Secondary Student & Parent Handbook

NET VALLEY 2022-23

Table of Contents

WELCOME TO SIS....4
Head of School Welcome....4
Secondary School Principal Welcome....5
2. OUR MISSION AND VALUES....6
2.1 Our Mission....6
2.2 Our Philosophy....6
2.3.1 Our Beliefs....6
2.3.2 IB Mission Statement....6
3. HOW IS THIS HANDBOOK ORGANISED?....7
4. HOW WE LEARN AT SIS....8
5. WHAT TO DO IF YOU NEED HELP AT SCHOOL....8
6. SCHOOL HOURS & CALENDAR....10
6.2 Daily Schedule Middle School....10
6.3 Daily Schedule High School....10
7. WHO'S WHO IN THE SECONDARY....11
7.1 Secondary Leadership Team....11
7.2 Office Management....11
7.3 Counseling Team....11
7.4 Middle Level Leaders....11
7.5 Faculty....12
8. TEACHING AND LEARNING....13
8.2.2 The IB Learner Profile attributes....13
9. CURRICULUM....17
9.1.2 Grades 6 - 8 School Courses....17
9.2 Curriculum Standards at SIS....18
9.3 Assessment and Feedback....19
9.4 Academic Integrity....20
9.4.1 Overview of Academic Integrity in the Secondary School....20
9.5 Community expectations and responsibilities....23
9.6 Social and Emotional Learning....25
9.7 Homework....25
9.7.1 Overview of Homework in Secondary School....25
9.7.1 Middle School Homework Philosophy....25
9.7.2 High School Homework Philosophy....26
9.8 Language Learning and Home Languages....27
9.9 Mentor Program....28
9.10 Reporting and Conferencing....28
10. STUDENT LIFE....29
10.1 Assemblies....29
10.2 Athletics and After School Activities (ASAs)....29
10.3 Attendance, Punctuality and Absences....32
10.4 Behavior Expectations....34

10.5 Bullying Prevention....36
10.6 Buses and Transportation....36
10.7 Communication....37
10.8 Counseling....38
10.9 Drug Awareness Testing Policy....39
10.10 Facilities....39
10.11 Field Trips and Day Trips....39
10.12 Flex Time Expectations....40
10.13 Food and Drink....40
10.14 Health Services....41
10.15 Library....41
10.16 Lift use....42
10.17 Lockers....42
10.18 Lost and Found....43
10.19 Parking, Traffic and Use of Vehicles....43
10.20 Parent Support Association (PSA)....43
10.21 Safeguarding....43
10.21.1 Overview of Child Safety and Proctection in the Secondary School....43
10.22 Student Leadership - StuCo....44
10.23 Student Supplies....44
10.24 Technology Use Expectations....45
10.25 Uniform Expectations....46
10.26 Visitors....49
10.27 Withdrawals....49
11. SAFETY INFORMATION....49
11.1 Overview of Emergency Procedures in the Secondary School....49
11.7 Emergency Frequently Asked Questions....51
Appendix 1: 2022-23 Academic Year Calendar....54
Appendix 2: Bus Expectations....55
Appendix 3: Responsible Use Policy (RUP) and Device Agreement....56
Appendix 4: Academic Integrity Agreement....59
Appendix 5: Warning Signals....60
....60
Appendix 6: Heat Index, Cold Weather, and Air Quality....62

WELCOME TO SIS
Head of School Welcome

Dear Secondary students, parents, and family members,

I am excited to introduce this year's Parent Student Handbook.
We have a lot to look forward to this year and as we are now very much settled into our Net Valley campus, we will continue to focus our energy on our Secondary curriculum.

- We want our students to develop a passion for learning in a local and global environment.
- We want our students to have strong Approaches to Learning and the dispositions of the Learner Profile so that what they learn is transferrable and can be applied to multiple contexts.
- We want our students to show resilience and adaptability as the world continues to change around them.
- We want our students to understand the value of wellbeing and the importance of self-care.

There will be changes this year as we welcome a new administration and several new teachers. We are optimistic and hopeful that we will be able to return to more opportunities for the Arts and Sports.

This handbook will help you better understand the expectations we have at SIS and your role in ensuring that you have thought through and understand the decisions that you make.

Our faculty and administration are available to offer the support you need so that you have a successful 2022-23 year at SIS.

Best wishes,
Harish Kanabar

Head of School

Secondary School Principal Welcome

Welcome to the 2022-2023 school year and all the amazing opportunities that await our community. I am excited to lead the next chapter and join all of you as we fulfill our mission to "become principled, innovative contributors in a transforming world."

Over the last number of years, the world has certainly transformed as a result of the COVID-19 pandemic. SIS Secondary, despite the instability, has managed to navigate the challenges and continue to build a program that develops our students to achieve their goals.

With a number of our seniors achieving some of the highest DP results we have seen at SIS, we believe that our grade 6-10 prepares our students well for the DP; however, we can do more, and we will. Our program in grades 6-10 is a critical time of learning for our students. During these years, we see students make great strides in becoming independent learners that are capable of managing the demands of a rigorous program all the while being creative and exploring interests.

This year, we will continue to "settle in" to Net Valley, as we welcome record numbers of new students to secondary. I am excited to have so many new Geckos joining us. Increasing the number of students at Net Valley will allow us to expand our offerings and make even more robust and broad program. How exciting!

Since this is a student parent handbook, I would also like to welcome our new secondary Gecko parents. As a school we highly value parent contributions in creating a vibrant school culture. I encourage you get involved in the numerous activities we will have for parents throughout the year. Additionally, please reach out to the SIS Parent Support Association (PSA). The PSA plays a key role in making SIS such a welcoming and dynamic community. Please get involved!

I look forward to connecting with each of you in the years ahead and transforming our world through innovation, creativity, and service.

Warm regards,
Matthew Doige

Secondary Principal

2. OUR MISSION AND VALUES

2.1 Our Mission

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

2.2 Our Philosophy

The purpose of education is to prepare people to play a full and active role as global citizens throughout their lives. Shekou International School was founded to serve the educational needs of expatriates residing in Shenzhen.

2.3.1 Our 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.

2.3.2 IB Mission Statement

The International Baccalaureate organization 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 organizations to develop challenging programs of international education and rigorous assessment.
These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

3. HOW IS THIS HANDBOOK ORGANISED?

There are six broad sections to this handbook:

- How we learn at SIS
- What to do if you have a problem at school
- Calendars & Who's Who
- Learning and Teaching
- Student Life & Expectations
- General Information

Each section has sub sections that are arranged alphabetically.

4. HOW WE LEARN AT SIS

We are a learning community. When we work together to create the best possible environment, then the best possible learning occurs.

4.1 As a student we ask you to demonstrate the SIS Mission and Values to the best of your abilities by:

- Being prepared for class with all the materials
- Arriving punctually
- Waiting outside the classroom until you are invited to enter
- Engaging actively in learning activities
- Completing homework on time and with purpose
- Responding politely to any reasonable teacher request
- Working without causing distraction to classmates
- Reflecting and act on feedback provided by the teacher

4.2 As teachers we will explicitly promote and support the fulfillment of the SIS Mission and Values by:

- Being punctual at the start of class
- Explaining the purpose of the current lesson and how it relates to earlier learning
- Speaking and write clearly, providing additional ways of understanding for students still learning English
- Delivering ideas and concepts to challenge all members of the class
- Designing learning experiences that meet the learning needs of every student in the class
- Providing additional and several types of explanation to students who do not understand
- Giving appropriate homework
- Using a wide variety of different methods to assess progress and learning
- Giving feedback regularly and within a reasonable timeline to support your growth and understanding.

5. WHAT TO DO IF YOU NEED HELP AT SCHOOL

If you need help at school in a class or other situation, the best thing to do always is for you, the student, to speak directly to the person concerned. The best way to do this is to:

5.1 Ask to see the person at a time when they are free to talk with you. For example, it is probably not best to try to talk to a teacher when they are in the middle of trying to teach a class. Ask them if you can see them at break or lunch or find a time when you are both available. You could email them in advance to make an appointment time.

- Think about what you want to say first – maybe take some notes. If the issue is about your work or about grades, make sure you bring the work with you.
- Try to think about what they might say, and how you might respond.

- Maybe practice on your own or with a friend: make sure both your voice and body language support what you are trying to say.
- Stay positive, friendly, and respectful.

5.2 If you need help talking to a teacher, you can:

- Ask your mentor to come along with you or ask your mentor to set up a meeting with you, your mentor, and your teacher. If it's an academic issue, you can ask the Learning Leader to be involved.
- Ask the counselor for support and guidance.

5.3 If talking to the teacher doesn't work, you can:

- Ask for assistance from your mentor or counselor for support

5.4 When the issue is serious, or you are not feeling heard, you can:

- Request help from any member of the Secondary Leadership Team
- Ask your parents to support you with your concern and support you to put your case forward.

5.5 If you feel that you are still not being listened to, taken seriously or ignored please let your counsellor, Secondary Associate Principals, or Secondary Principal know.

6. SCHOOL HOURS & CALENDAR

6.1 Overview of the school day in the Secondary School

The school day begins at 8:30am. Students should arrive at Net Valley by 8.15am. Students in all grades finish at 3:30pm.

The secondary school operates on a 4 periods per day, 10-day timetable. Each class is 70 minutes long and 5 minutes is allocated for transitioning between lessons to ensure you arrive promptly and ready to learn for each lesson.

