到后的30天内处理；
5. 取消餐费的款项只会退回原付款方（银行账户）；

缺席规定：




6. 如因故缺席午餐而需退款的，需提前3天通知并缺席超过5天的学生才会予以退款；
7. 因无法预知因素而导致学校任何上课日取消的，如停电，台风、流行病等，将不予退款。

Appendix 10

台风预警信号 Typhoon Warning Signals

图标 Icon	含义 Meaning	防御措施 Prevention Measures
	48 小时内可能受热带气旋影响。 It may be affected by a tropical cyclone within 48 hours.	注意了解热带气旋的最新情况，警惕热带气旋对当地的影响。 Keep informed of update tropical cyclone. Be aware of the effect it may causes.
	24 小时内可能或者已经受热带气旋影响,平均风力6级以上。 It may be affected by a tropical cyclone within 24 hours. Strong winds are expected with a wind force greater than 6 scale (39-49 km/h), or gusts may exceed 7 scale (61 km/h).	1.做好防风准备，并及时通知户外、高空、港口及海上作业人员； 2.妥善安置易受大风影响的室外物品。 1. Be prepared for the strong wind, and informed all out-door operating personnel 2. Put easily affected outdoors stuff into safe place.
	24 小时内可能或者已经受热带气旋影响,平均风力8级以上 It may be affected by a tropical cyclone within 24 hours. Strong winds are expected with a wind force greater than 8 scale (62-74 km/h), or gusts may exceed 9 scale (88 km/h).	1.托儿所、幼儿园和中、小学停课，学校和托幼机构应指派专人负责保护到校的学生和入园的儿童； 2.进入防风状态，停止高空、水上等户外作业，船舶到避风场所避风； 3.危险地带人员撤离，停止露天集体活动，立即疏散人员； 4.各职能部门做好相关防御准备 1) Preschools, Primary, Middle and High schools are closed. Students who are attending need to be taken care of. 2) Stop any high altitude job or jobs on water, keep ships in the port. 3) Release people from dangerous area, stop any assembly 4) All functional departments are getting prepared for typhoon preventing.
	12 小时内可能或者已经受热带气旋影响,平均风力10级以上 It may be affected by a tropical cyclone within 12 hours. Strong winds are expected with a wind force greater than 10 scale (89-102 km/h), or gusts may exceed 11 scale (117 km/h).	1.进入紧急防风状态，市民应留在室内或到安全场所避风； 2.加固港口设施，防止船只走锚、搁浅和碰撞。 1) Emergency status of typhoon preventing. Stay in-doors or safe places to avoid typhoon. 2) Reinforce the harbor.
	6 小时内可能或者已经受热带气旋影响，平均风力12级以上 It may be affected by a typhoon within 12 hours. Strong winds are expected with a wind force greater than 12 scale (118-133 km/h).	1.建议全市停业（抢险救灾、医疗及保障居民基本生活必需的公共交通、供水、供电、燃气供应等特殊行业除外）； 2.有关部门准备启动抢险应急预案。 Suggest suspend all business. (Except for emergency rescue and disaster relief, mass transportation, hospitals, water, electricity and gas services) Related The departments connected are ready to start the emergency rescue plan.

暴雨预警信号 Rainstorm Warning Signals

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

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



Appendix 11

HEAT INDEX

Activity	No Warning	Yellow Warning	Orange Warning	Red Warning
Temperature Range	$\leq 35^{\circ}\text{C}$	35°C to 37°C	37°C to 40°C	$>40^{\circ}\text{C}$
Recess	No Restrictions	Full Recess with careful monitoring by staff on duty	Shortened Recess <u>10 min</u> with careful monitoring and limiting physical exertion	Indoor Recess
P.E.	No Restrictions	Full lesson with a reduction in physical activity	Shortened PE time move indoors if possible	Indoor PE
Scheduled Sporting Events	No Restrictions	Careful monitoring - may require reduced exertion	Postponed / Cancelled	Postponed / Cancelled
Athletics Practice and Training (2 to 4 h)	No Restrictions	Reduced practice time and careful monitoring	Postponed / Cancelled	Postponed / Cancelled

HEAT EXHAUSTION

Heat exhaustion is a heat-related illness that can occur after you've been exposed to high temperatures, and it often is accompanied by dehydration. Heat exhaustion is related to hot air temperature and the relative humidity. (High humidity levels reduce the body's ability to cool through sweating.)

There are two types of heat exhaustion:

- **Water depletion:** Signs include excessive thirst, weakness, headache, and loss of consciousness.
- **Salt depletion:** Signs include nausea and vomiting, muscle cramps, and dizziness.

Treatment for Heat Exhaustion

If you, or anyone else, has symptoms of heat exhaustion, it's essential to immediately get out of the heat and rest, preferably in an air-conditioned room. If you can't get inside, try to find the nearest cool and shady place. Immediately notify the nurse and...

- have patient drink plenty of fluid (cold bottled water or sports drink are best).
- loosen or remove any tight or unnecessary clothing.
- apply cooling measures such as fans or cold, wet towels.

If such measures fail to provide relief within 15 minutes, seek further emergency medical help, because untreated heat exhaustion can progress to heat stroke.

Persons who have suffered heat exhaustion will be more sensitive to high temperatures during the following week and therefore it will be necessary for them to avoid hot weather and heavy exercise until a doctor determines it safe for them to resume their normal activities.

Air Quality and Outdoor Activities

ACTIVITY	0 to 50 GOOD	51 to 100 MODERATE	101 to 150 UNHEALTHY FOR SENSITIVE GROUPS	151 to 200 UNHEALTHY	201 to 300 VERY UNHEALTHY
Recess (15 min)	No Restrictions	No Restrictions	Make indoor space available for children with asthma or other respiratory problems.	Any child who complains of difficulty breathing, or who has asthma or other respiratory problems, should be allowed to play indoors.	Restrict outdoor activities to light to moderate exercise.
P.E. (1 hr)	No Restrictions	No Restrictions	Make indoor space available for children with asthma or other respiratory problems.	Any child who complains of difficulty breathing, or who has asthma or other respiratory problems, should be allowed to play indoors.	Restrict outdoor activities to light to moderate exercise not to exceed one hour.
Scheduled Sporting Events	No Restrictions	Individuals who are unusually sensitive to ground-level ozone should limit intense activities.	Individuals with asthma or other respiratory or cardiovascular illness should increase rest periods and reduce activities to lower breathing rates.	Consideration should be given to rescheduling or relocating event.	Event should be rescheduled or relocated indoors.
Athletic Practice and Training (2 to 4 hrs)	No Restrictions	Individuals who are unusually sensitive to ground-level ozone should limit intense activities.	Individuals with asthma or other respiratory or cardiovascular illness should increase rest periods and reduce activities to lower breathing rates.	Activities over 2 hours should decrease intensity and duration. Add rest breaks or substitutions to lower breathing rates.	Sustained rigorous exercise for more than one hour must be rescheduled, moved indoors or discontinued.

Air quality is monitored continuously through on-site and official AQI metres. Protocols are enacted through direct messages to staff involved in outdoor activities. Internal air quality is also monitored continuously and maintained through filters fitted to all air conditioning units.