6.2 Daily Schedule Middle School

8.30 - 9.40	**Period 1**
9.45 - 10.05	**MS Break**
10.10 - 10.25	**MS Mentor**
10.30 - 11.40	**Period 2**
11.45 - 12.20	**MS Lunch**
12.25 - 1.00	**MS Flex**
1.05 - 2.15	**Period 3**
2.20-3.30	**Period 4**

6.3 Daily Schedule High School

8.30 - 9.40	**Period 1**
9.45 - 10.05	**HS Mentor**
10.10 - 10.25	**HS Break**
10.30 - 11.40	**Period 2**
11.45 - 12.20	**HS Flex**
12.25 - 1.00	**HS Lunch**
1.05 - 2.15	**Period 3**
2.20-3.30	**Period 4**

Students and parents can view individual student's weekly schedule on ManageBac.

As noted on the school calendar, when half-day early release days are scheduled, students are dismissed at 11:30 AM.

See Appendix 1: 2022-23 Academic Year Calendar.

7. WHO'S WHO IN THE SECONDARY

7.1 Secondary Leadership Team

Secondary Principal: Matthew Doige – mdoige@sis.org.cn
Secondary Assistant Principal & IBDP Coordinator: Todd Brink – tbrink@sis.org.cn
Middle School Pastoral Coordinator: Corinne Norris – cnorris@sis.org.cn
Director of Athletics & Activities: Thomas Mathews – tmathews@sis.org.cn

7.2 Office Management

Office Manager: Peggy Han – phan@sis.orgn.cn
Front Desk/Office Assistant: Leah Li – lli@sis.org.cn
Principal/Office Assistant: Anna Li – ali@sis.org.cn

7.3 Counseling Team

HS Counselor & University Guidance – Lena Khader - lkhader@sis.org.cn
MS/HS Counselor- Francesca Ferrari – fferrari@sis.org.cn
MS Counselor – Madison Zou – mzou@sis.org.cn

7.4 Middle Level Leaders

7.4.1 Learning Leaders

Science: Jason Arnot
World Languages: Julia Tang
Mathematics: Jackie Suh
Humanities: Peter Kimball (HS), Luke Warwick (MS)
English: Lisa Young
Physical and Health Education: Simon Pang
Arts: Alli Denson
Student Support: Corinne Norris
EAL: Celina Mathews

7.4.2 Grade Level Leaders

6th Grade: Tyler Wells
7th Grade: Riley Laird
8th Grade: Luke Warwick
9th Grade: Cecila Li
10th Grade: Vlada Milicevic
11th Grade: Elisa Korhonen
12th Grade: Ted Wallace

7.4.3 Student Council

Middle School StuCo: Maya Strzempka, Judine Van Aardt
High School Stuco: Thomas Mathews

7.5 Faculty

Language & Literature	Email
Lisa Young (English)	lyoung@sis.org.cn
Christine Calderon (English)	ccalderon@sis.org.cn
Erin Garnhum (English)	egarnhum@sis.org.cn
Zach Holz (English)	zholz@sis.org.cn
Denise Wang (Chinese)	dwang@sis.org.cn
Julia Tang (Chinese)	jtang@sis.org.cn
Jessica Duguet (French)	jduguet@sis.org.cn

World Languages	Email
Julia Tang (Chinese)	jtang@sis.org.cn
Denise Wang (Chinese)	dwang@sis.org.cn
Cecilia Li (Chinese)	cli@sis.org.cn
Yi Ting Cao (Chinese)	ytcao@sis.org.cn
Ivan Ozbolt (French)	iozbolt@sis.org.cn
Elisa Korhonen (English)	ekorhonen@sis.org.cn
Christos Potiamos	cpotamianos@sis.org.cn

Mathematics	Email
Jacqueline Suh	jsuh@sis.org.cn
Jessica Xu	jxu@sis.org.cn
Stuart Ramsey	sramsey@sis.org.cn
Judine van Aardt	jvanaardt@sis.org.cn
Kamel Dallal	kdallalassafo@sis.org.cn

Science & Design	Email
Jason Arnot	jarnot@sis.org.cn
Cynthia Rodenbough	crodenbough@sis.org.cn
Jia Yin Seow	jseow@sis.org.cn
Matthew Noyak	mnoyek@sis.org.cn
Natalie Brink	nbogdanoff@sis.org.cn
Richard Winstanley	rwinstanley@sis.org.cn
Riley Laird	rlaird@sis.org.cn
Tyler Wells	twells@sis.org.cn
Chris Bashford	cbashford@sis.org.cn

Physical and Health Education	Email
Vlada Milicevic	vmilicevic@sis.org.cn
Simon Pang	mfspang@sis.org.cn
Alasdair Downie	adownie@sis.org.cn

Humanities	Email
Peter Kimball	pkimball@sis.org.cn
Ted Wallace	twallace@sis.org.cn
Justin Clouden	jclouden@sis.org.cn
Christine Calderon	ccalderon@sis.org.cn
Maya Stzrempka	mstrzempka@sis.org.cn
Luke Warwick	lwarwick@sis.org.cn
Zach Holz	zholz@sis.org.cn

Arts	Email
Allison Denson	adenson@sis.org.cn
Chris Bashford	cbashford@sis.org.cn
Jeremy van Sluytman	jvansluytman@sis.org.cn
Jennifer Tsang	jtstang@sis.org.cn

Student Support	Email
Corinne Norris	cnorris@sis.org.cn
Jarred Vargus	jvargus@sis.org.cn
English Language Support	**Email**
Elisa Korhonen	ekorhonen@sis.org.cn
Celina Matthews	cmathews@sis.org.cn
Yvonne Sewell	ysewell@sis.org.cn
Christos Potiamos	cpotamianos@sis.org.cn
Librarian	**Email**
Alastair Fairman	afairman@sis.org.cn

8. TEACHING AND LEARNING

8.2.1 Overview of Teaching and Learning in the Secondary School

Our international Secondary program, spanning grades 6 to 12, builds on the strong foundations developed during SIS's IB Primary Years Program (PYP) and prepares our students for the IB Diploma Program (DP) and courses in grades 11-12 and lives beyond school.

As an IB World School, SIS is committed to providing an inquiry-based, international-style education that we believe is critical for your success as a young person. SIS's High School courses also provide academic credits towards a High School graduation diploma accredited by the Western Association of Schools and Colleges, allowing multiple pathways for you to apply to universities and programs around the world.

The Secondary program in grades 6-10 is an international curriculum designed to ensure relevant, engaging content that will prepare you for the IB Diploma or SIS Diploma in Grades 11-12. We focus on competency and character development through the IB's Learner Profile and Approaches to Learning.

8.2.2 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)

All our programs aim to develop internationally minded people who, recognizing 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 instill 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 Approaches to Learning and highlights the importance of nurturing dispositions such as curiosity and compassion as well as developing knowledge and skills.

8.2.3 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.
Communicator	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	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.
Open-minded	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.
Caring	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.
Courageous *(Risk takers)*	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.
Balanced	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.
Reflective	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.

8.2.4 IB learners strive to develop their Approaches to Learning (ATLs):

Thinking	Critical Thinking Skills • Analysing and Evaluating Issues and Ideas • Evaluate • Recognise Bias • Develop Arguments • Analyse • Use Models and Simulations • Interpret Data • Draw and Test Conclusions • Consider perspectives • Synthesize • Identify Obstacles Creative Thinking Skills • Generating Novel Ideas and Considering New Perspectives • Create original works • Use existing works in new ways • Practice flexible thinking and Problem solving • Connect ideas • Ask what if's and create hypothesis Transfer • Utilising skills and knowledge in multiple contexts • Use learning strategies • Use concepts across disciplines • Combine knowledge, understanding and skill • Learn new technologies • Apply skills and knowledge in new situations
Communication	Communication through Interaction • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use a variety of media & speaking & writing techniques • Use non-verbal techniques • Participate, collaborate and share online and social media • Use intercultural understanding to interpret others • Recognise the importance of audience Communication through Language • Reading, writing and using language to gather and communicate information • Take notes and paraphrase • Use subject specific language • Make inferences and draw conclusions • Structure and organise information
Social	• Working collaboratively with others • Be responsible and advocate for yourself • Share responsibility and roles with others • Listen to others • Show empathy, respect and support to others • Demonstrate Leadership • Build consensus and resolve conflict
Research	Information literacy skills

	• Finding, Interpreting, judging and creating information • Collect, record, and verify data • Access information • Make connections between sources • Develop long-term memory • Collect, use and analyse data • Access, process & recall information • Evaluate and select information sources and digital tools • Present information in a variety of formats and platforms • Analyse & interpret media • Understand & implement intellectual property rights • Create references and citations • Identify primary and secondary sources Media Literacy Skills • Interacting with media to use and create ideas and information • Locate, organise, analyse, evaluate, synthesize information • Be aware of media interpretation • Choose personal viewing wisely • Seek multiple perspectives • Communicate using a variety of media and format • Connect (multi) media resources
Self-Management	Organisation Skills • Managing time and task effectively • Plan • Set goals, identify strategies, & take action • Manage materials • Organise files and complex information • Manage time • Select & use technology effectively and productively Affective Skills • Managing state of mind • Be mindful • Demonstrate perseverance • Manage emotions • Be self-motivated • Show resilience • Think positively Reflective Skills • Considering the process of learning; choosing and using ATL skills • Develop new skills, techniques and strategies • Identify areas of growth and areas for improvement • Be a flexible learner • Try and evaluate new ATL skills • Consider implications of choices • Use multiple techniques for reflection

Students will be asked to reflect on how they have developed in at least one of these ATL skill areas and a goal they can set for themselves to develop at least one of these skills for the future each semester.

9. CURRICULUM

9.1.1 Secondary School Courses

As an IB World School, SIS is committed to providing a high-quality, challenging international education that we believe is critical for our students' success as young people. SIS's High School courses also provide academic credits towards a High School graduation diploma accredited by the Western Association of Schools and Colleges, allowing multiple pathways for our students to apply to universities and post-Secondary programs around the world.

Our Secondary program in grades 6 to 10 is based on the innovative Common Ground Collaborative Learning Ecosystem, that is designed around three central ideas or "three Cs" – Conceptual, Competency & Character learning. This framework is designed to ensure relevant, engaging content and the creation of a coherent educational experience for all our learners.

Further details on the Secondary School Courses can be found in 2022-2023 Secondary Course Description Guide.

9.1.2 Grades 6 - 8 School Courses

Students in Grade 6-8 study the following classes:

Course	Per cycle
Humanities	10 classes
Languages	5 classes
Mathematics	5 classes
Science	5 classes
Physical and Health Education	5 classes
Performing and Visual Arts	5 classes
Design	5 classes

9.1.3 Grades 9 -10 School Courses

Students in Grade 9-10 study the following classes:

Course	Per cycle
English	5 classes
Social Studies	5 classes
Languages	5 classes
Mathematics	5 classes
Science	5 classes
Physical and Health Education	5 classes
Elective 1	5 classes
Elective 2	5 classes

9.1.4 Grades 11-12 School Courses

Students in Grade 11-12 study the following:

Course	Per cycle
Group 1 Language and Literature	5-6 classes
Group 2 Language Acquisition	5-6 classes
Group 3 Mathematics	5-6 classes
Group 4 Sciences	5-6 classes
Group 5 Individuals and Societies	5-6 classes
Group 6 Arts	5-6 classes
IBDP Core: CAS, Extended Essay, Theory of Knowledge (for IBDP students)	

9.2 Curriculum Standards at SIS

9.2.1 Middle Years 6 – 10

To support our IB approaches to teaching and learning and preparedness for the IB Diploma Programme, 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 from Kindergarten through Grade 10.

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)
Physical and Health Education (PHE) – SHAPE standards
Visual and Performing Arts – National Core Arts for Music and Visual Arts

9.2.2 Grades 11 and 12

To further promote and create inclusive learning opportunities, while still maintaining a level of rigor aligned with our school mission, SIS offers multiple pathways for our Grade 11 and 12 students to work towards the SIS Diploma. Students in these grade levels can choose to pursue the full IB Diploma, take a combination of SIS Courses with selected IB Diploma courses to work towards IBDP Course Certificates, or to focus solely on SIS Courses and the SIS Diploma.

All pathways include courses that teach and assess using IB learning objectives that are designed by the International Baccalaureate Program and are outlined in the IBDP Course Guides. Assessment criteria and requirements are differentiated depending on the student's pathway selection.
Further details can be found in the High School Program of Studies.

9.3 Assessment and Feedback

At Shekou International School, the purpose of assessment is to support your growth as a learner. We believe standards-based and continuous assessment encourages students to apply their learning and fulfil their potential in a transforming world.

You will be provided with opportunities in each of your subjects throughout each semester to demonstrate what you know, understand and are able to do. Some of these opportunities will be ***formative***, which means they will give both you and your teacher valuable information about where you can improve your learning, while some will be ***summative***, which means that they provide your teachers with evidence on which your semester grades are determined. All student work is assessed against the specific standards or subject criteria for each subject. You will find these in your ManageBac courses.

All assigned work that will contribute towards a student's semester or yearly achievement will be published on ManageBac, so you will know in advance when summative assessments are to take place or are due. You are expected to be at school for in-class assessment tasks and to meet all submission deadlines. If you require an extension of the deadline you are expected to request this well in advance of the deadline.

During the school year, home-school connection will be strengthened by providing you and your parents feedback about your growth and development.

ManageBac is used to communicate specific information to students and parents regarding assessment. All grades for work that contributes to your grades will appear on ManageBac, along with feedback from teachers designed to support your growth and development. As a student, you are expected to use ManageBac to download files, submit work, check your grades and communicate electronically with your teachers. Your parents use ManageBac to monitor your progress in assessments and to communicate with the school regarding attendance and contact information.

All grades that contribute to the semester grade will be published against the course standards or criteria on ManageBac within 14 school days of the class submitting the required work.

Further details on the Secondary School Assessment can be found in the Assessment Principles and Practices document.

9.4 Academic Integrity

9.4.1 Overview of Academic Integrity in the Secondary School

SIS promotes a culture of academic integrity and honesty where students can explore ideas and create artefacts that reflect learning while ensuring that credit is given when using the ideas and materials of others. SIS takes academic integrity seriously and expects that students employ academically honest processes when studying, researching, writing, and creating.

9.4.2 What is academic integrity?

According to the IBO, "academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work." (2019, 3).

9.4.3 How do students demonstrate academic integrity?

Below are some ways that students can do this:

- Acknowledging the sources used including ideas, images, words, data, maps, charts, tables, scores, movies, computer source codes, song lyrics and any other works of others and yourself through correctly citing and referencing.
- Even if paraphrasing a source, students need to cite where they found that information, making it clear what is their own idea and what is someone else's. Unless an idea or piece is completely original, always uses citations.
- Include a Works Cited or Bibliography
- Talking with teachers when unsure.
- Meeting the librarian who can help with research processes and citation styles.
- Using **turnitin.com** to help verify the originality and integrity of work.

9.4.4 Citations

At SIS, we use the **Modern Language Association 8th edition** (MLA) citation system to support students' development of ATL research skills.

Why use citations?

- To receive credit for the research process
- To show research skills by listing sources used to find information
- To show principled scholarship by giving credit to others and acknowledgement of ideas that are not one's own
- To establish credibility and authority of own knowledge and ideas
- To avoid plagiarism by quoting phrases and ideas used by others
- To allow readers or examiners to verify the sources used by citing them accurately using citations and a bibliography or reference list

9.4.5 What is academic misconduct?

"The IB defines student academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment." (IBO 2019, p. 3)

Types of Misconduct in Written and Oral Coursework and Examinations (as described by the IB – IBO 2019, p. 32-36) include but are not limited to:

- **Plagiarism** - copying external sources.
- **Peer plagiarism** - copying work from another student.
- **Peer plagiarism** - student lending or facilitating their work.
- **Collusion** - working collaboratively on supposed to be individual work
- **Submitting work commissioned, edited by, or obtained from a third party**
- **Inclusion of inappropriate, offensive, or obscene material**
- **Duplication of work** - presentation of the same work for different assessment components or subjects.
- **Falsification of data** - Presentation of work based on false or fabricated data.
- **Possessing unauthorized material in the examination room**
- **Exchanging, passing, obtaining, or receiving verbal or written information from other students during the examination completion time— or attempting to.**

9.4.6 What happens in the case of academic misconduct?

Grade 6-8: Middle School students are still developing the Approaches to Learning research skills that underpin academic integrity. The misconduct will be determined as (1) caused by lack of academic integrity skills or (2) a deliberate act of academic dishonesty.

If (1): With guidance, the student will be given the opportunity to rectify the situation. Parents will be informed.

If (2): Students will be given an alternative assessment. Parents will be informed. In subsequent instances, the work will be awarded a NA (not assessed) and the case will be referred to the Assistant Principal for further action, which may include suspension or other disciplinary action.

Any student who is found to have engaged in academic misconduct will complete a mandatory workshop on academic integrity.

For multiple cases in a year: In the first instance, teachers will inform parents; in the second instance a parent meeting will be required. After three instances, suspension or other disciplinary action will occur.

Grades 9-10

Grade 9-10 students are still developing the Approaches to Learning research skills that underpin academic integrity. The misconduct will be determined as (1) caused by lack of academic integrity skills or (2) a deliberate act of academic dishonesty.

If (1): With guidance, the student will be given the opportunity to rectify the situation. Parents will be informed.

If (2): Students will be given an alternative assessment. Parents will be informed. In subsequent instances, the work will be awarded a NA (not assessed) and the case will be referred to the Assistant Principal for further action, which may include suspension or other disciplinary action.

Any student who is found to have engaged in academic misconduct will complete a mandatory workshop on academic integrity.

For multiple cases over the two years: In the first instance, teachers will inform parents; in the second instance a parent meeting will be required. After three instances, suspension or other disciplinary action will occur.

Grades 11-12

All DP students participate in an academic integrity workshop during DP orientation.

Parents and students sign an online acceptance of the academic integrity agreement upon entry to the DP.

In grades 11-12, if a student hands in work where deliberate plagiarism, collusion, misconduct or duplication is evident, the task will receive a level NA (not assessed) in the relevant standards as it cannot be graded as the student's original work. The Principal, DP coordinator, and parents will be informed.

If a student hands in work where plagiarism is apparent, due to a lack of academic honesty skills, the student will be given the opportunity to rectify the situation with an alternative assessment within a defined timeframe. Parents will be informed.

In subsequent instances of academic dishonesty, the work is once again awarded a level NA (not assessed) for the relevant curriculum standard. In addition, parents will be asked to attend a meeting with the subject teacher, IB coordinator and Principal or their designee. The purpose of the meeting is to determine whether there was a clear attempt to deceive on the part of the student. Based on the meeting's conclusions, a number of sanctions may be employed, ranging from having the student being put on academic probation to suspension.

Instances of deliberate academic misconduct are recorded on the student's permanent record and reported to universities upon request. Disclosure is required for any student applying to university via Common App.

9.4.7 Misconduct under examination conditions

Misconduct most commonly involves plagiarism or collusion. However, there are other ways in which a candidate may commit misconduct and in so doing be in breach of academic integrity guidelines. The following list refers only to misconduct in examinations:

- Taking unauthorized material into an examination room (such as a cell/mobile phone, written notes)
- Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- Exchanging information or in any way supporting the passing on of information to another candidate about the content of the examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- Impersonating another candidate
- Stealing examination papers
- Removing examination papers from the examination room
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination
- Using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper

Further details of Secondary School Academic Integrity can be found in the Academic Integrity Principles and Practices document.

9.5 Community expectations and responsibilities

9.5.1 Students are responsible for:

- completing all assessments, including but not limited to: assignments, tasks, examinations, and quizzes, in an honest manner and to the best of their abilities
- developing a full understanding of the school's and the IB's policies

- responding to acts of student academic misconduct and report them to their teachers and/or school leaders
- responding to acts of school maladministration and report them to their teachers and/or school leaders
- citing all sources used in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstaining from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstaining from giving undue assistance to peers in the completion of work
- showing responsible use of the internet and social media platforms.

9.5.2 Parents and guardians are responsible for:

- understanding IB policies, procedures, and subject guidelines in the completion of coursework or examination papers by their children
- supporting their children's understanding of IB policies, procedures, and subject guidelines
- understanding school internal policies and procedures that safeguard the authenticity of their children's work
- supporting their children in planning a manageable workload so they can allocate time effectively
- understanding what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- reporting any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- submitting only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstaining from giving or obtaining assistance in the completion of work to their children.

Source: IBO, "*Academic integrity",* 2019, pp, 17-18.

9.6 Social and Emotional Learning

Our Social and Emotional Learning (SEL) program reinforces the SIS mission by guiding students to develop a balanced and healthy life. Students will explore issues that are relevant to their personal, mental, emotional, physical and social health in order to reach their potential in life. The goal is for students to create a caring, respectful, and collaborative community through self-improvement and service to others.

9.7 Homework

9.7.1 Overview of Homework in Secondary School

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: pens, pencils, paper, computer/iPad. A desk or tabletop makes the best place to do homework—not the knees, lap, or floor.

9.7.1 Middle School Homework Philosophy

The Purpose of Homework is to:

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

Homework should be:

- 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,
- prepare students for subsequent instruction and begin in a teacher-assisted classroom setting and be clearly explained.

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 organizing homework and along with the MS Mentors, address and reinforce positive study habits,
- coordinate across grade levels concerning the amount of homework on a weekly basis, so that specific grades will not be over the maximum range of time,
- provide consistent assessment methods relating to homework, including specific checklists, rubrics and other forms of feedback,
- assign homework equal to approximately 10 minutes per night per grade (e.g. Grade 6 x 10 minutes = 60 minutes, Grade 7 x 10 = 70 minutes, Grade 8 x 10 = 80 minutes).

The Student's Responsibility for Homework is to:

- communicate with teachers about homework concerns,
- record homework on a daily basis in a well-organized assignment book,
- complete homework to the best of his or her ability in a timely fashion, aware of the consequences for late work,
- with the help of parents, limit their working time to 90 minutes per night.

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

- Provide a suitable study atmosphere that is quiet and well-lit,
- Regularly check ManageBac where you will find messages about school events, information about your child's classes and assessment information that will help you support your child's learning
- Maintain the connection between home and school through ManageBac, or emails, and meetings and conferences.
- Provide resources, assistance, and encouragement as needed.

9.7.2 High School Homework Philosophy

The Purpose of Homework is to:

- reinforce and apply skills and concepts taught in class or prepare students for upcoming lessons,
- foster independent study skills,
- serve as an information link between the school and the family,
- foster positive attitudes, and develop initiative, self-discipline, and responsibility towards learning.

Homework should be:

- Developmentally appropriate and structured to meet the unique needs of each individual student,
- Achievable by all students,

- Composed of meaningful assignments that make learning personal and challenge students to think.

The Teacher's Responsibility for Homework is to:

- Communicate the expectations and purpose of homework, and adapt it to the individual needs and abilities of the students,
- Communicate the expectations and rationale for homework to the parents as well as reminding them of their role in supporting their child,
- Establish a routine for organizing homework and reinforcing positive study habits
- Communicate across subject areas concerning the amount of homework assigned on a weekly basis,
- Provide consistent assessment methods relating to homework, including specific checklists, rubrics and other forms of feedback.

The Student's Responsibility for Homework is to:

- communicate with teachers about homework concerns,
- record homework on a daily basis in a well-organized assignment book or with the aid of an electronic planner,
- complete homework in a timely fashion, to the best of his or her ability, while realizing there could be consequences for late work,
- be strategic in the use of time,
- set personal time limits that foster a healthy balance between academic responsibilities and other activities.

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

- Provide a suitable study atmosphere that is quiet and well-lit,
- Regularly check ManageBac where you will find messages about school events, information about your child's classes and assessment information that will help you support your child's learning
- Maintain the connection between home and school through ManageBac, or emails, and meetings and conferences.
- Provide resources, assistance, and encouragement as needed.

9.8 Language Learning and Home Languages

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 everyone's home language (mother tongue language) adds to the cultural and linguistic diversity of our school. Its development is supported and encouraged throughout the school. In the secondary school, we offer English, French and Chinese as Language and Literature options as well as School Supported Self Taught (SSST) in the Diploma Programme.

Further details on Language Learning and Support in the Secondary School can be found in the Language Principles and Practices document.

9.9 Mentor Program

The Mentor Program is a daily opportunity to build a trusting, caring environment for students and to discuss issues that are relevant to your life at SIS and build connections with peers and teachers. Each mentor group has 8-12 student who meet daily for 20 minutes.

Your mentor is the person you can go to if you have questions or need support.
The Mentor Program aims to:

- To facilitate connection and communication between students, faculty, and parents.
- To designate one adult for each student who understands your life at SIS and support your wellbeing and welfare.
- To help you become increasingly more independent and capable of coping effectively with personal and community responsibilities.
- To empower you to make effective decisions and become increasingly independent.
- To help you develop and work towards personal values.

The mentor is also the key link between school and home. This relationship starts with the Meet the Mentor evening the day before school starts each year.

9.10 Reporting and Conferencing

Reporting and conferencing practices at SIS support the following:

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

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:

9.10.1 Written reports – These reports reflect the summative records of the student's progress. There will be two reports at the end of Semester 1 and 2 that will be issued during the school year which will be issued through ManageBac (https://shekouis.managebac.cn/parent). Once available, parents can download a digital copy of the reports at any time.

9.10.2 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 via ManageBac, the school newsletter, and emails. Although these special days are important, we encourage parents to contact us for a meeting whenever there is a need to communicate.

Conferences include the following:

1. Meet the mentor (day before school starts each year)
2. Back to school presentations at the start of the year to learn more about expectations within the grade and class.
3. Teacher/parent/student conferences two times a year (October and March) Student success and solutions conferences to address specific areas of focus and student support. This conference should be scheduled so that the teacher, parents, and student have sufficient time to address the issue completely.

10. STUDENT LIFE

10.1 Assemblies

1. SIS assemblies are arranged to celebrate student accomplishments and enrich student learning.
2. At the conclusion of each semester, we host assemblies to celebrate student success as shown through the Learner Profile attributes.

10.2 Athletics and After School Activities (ASAs)

10.2.1 Overview of Athletics and ASA Secondary School in the Secondary School

Shekou International School (SIS) believes that participation in a wide variety of co-curricular activities is vital in a student's educational experience. Our co-curricular program aims to provide all students with opportunities to develop existing skills, cultivate new areas of interest, and grow physically, socially, emotionally, spiritually, and cognitively. In support of the SIS mission and philosophy, the purpose of the co-curricular program is to provide students access to a sustainable and balanced program

of learning experiences in a caring environment to inspire the development of principled, active, global citizens.

The co-curricular program at SIS is an essential part of a holistic education and an integral part of our educational program. Student voice, choice and ownership are important elements of our co-curricular program, and as such there are three strands that students can follow when participating in activities at SIS.

Firstly, you can be involved with our interscholastic activities program. Here you have an opportunity to be a member of a leadership, academic or fine arts groups, which compete locally and/or internationally. For these activities there are specific expectations for practice time, travel and skill development.

Students can also be part of our SIS school-based activities such as yearbook, student council, various service-learning projects, drama, musicals, film festivals and more. For these activities there are specific expectations for practice time, travel and skill development. These activities are normally project based with a final or continuing performance, product or goal to be achieved.

Additionally, you can be involved in our After School Activity (ASA) program through which you can select from a variety of activities in the following four areas: Service & Leadership, Creativity, Recreational Sports & Activities and Academics. Through these ASAs students will meet and connect with new people and undertake pursuits that they find interesting. These activities are supervised by staff members, and most are held on the SIS campus; however, several ASAs occur off-campus. Most ASAs run from 3:35pm to 4:30pm each afternoon, however, there may be opportunities for teachers to lead their

activity during a second later ASA session, independent study times, lunch breaks or weekends.

10.2.2 Middle School Interscholastic Athletics

SIS is a member of three middle school sports conferences in our local region: Shenzhen International Schools Athletics Conference (SISAC), Pearl River Conference (PRC), and Southern Delta Regional Conference (SDRC). Within these three conferences, SIS participates in four core sporting seasons: soccer, touch rugby, volleyball and basketball. Where possible, each season lasts approximately eight weeks with teams given opportunity to compete in multiple games and tournaments.

SISAC core sports seasons consist of weekly league games and an end of season play-off for the top 4 teams from the league season for member schools within Shenzhen. PRC includes international schools from the greater Guangdong area. SIS is currently a member of 2 divisions of PRC for middle school.

The PRC core sports seasons are comprised of a mid-season exchange and end of season tournament both held on Saturdays. SDRC is made up of member schools from Guangzhou, Hong Kong and Shenzhen. SDRC is the highest level of competition for our middle school core sports teams providing teams the opportunity to compete in a 3-day season ending tournament.

Badminton, cross country, tennis, golf and swimming are offered as performance sports, and these are more informal seasons. Students will have opportunities to attend tournaments or meets at locations within SISAC, PRC or other conferences around China.

10.2.3 High School Interscholastic Athletics

SIS is a member of three high school sports conferences in our local region: Shenzhen International Schools Athletics Conference (SISAC), Pearl River Conference (PRC), and Association of China and Mongolia International Schools (ACAMIS). Within these three conferences, SIS participates in three core sporting seasons: volleyball, basketball and soccer. Where possible, each season lasts approximately 9 weeks with teams given opportunity to compete in multiple games and tournaments.

SISAC core sports seasons consist of weekly league games and an end of season play-off for the top 4 teams from the league season for member schools within Shenzhen. PRC includes international schools from the greater Guangdong area. The PRC core sports seasons are comprised of a mid-season exchange and end of season tournament both held on Saturdays. ACAMIS is made up of member schools from China, Mongolia, Hong Kong, Taiwan, and Macau. ACAMIS is the highest level of competition for our high school core sports teams providing the opportunity to compete in a 3-day season ending tournament.

Badminton, cross country, tennis, golf and swimming are offered as performance sports, and these are more informal seasons. Students have opportunities to attend tournaments or meets at locations within SISAC, PRC, ACAMIS or other conferences around China.

Further details on SIS Athletics and Activities can be found in the SIS Student & Parent Athletics & Activities Handbook 2022-2023.

10.3 Attendance, Punctuality and Absences

Students are expected to be in school and in each class as scheduled.
Parents should notify the office of absences or tardiness by ManageBac, telephone or e-mail before 8:15 AM
Phone: 755 -2669-3669 ext. 8406
email: lli002@sis.org.cn

10.3.1 Late Arrival to School

All students arriving late to school must check in with the Secondary reception, obtain a Late Pass and go to class. Students will not be admitted late to class without first securing a pass. Arriving to class more than 15 minutes late will count as an absence for that class for attendance purposes.

10.3.2 Illness at School

A student who becomes ill at school must report to the nurse or Miss Peggy Han, or the Receptionist if the nurse or Miss Peggy are unavailable. Any student who vomits or is found have a fever must leave school and remain at home for at least one fever-free day. Parents will be contacted to arrange for the student to be collected, and the parent should sign the student out. Students checking out of school due to illness will not be allowed to return for school sponsored practices, performances, competitions, or other events, except in highly unusual circumstances approved by the Principal.

10.3.3 Leaving School during the Day

SIS operates a closed campus for students, other than approved Senior privileges for Grade 12 students. Students may only leave campus in the case of an emergency or for medical reasons. To release a student during the day, parents should either phone or send a note in to the Secondary Office (lli002@sis.org.cn) who will notify teachers and administrators as appropriate. The student should sign out at the front desk and be picked up by a parent or guardian.

10.3.4 School-related Absences

Involvement in school activities does not release students from their academic responsibilities (homework, papers, tests, etc.) in their classes. When class time will be missed, the activity sponsor will notify the teachers of all those students involved in the activity. It is the student's responsibility to notify their teachers ahead of time and to make up any missed work.

10.3.5 Late to Class (Tardy)

Students are expected to be in class on time. The breaks between classes give sufficient transition time to get from one class to another. If a student needs to see a teacher or staff member, arrangements should be made to meet at break, lunch, before or after school. In that case, the teacher will send the student to class with a note. Arriving to class more than 15 minutes late will count as an absence for that class for attendance purposes. If tardiness becomes a problem in a class, the child's mentor and Secondary Admin will be notified, and the student will be assigned to a supervised support (lunch or after school). Parents will be notified of any after school consequences. Continuation of a pattern of tardiness to a class may result in follow-up conversations and consequences.

10.3.6 Truancy (Unexcused Absence)

Students are expected to be in their assigned classes each period. If a student is absent during part or all of a school day without his/her parents' permission and the school's permission, the student will be considered truant. Minimum disciplinary action includes parental contact and makeup of missed class time after school. Repeated truancy may result in further consequences such as suspension or loss of credit for the class.

10.3.7 Secondary Attendance Policy

A student missing more than seven class periods of a course during a semester is at risk of losing credit in that course (HS) or not being promoted to the next grade (MS and HS). Excessive absences will result in a meeting with the student to discuss one or more of the following options:

- specify conditions relative to make-up work
- restrict the student from participation in extra-curricular activities that would lead to further absence
- place the student on attendance probation (the attendance required for the remainder of the course would be specified in order to retain credit)
- remove the student from the course with loss of credit

10.3.8 Attendance Expectation for Participation in Athletics and ASAs

SIS students are strongly encouraged to value the quality of co-curricular participation over quantity. Students' participation in any sport or activity should be active and meaningful. In other words, students should aim to contribute to their groups, team or activity, rather than simply being there. As SIS students' progress through to High School, we encourage students to engage in leadership opportunities in their favorite activities.

While SIS offers a wide variety of co-curricular opportunities for our students, there is an expectation of responsibility, organization and commitment from the students. Once a student has committed to a co-curricular activity, the expectation is that they attend every practice, rehearsal or training as well as all games, tournaments or performances as outlined by the coach or sponsor. A student may be removed from an activity due to unexplained absence. Both the student and the parent must agree to a Code of Conduct for a student to be part of an SIS team.

A student should not be absent the day after a major event unless ill. A student should be in school the day of a practice, rehearsal, etc. or a major event in order to participate in the event. Parents should clear any exceptions with the Athletics and Activities Director and Principal prior to the event.

If a conflict of sports/activities has been determined, a student should talk to the relevant faculty member who is coaching or sponsoring the sport/activity prior to registration. During this discussion the student can ask about the frequency, duration, and general requirements of the commitment. This will allow the student to make an informed decision about their ability to participate prior to registering for the sport/activity. Please remember that a commitment to a co-curricular is regarded as binding for the duration of that particular sport or activity.

Students can find themselves in situations that involve schedule conflicts (for example, a rearranged match, an additional friendly match). It is important that the conflict is resolved by students communicating directly with the coach or activity sponsor as soon as possible. Students should ask permission to be excused from one of the events. The event or activity that has been scheduled on the calendar will take precedence. If the coach or activity sponsor should decide the student cannot be excused, they should accept the decision.

All students are eligible to participate in interscholastic activities sponsored by Shekou International School. However, a student's participation in activities may be denied if the student fails to meet SIS's academic and/or behavioral expectations. The Eligibility Committee, consisting of the Secondary School Principal, Associate Principal/s, the Athletics & Activities Director, and school counselor, will decide whether a student is eligible to participate.

10.4 Behavior Expectations

10.4.1 Overview of Behavior Expectations in the Secondary School

Behavior expectations in the Secondary School are aimed at helping all students learn in a safe and supportive community of care. When dealing with inappropriate behavior, you can expect to be asked to discuss your actions and consider who has been affected by your choices. Appropriate consequences will be put in place that reflect the severity of the harm caused.

Some examples might include temporary removal from a class or activity, completing work under supervision outside normal class hours, suspension from classes, school or after-school activities, or even expulsion from the school in extreme cases. Of particular note, violation of the school's policy on alcohol, illicit drugs or weapons will result in serious consequences which may include expulsion.

Both you and your parents/guardians agree to abide by the school's expectations and regulations. Non-compliance will be discussed with the student initially, and if that advice

is not effective, a parent may be invited to school to discuss your behavior and the consequences.

SIS seeks to provide an environment where everyone feels safe, valued, and secure. You are expected to contribute to this by following these expectations:

Caring Community Member

You show care for others by respecting for our individual perspectives, culture and property. You also demonstrate respect for the school community by choosing to dress in the school uniform

Engaged Learner

You participate actively in all learning activities, and you make genuine efforts when completing assessments and other tasks. You attend all classes and meetings, arrive on time with all the necessary materials and completed work.

Principled Learner

You present your own work and appropriately cite work or ideas belonging to others. You collaborate effectively and responsibly with others when appropriate.

A School Free of Tobacco, Alcohol, Drugs and Weapons

You do not use, possess, or allow yourself to be under the influence of tobacco, alcohol or drugs at school or during any school activity. You do not bring weapons to school or to school activities.

Listed below are behaviors that are unacceptable in SIS's learning community. The intent of this progressive behavior policy is to provide the students with an opportunity to learn from mistakes and to support positive and principled behavior.

10.4.2 Unacceptable Behaviors and Interventions

Unacceptable Behaviors: Verbal Abuse, Indecency, Forging, Physical Battery to Others, Behavior Endangering Others, Threats, Harassment, Fighting, Truancy, Vandalism, Bullying, Cheating, Stealing, Possession of Weapons/Dangerous Articles or Hazardous Materials, Possession of Vape Pens or other Cigarettes or Tobacco Products, Possession of Drugs or Alcohol, Unsafe or Disruptive Behavior or other action that seriously violates the respect, rights, or safety, of others or constitutes a significant disruption to the learning environment.

Level 1:
Depending on the severity of the offense and at the discretion of the Principal, the consequence may include a restorative conversation and/or parent meeting.
The incident will be recorded as a ManageBac behavior note, which will be shared with your mentor and parents.

Parent/Student/Administration/Teacher Conference may be held at which time a solutions-oriented Action Plan may be developed

Level 2:
Depending on the severity of the offense and at the discretion of the Principal, the consequence may include a restorative conversation, parent meeting and may include a 1 to 3 day in-school detention or out-of-school suspension.
The incident will be recorded as a ManageBac behavior note, which will be shared with your mentor and parents.
Parent/Student/Administration/Teacher Conference is held at which time a solutions-oriented Action Plan will be developed, reviewed, or revised.

Level 3:
Depending on the severity of the offense and at the discretion of the Principal, the consequence may include a restorative conversation, parent meeting and a 3 to 5 day in-school detention or out-of-school suspension. The incident will be recorded as a ManageBac behavior note, which will be shared with your mentor and parents. A meeting will be arranged with school leaders and the parents to discuss action plans to mediate the behavior. Professional intervention is mandatory. This may take the form of counseling by the school counselor or contract psychologist or other mutually agreed upon educational specialist(s) at the parents' expense. Note: The Head of School will be notified of any out-of-school suspension.

10.5 Bullying Prevention

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

10.6 Buses and Transportation

Transportation service is available to all students from PreK-1 - Grade 12 who live outside the Mountainside, The Bay, Net Valley area. For costs involved with these services please contact the main office at The Bay. Due to limited seating and for insurance purposes, only students may ride the bus with the exception of chaperones on class field trips. Students 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 supervising adults or bus drivers.

For students who violate the rules above, ridership privileges may be suspended temporarily. There is no refund of fees under such circumstances.

10.7 Communication

All Secondary Student communication can be found on ManageBac. It is very important that you check your ManageBac messages as this is the way that we share information and notices of upcoming events in the secondary school.

The school publishes a newsletter every week that is designed to provide the community with details of important events and activities. This is shared via ManageBac to students and is also emailed directly to parents and shared via WeChat.

Every student in the school also has a school email address for the purposes of sending and receiving school communications. As a student you are expected to regularly check your email (at least daily). How you communicate via email should be aligned with the values of the school. Students should not send group emails to others within the school and should limit their email use to school and learning-related matters. Students must seek permission sending out any surveys or group information.

ManageBac is used by teachers to upload class information and resources and for the submission of work online. Each class has a ManageBac and you are expected to regularly check and use this for your schoolwork.

ManageBac is also used to communicate specific information to students and parents regarding assessment and other school-related matters. All grades for work that contributes to your grades will appear on ManageBac, along with feedback from teachers designed to support your growth and development. Your parents can use ManageBac to monitor your progress in assessments and to communicate with the school regarding attendance and contact information.

Your parents are encouraged to communicate with your teachers and other staff via email to ensure regular and timely information is exchanged. Teachers will access emails and reply within 48 hours. Urgent information or requests should be telephoned to the school office on +86-755 2669 3669 to ensure messages are passed on immediately.

Communication Guidelines

In order to ensure effective communication, the school requests that parents follow these steps:

Contact the Teacher
If you have a concern about your child's academic progress in a particular class.
Contact the Mentor
If you have a concern about your child's schedule, overall achievement level, medical or at-home complications, friends, homework, social or wellbeing issues.

Contact the Principal
If your concern deals with school policies and procedures, program offerings, or teaching and learning
Contact the Business Office
For financial matters or transportation contact the business office on +86-755-2669 3669 on the The Bay campus.

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 secondary principal.

10.8 Counseling

10.8.1 Social and Emotional Wellbeing

School life and growing up can be stressful due to all kinds of factors such as friendships, family and study pressures. Students achieve better when you can focus on learning rather than worrying about other things going on in your life.

Our counselors are available to all students who find themselves dealing with life challenges and who may benefit from a confidential conversation to explore options and solutions.
Examples of the types of things that a counselor can support you with include:

- Transition – are you missing home, are you worried about leaving school?
- Personal issues – maybe you are experiencing something in your out of school family, friends, social, personal life?
- Friendship/social problems – sometimes you need a helping hand or other ideas about how to solve friendship problems.
- Bullying – exploring ways to address this in school with support from a trusted adult.
- Behavior and getting into trouble - Explore strategies to make life better at school.
- Managing school, motivation, organization, keeping up with work.
- Resolving a dispute/conflict with a teacher, family member or friend.
- Stress management, anxiety, depression, self-harm, eating and sleeping problems, overwhelmed etc.

10.8.2 Career and University Advice and Support

Career and university counseling is available to support students make choices about university courses, future employment, and subject choices. Counselors will support students with:

- Subject Choices for Grades 9/10 and 11/12
- Career advice and information
- University choice and support with university applications.

You can make a time to see one of counselors by emailing them to ask for a time or drop

in when you have a spare moment. The counselors will also have regular scheduled time with grades 11 and 12 students to provide structured support around career and college/university planning.

10.9 Drug Awareness Testing Policy

The SIS Drug Awareness and Testing Policy was designed to help students be aware of the effects of available street drugs and to also give them additional support in making intelligent choices about their use.

Awareness: SIS has developed a proactive drug and alcohol awareness program through its Life Skills and developmental counseling program.

Testing: SIS students in grades 8-12 are subject to a hair test screening for possible drug use. The test is administered randomly and ad hoc. The process is completely confidential. It screens for cannabis, opiates, hallucinogens, cocaine, and amphetamines and can detail a drug use history for up to 90 days prior to the test.

Students testing positive for any one of these substances will be required to immediately enroll in a viable personal or family drug counseling program at their family's expense should they wish to remain enrolled at SIS. The SIS counseling program will assist with and monitor this process.

Students who test positive will be re-screened also at the family's expense. Should the student test positive for use a second time, then automatic expulsion is the consequence.

10.10 Facilities

10.10.1 Campus Layout

SIS moved into the current Net Valley campus at Wan Lian Building B, No.12 Yanshan Road, Shekou 蛇口沿山路 12 号万联大厦 B 座蛇口外籍人员子女学校 in June 2021. The campus is a modern educational facility with purpose-designed science labs, visual arts studios, performing arts theatre and black box, music and practice rooms, film studio, a Library, three design workshops and wireless internet access throughout the campus. The facilities also include a fitness studio and outside space.

10.10.2 After school and weekend use of secondary classrooms and other areas

Secondary school classrooms and other spaces may be available for use outside of normal hours – you may ask for permission to use rooms from the relevant teacher or Associate Principals. This must be organized in advance and students must be always supervised by an adult.

10.11 Field Trips and Day Trips

Class excursions are integral to the school's educational program, and all students are expected to participate. A blanket permission slip for all off campus trips is signed by

parents each school year. So that parents are fully informed, specific information about each field trip is sent home in advance.

10.12 Flex Time Expectations

10.12.1 What's Flex Time for?

The purpose of Flex Time is to provide an opportunity for daily independent study, activities (Fridays) and assemblies. This 35-minute session is intended to give you an opportunity to work independently on assessments and homework, to practice (e.g., Maths, Music, etc.), prepare for future classes and learning, or to read your class novel or materials of your choice (novels / magazines / comics).

10.12.2 What am I expected to do during Flex Time?

- Use Flex Time to complete your homework or assessments. Managing your time effectively during the day means you have more time in the evening to spend time with your family and do things that you care about outside of school.
- Help create a study-friendly environment in Flex Time by working independently and quietly.
- Stay in your scheduled room for Flex Time so that we know where everyone is. If you have an approved meeting or activity (such as maths support or StuCo), you need to check in with your Flex Time supervisor first. Being organised will help avoid any issues if you have a planned meeting that is not in your scheduled room.
- Bring a book or reading material to use Flex Time as a time to read and relax. A student who reads for 20 mins a day sees 1.8 million words each year. Compare this with the student who reads for just 1 minute per day, they only see 8000 words each year. A small amount of reading each day makes an incredible difference to your knowledge of language and the world. (Nagy and Herman, 1987)
- Respect your own time, and your supervisor, by showing self-management skills and following the "no-gaming" expectations. As this is a time for self-directed learning, gaming is prohibited during Flex Time. If you are found gaming during Flex Time, you will need to put your device away and read, and a ManageBac alert for "Device Misuse" will be sent to your parents and mentor.

Remember that "integrity is doing the right thing, even when no one is watching" (C.S Lewis, author).

10.13 Food and Drink

10.13.1 Lunch:

Lunch at SIS is provided by one onsite vendor, Nom Nom, who provides quality Western & Asian meals. A detailed list of this service and costs will be provided at enrollment and posted on the website. Students can also bring lunch from home. Refrigerators are provided for food storage during the day and microwaves are available for heating food.

Students and parents may not order food and have it delivered to the school by restaurants or outside food service providers.

10.13.2 Snacks:

Students are encouraged to bring a healthy snack to eat during the breaks. Nutritionists concur that children need healthy sustenance at this time of day to maintain their energy level and attention span. Neither carbonated drinks nor gum are allowed at school except for specially designated events.

10.13.3 Allergies:

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.

10.14 Health Services

The SIS school nurse will assess and treat injuries or illnesses whenever required. When the situation warrants, parents will be notified if your child is too sick to remain at school or they need to be taken to a doctor or the hospital.

Teachers are not permitted to dispense medication to students in any situation nor may students bring medication to school without prior approval of the Secondary Principal. In the case of students needing to take any medication, please see the school nurse or building secretary to fill out the appropriate forms. No medication is 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 symptoms, 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 or SOS. All students having had a fever must be clear of the illness/fever for 48 hours before reentering 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.).

10.15 Library

10.15.1 Overview of Library services in Secondary School

Along with classroom opportunities, students are encouraged to use the library at any time. The library/media center has print and digital collections available, including fiction, non-fiction, magazines, online e-books, and digital databases. Parents and students who attend SIS may check books out of the library.

Parents and students who attend SIS may check books out of the library. Parents can visit the library to create a library account at any time. Students may borrow as many books as needed as long as their account is in good standing. Books may be checked out for two weeks and renewed for two weeks at a time. The prompt return of all books/materials is appreciated.

10.15.2 Library Hours:

The library is considered a school and community resource and is open to students, staff and parents during regular school hours (8:15 am - 4:30 pm). Our libraries are intended to be a place to read, research, work on class assignments and study.

10.15.3 Loan Periods:

The library offers a selection of print and digital books, periodicals, and database materials. The library Libguide can be accessed for links to online library resources sis-cn.libguides.com

10.15.4 Overdue/Lost and Damaged Materials:

Library patrons are expected to return library materials in a timely manner. Librarians will advise students of any outstanding items. Weekly emails are automatically sent to students to notify them of their overdue items. Official records will be withheld until all overdue books are returned and all fees for damaged or lost books are paid.

A fee equal to the replacement, customs and processing cost will be charged for books, materials or equipment that are lost or damaged beyond repair. We would rather have the book in good condition than the money, so if/when the book is found the money will be refunded.

10.15.5 Privileges:

The rules for behavior and use of materials and equipment are governed by the Code of Conduct. The librarians reserve the right to recommend to the Principal that student privileges be restricted, suspended, or revoked.

10.16 Lift use

You may only use the lifts in the school with prior permission from a teacher or staff member. You must carry a Lift Pass with you and one friend only is permitted to travel with you to help you out if you are injured, for example.

10.17 Lockers

Every secondary student will have a locker. Mentors will distribute lockers on the first day of school. The locker assigned to you is always the property of the School. You are to use your locker exclusively to store school-related materials and everyday personal items such as clothing and snacks. You are responsible for the contents of your lockers and should not share your locker with any other student or your locker combination with

other students unless you are instructed to do so by a member of the school administration.

10.18 Lost and Found

A Lost and Found box is kept on each floor for misplaced personal items. If a student has lost an article, he/she should check there first. Do not allow your child to bring expensive articles to school and to prevent articles from being misplaced, please clearly write your child's name on all belongings. Lost and Found items will be displayed regularly at the Net Valley campus.

10.19 Parking, Traffic and Use of Vehicles

Students under 16 years of age are prohibited from riding ebikes to school, as per Chinese law. Students are required to wear helmets when riding to or from school.

10.20 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 at psa@sis.org.cn:

Secondary President: Claire Kew
Treasurer: Boram Bang
Secondary Secretary: Lina Lee
Secondary Middle School Coordinator: Rashmi Seksaria
Secondary High School Coordinator: Rose Liu

10.21 Safeguarding

10.21.1 Overview of Child Safety and Proctection in the Secondary School

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).

10.21.2 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.

10.22 Student Leadership - StuCo

The purpose of the Student Council or StuCo 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 organization. The executive committee is elected by all students. Each classroom will elect its own Representatives who attend the Student Council meetings.

10.23 Student Supplies

SIS supplies students with textbooks and supplementary materials. All program materials are on a review cycle to ensure they best meet the goals of our program. Students are given a supply list of items that are specific to a subject e.g. water bottle for PE, flute for music.

Textbooks are provided to students on a loan basis. Students are expected to take care of these books and return them at the end of the year. Textbooks are supplied at the beginning of the school year in good condition. If a textbook is damaged, defaced, or lost, students must pay the replacement charge or replace the book. For other losses, the actual price may vary for replacement.

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.

10.24 Technology Use Expectations

Students in Grades 6-8 are provided with a school iPad and students in Grades 9-12 with a Macbook Air. It is a privilege to have access to such devices and consequently there are responsibilities that all students and families need to adhere to in order to look at after the device and personal online safety.

Appropriate and expected technology usage and accountability measures are guided by the SIS Digital Responsible-Use Policy (RUP) and Device agreement

See **Appendix 3: RUP and Student Device Agreement**

10.25 Uniform Expectations

10.25.1 Overview of Uniforms in the Secondary School

Students in Grades 6-10 are required to attend school in normal school uniform and to bring with them the required PE uniform whenever they are scheduled to have PE. Students in Grades 11 & 12 may wear business casual as they transition into a more adult learning environment.

10.25.2 What are the SIS uniform expectations?

Students will be expected to wear a clean SIS uniform every day, 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.

10.25.3 Secondary School Uniform Options (Grades 6-10)

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 - New Item
- Male and female button-down white shirt - New Item

Bottoms

- Girls skort in black or gray
- Unisex shorts in black or gray
- Plaid skirt in school colors - New Item
- Black pants or black jeans - students in secondary may purchase their own pants. Pants should not be cargo style.
- Leggings - students may purchase their own black leggings. Leggings should not have holes or cut-outs.

PE Kit

- Girls black skort
- Unisex black shorts
- Black/red PE shirt (All students receive 1 red PE shirt at no charge)
- Black and red zipper hoodie
- Pullover style hoodie in black or grey
- Black track pants
- Hats
- Red/black reversible bucket hat
- Black baseball cap

10.25.4 Footwear

There is no uniform issue footwear. As is the current expectation, students should wear appropriate and comfortable footwear. Crocs, flip flops or sport sandals are not permitted due to health and safety precautions. On days when students have PE, appropriate sports shoes and socks should be worn. We encourage students to wear black, white or red socks. When wearing business casual attire, clean and presentable open or closed-toe dress shoes, heels or sports shoes may be worn. All shoes must allow the student to participate fully in school. Stilettos are not acceptable at any time.

10.25.5 What is business casual for Grade 11 and 12 students?

Grade 11 and 12 students will have the option of wearing either the uniform or business casual attire. If students in grades 11 and 12 choose not to wear business casual attire, they may wear the SIS uniform collection only.

Business Casual Attire Guidelines:

A style of clothing that is less formal than traditional business wear but is still intended to give a professional and businesslike impression. All clothing should be clean, well pressed, and not show wear.

For girls:

Casual pants or skirts. Skirts must be cut just above the knee or longer. Dress shirt or blouse. Sleeveless tops with wide straps (approximately 5 cm) are allowed. Tops should be modestly cut. Sweaters, pullovers, cardigans and blazers. Clean and presentable open or closed-toe dress shoes, heels or sports shoes may be worn. All shoes must allow the student to participate fully in school. Stilettos are not acceptable at any time.

For boys:

Dress pants, chinos or khaki (cotton) pants in any color. Collared shirt - short or long sleeves. Polo-style collared shirt. Sweaters and blazers (sports coat). Clean and presentable shoes.

The following items may not be worn when wearing business casual attire. If a student chooses to wear casual attire, it must be from the SIS uniform collection.

- Shorts
- Jeans (any color)
- Leggings
- String-strapped tops (spaghetti straps)
- T-shirts
- Hoodies / sweatshirts
- Revealing clothing
- Ripped, torn, or worn clothing
- Hats (religious and ceremonial head coverings are permitted)

10.25.6 Sun Protection

For health and safety reasons, a hat or cap and sunscreen/block are encouraged when outdoors. Both can be left at school to use when necessary. Caps, hats or sunglasses are inappropriate to be worn in an inside situation.

10.25.7 Casual Dress Days

Students should reflect pride in themselves and their school by their manner of dress and appearance. Student attire should be clean and functional. Students should be dressed in a manner that is both appropriate and reflects well on the school and the international community at SIS. For all students, modest tropical attire is accepted.

Students should not wear short shorts, tops with spaghetti straps, crop tops that reveal the midriff, shorts or skirts that are mid-thigh or shorter, clothing that bears inappropriate messages including drugs, alcohol and/or violence.

10.26 Visitors

All visitors are to sign in at the school office and wear appropriate identification during their time at the school.

10.27 Withdrawals

Withdrawing before the end of the school year should be avoided if at all possible. When a student withdraws, parents must inform the school in writing of the child's last day of attendance. This note should arrive at least two weeks prior to the departure date, ensuring that school documents and report cards can be provided to families upon their departure. Student records can be mailed if a forwarding address is provided. Tuition refund information is available from the business office.

11. SAFETY INFORMATION

11.1 Overview of Emergency Procedures in the Secondary School

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. SIS maintains a membership with SOS International, giving the school extensive support and information in emergency situations.

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.

11.2 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.

11.3 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.

11.4 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 (COVID, 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)

11.5 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
- Notices on the school's web site
- If the above methods are not available, the school will use a student/parent telephone tree.

11.6 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, 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, neighbors, etc. without documented contact between the parent and the school.

11.7 Emergency Frequently Asked Questions

11.7.1 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.

11.7.2 How do I get information about an emergency?

Whenever possible, emergency messages will be sent to parents via e-mail, SMS text message, SIS WeChat Emergency Group, 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.

11.7.3 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, SIS WeChat Emergency Group, 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.

11.7.4 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.

11.7.5 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.

11.7.6 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 neighbors. 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.

11.7.7 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, neighbors, 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.

11.7.8 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.

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

In an emergency, 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 800 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.

11.7.10 What happens if my child is off campus, on a school bus, on a field trip or participating at sports or after school or week-end 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.

Appendix 1: 2022-23 Academic Year Calendar

Shekou International School

2022/2023 Academic Calendar

	Orientation
	PD Days
	Public & School Holidays
	First School Day

2022 August

Su	Mo	Tu	We	Th	Fr	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			

2022 September

Su	Mo	Tu	We	Th	Fr	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	

2022 October

Su	Mo	Tu	We	Th	Fr	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					

2022 November

Su	Mo	Tu	We	Th	Fr	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			

2022 December

Su	Mo	Tu	We	Th	Fr	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

2023 January

Su	Mo	Tu	We	Th	Fr	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				

2023 February

Su	Mo	Tu	We	Th	Fr	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				

2023 March

Su	Mo	Tu	We	Th	Fr	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	

2023 April

Su	Mo	Tu	We	Th	Fr	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						

2023 May

Su	Mo	Tu	We	Th	Fr	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			

2023 June

Su	Mo	Tu	We	Th	Fr	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	

2023 July

Su	Mo	Tu	We	Th	Fr	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					

2023 August

Su	Mo	Tu	We	Th	Fr	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		

Appendix 2: Bus Expectations

Expectations for All Students 学生乘车守则	
Be on time for the bus 准时上车	Keep windows closed 不得开窗
Fasten seatbelt throughout the ride 乘车时系好安全带	Sit in assigned seats 坐在指定座位上
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	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
No eating or drinking on the bus 请勿饮食	Contact monitor in case of any trouble on the bus 任何困难请及时联系校车阿姨
Use appropriate language on the bus 文明用语	

Appendix 3: Responsible Use Policy (RUP) and Device Agreement

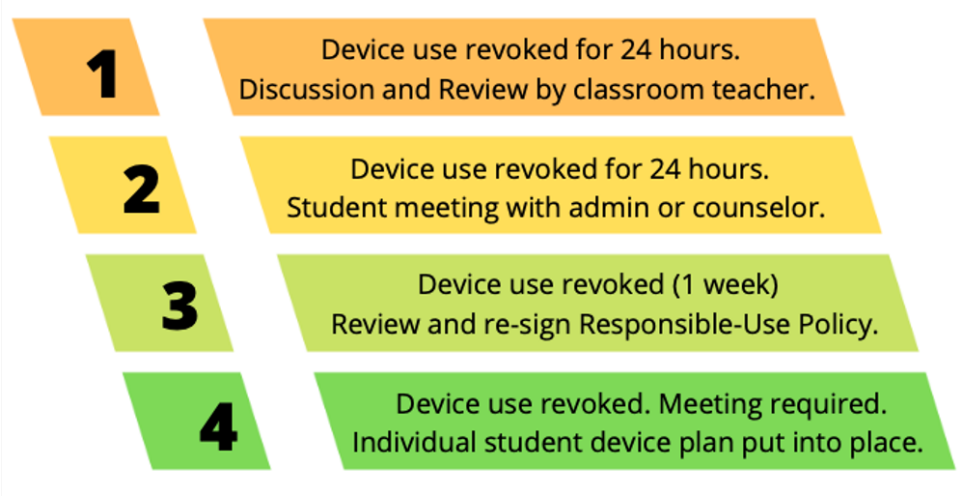
SIS Digital Responsible-Use Policy (RUP)

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 behaviors 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: _____

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 behaviors, and to support student awareness and practice around responsible device use. Depending on the seriousness of the incident, students may begin at any level.



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.
- Upon request, the student agrees to deliver the device to SIS staff for technical inspection, or to verify inventory or to use for other school purposes.

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 counselor 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: _____

Appendix 4: Academic Integrity Agreement

All SIS students and parents will be required to read SIS's Academic Integrity Policy.

Students will then be asked to sign an agreement stating that they have read and understood the policy, and the consequences of academic misconduct.

Student Declaration
I hereby declare that I have read and understood Shekou International School's Integrity Policy.

I also agree to undertake appropriate academic procedures when completing my work and I understand the consequences in the event of malpractice.

Name: _____
Signed:_____
Date: _____

Parent Declaration
We/I hereby declare that we/I have read and understood Shekou International School's Integrity Policy and will support my child fulfill this agreement.

Name: _____ Signed:_____

Date: _____

Appendix 5: Warning Signals

Typhoon and Heavy Rain Procedures

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 tropical cyclone in the area. Be aware of the effect it may cause.***
	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 strong wind, and inform all out-door operating personnel*** 2. ***Move easily affected outdoors equipment to a 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, Elementary, 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 areas, stop any assembly*** 4. ***All functional departments should prepare for a typhoon.***
	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 harbour.***
	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方案。 1. ***All businesses should be suspended. (Except for emergency rescue and disaster relief, mass transportation, hospitals, water, electricity and gas services)*** 2. ***All departments should be connected and ready to start the emergency rescue plan.***

When tropical storms affect Shekou, the following arrangements 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.

* 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.

暴雨预警信号 Rainstorm Warning Signals

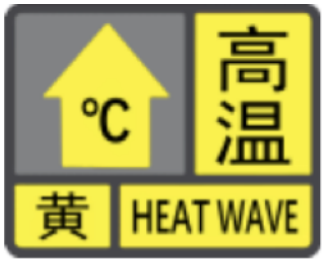
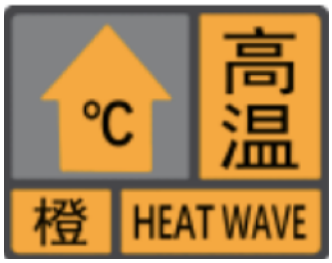
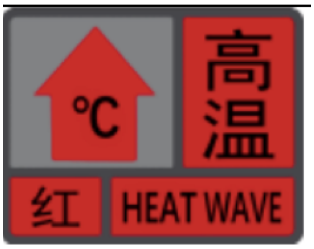
图标 Icon	含义 Meaning	防御措施 Prevention Measures
	6 小时内可能或者已经受暴雨影响。 Heavy rain may develop within 6 hours, or the heavy rain is likely to continue.	1. 及时通知易受暴雨影响的户外工作人员； 2. 有关部门密切注意暴雨可能造成的城市内涝、山体滑坡等灾害。 1. Inform outdoors working staff about raining situation. 2. All functional departments carefully pay attention 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 millimetres 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 for low-lying and water logged areas 2. Suggested to 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 millimetres 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, Elementary, 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.

The following links are to Hong Kong's weather site for monitoring a typhoon and Shenzhen's site for checking the warning signal.

- http://www.hko.gov.hk/contente.htm
- http://www.prdweather.net/pda_index.htm

Appendix 6: Heat Index, Cold Weather, and Air Quality

Heat Index

Activity			
Temperature Range	**35°C to 37°C**	**37°C to 40°C**	**>40°C**
Recess	Full recess careful monitoring	Shortened recess 10 min with careful monitoring and limiting physical exertion	Indoor recess
P.E.	Full lesson with a reduction in physical activity	Shortened PE time move indoors if possible	Indoor PE
Scheduled Sporting Events	Careful monitoring may require reduced exertion	Postponed/ Cancelled	Postponed/ Cancelled
Athletics practice and training (2 to 4 hrs)	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

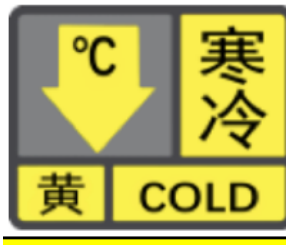
If you, or anyone else, has symptoms of heat exhaustion, it's essential to immediately get out of the heat and rest, preferably in an air-conditioned room. If you can't get inside, try to find the nearest cool and shady place. Immediately notify the nurse and:

- 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 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.

Cold Weather Index

Activity			
Temperature Range	**35°C to 37°C**	**37°C to 40°C**	**>40°C**
Recess	Full recess careful monitoring	Shortened recess 10 min with careful monitoring and limiting physical exertion	Indoor recess
P.E.	Full lesson with a reduction in physical activity	Shortened PE time move indoors if possible	Indoor PE
Scheduled Sporting Events	Careful monitoring may require reduced exertion	Postponed/ Cancelled	Postponed/ Cancelled
Athletics practice and training (2 to 4 hrs)	Reduced practice time and careful monitoring	Postponed/ Cancelled	Postponed/ Cancelled

Air quality and outdoor activities

PM2.5 Reading	36-75	76-115	116-150	Above 150
ACTIVITY	51 to 100 MODERATE	101 to 150 UNHEALTHY FOR SENSITIVE GROUPS	151 to 200 UNHEALTHY	201 to 300 VERY UNHEALTHY
Recess	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.	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	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 & Training (2 to 4 hrs)	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 meters. 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.

Shekou International School