



SHEKOU INTERNATIONAL SCHOOL

Parent Handbook Primary School 2024-2025



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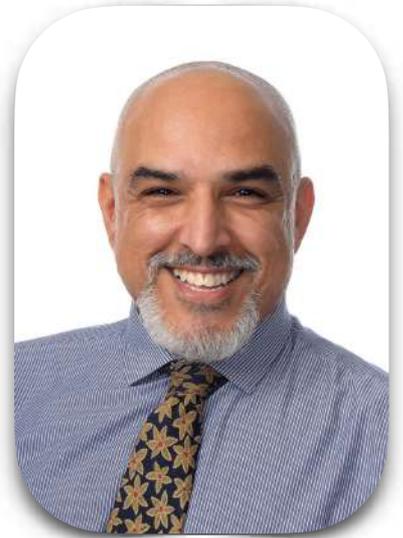
Welcome

Dear Primary Families,

Welcome to the 2024 school year! We are excited to have you and your child join our school community.

Our priority is to offer a nurturing and stimulating environment where every child can develop a love for lifelong learning. Our dedicated educators work hard to tailor their teaching to meet each student's unique needs and strengths.

SIS is proud to offer a wide range of extracurricular activities, including sports, arts, science, and technology. These activities provide ample opportunities for your child to discover new interests, make friends, and develop essential life skills, enriching their educational experience.



Our school culture emphasises inclusivity, respect, and collaboration. We strive to create a supportive atmosphere where every student feels valued and heard. We encourage students to appreciate their own and others' unique qualities, fostering a sense of community and global citizenship through various school events and initiatives.

Strong partnerships between parents and the school are crucial for student success. Your active involvement in your child's education, whether participating in parent-teacher meetings, school activities, or volunteering with our Parent Support Association (PSA), is highly valued and is key in providing the best support for your child's development.

We are looking forward to an exciting year of growth and learning. Thank you for trusting us with your child's education. Let's make this academic year a memorable and successful one together!

Best Wishes,

Harish Kanabar, Head of School

hkanabar@sis.org.cn

Hello, Geckos!

Dear SIS Families,

Welcome to the school year 2024-25! We are excited to forge partnerships with you as we share the joyous responsibility of supporting your children's education. Our primary goal is to provide a nurturing and stimulating learning environment where your children can grow and thrive. We value the partnership between school and home and look forward to working closely with you to support your child's academic, social, and emotional development.

We encourage you to thoroughly read through our parent handbook, which outlines our school procedures, and expectations. This guide will provide helpful information on how we can best work together as partners.

Please don't hesitate to reach out if you have any questions or concerns. We are here to help in any way we can. You can find the contact information of your classroom teachers in [Appendix 1: Staff Contact Information](#). Further, please be guided by our communications pathways as shown in [Appendix 11: Communication Pathways](#).

We can't wait to get to know your family better and make this a wonderful school year together.

Yours,

Leda Cedo, Primary School Principal

lcedo@sis.org.cn



Dear The Bay Families,

We are delighted to extend a warm welcome to you as we embark on a new academic year at The Bay Campus. This year holds the promise of not only creating cherished memories and fostering strong relationships but also placing a significant emphasis on academic rigor. Our commitment to academic excellence is unwavering, as we strive to provide your children with a challenging and enriching learning experience that will prepare them for success in a rapidly evolving world.



Together, we will cultivate a learning environment that not only inspires academic achievement but also instills a profound sense of curiosity, creativity, and a passion for lifelong learning.

We are truly excited about the journey that lies ahead for our students at SIS and look forward to partnering with you in ensuring your children's success at SIS.

Warm regards,

Kirsty van Rooyen, Upper Primary Assistant Principal

kvanrooyen@sis.org.cn

Dear Jingshan Families,

Welcome to our vibrant Jingshan campus! We are proud of our dynamic learning community, where experienced staff empower students to discover and grow at their own pace. Each day, we guide your children to explore their surroundings through their senses and make meaningful connections to their world.



Positive and open communication with families is the foundation for harmonious relationships that encourage your children to thrive. Through playful inquiry, we nurture a holistic approach to education that fosters knowledge, skills, and whole child development.

As we embark on this journey together, we are filled with excitement to foster a spirit of discovery and curiosity in our young Geckos. Our doors are open- do feel free to stop by anytime.

Karen Brown-Miller, Assistant Principal-Early Primary

kbrownmiller@sis.org.cn

Dear families,

Welcome to Shekou International School! We are thrilled you are joining us in our enriching world of the Primary Years Programme (PYP). At our school, we pride ourselves on nurturing students with care while providing a rigorous and comprehensive educational experience. We value family partnership greatly, believing that working together is key to your child's success. Together, we will make memories, forge a strong community, and create an environment where every child can thrive.



Designed to ignite curiosity and inspire lifelong learning, the PYP framework offers a dynamic environment for learners. At SIS, inquiry-based learning, knowledge acquisition, conceptual understanding, skills development, meaningful action, student agency, and exciting field trips all come together to create a holistic, innovative, and engaging educational experience for your child.

We look forward to embarking on this educational journey with your family!

Rebecca Doige, PYP Coordinator & Literacy Coach

rdoige@sis.org.cn



Overview of SIS

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



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

An Advisory Council, composed of representatives from the school community, meets periodically to support the school's direction. ISS is a non-profit educational service organisation in Princeton, New Jersey, providing management services to multiple international schools worldwide.

The oil sector now represents a fraction of the clientele alongside numerous multinational corporations and small entrepreneurs. Many international companies have moved into the area recently, and Shenzhen is now one of the world's largest and most innovative cities.

The school is fully accredited by the Western Association of Schools and Colleges (WASC) and authorised to offer the International Baccalaureate Diploma and Primary Years Programmes. SIS is currently a candidate MYP school.

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





SIS Mission Statement

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

Beliefs

We believe that...

- A foundation in knowledge and skills is essential for continual learning, personal development and sound decision-making.
- Integrity, humility, and respect are fundamental to successful relationships.
- Learning to set goals and priorities is essential to the development of perseverance, critical thinking, and confidence in students and 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.

Diversity, Equity, Inclusion, Justice & Belonging

Our community will work to evolve its DEIJ standpoint as it learns new ways of being and adapts to a continuously changing context.

SIS DEIJ&B Position Statement

- *A rigorous education includes a diverse representation of inspiring people, history, ideology, and experiences throughout the curriculum.*
- *A caring community is respectful, inclusive and committed to cultural competency through the active honouring of multiple values, perspectives and voices. A loving community works to dismantle institutional beliefs and policies that knowingly or unknowingly discriminate.*
- *Being principled through committing to integrity, a strong sense of equity and justice with respect for the dignity and rights of people everywhere.*
- *We are transforming our privilege and bias into a foundation for an allyship in contributing to change and improvement.*

The SIS community is committed to continuing the much-needed work, and all staff have the opportunity to participate. This includes daily practice, subcommittees, and at the more significant school level.

Sustainability

Since August 2023, SIS has introduced initiatives to support and promote sustainable practices throughout the school. These include composting, adding more greenery around campus, setting up Mian Fai Bay, introducing campus recycling, and ‘banning’ single-use plastics. This year, we will embark on work to achieve Green Flag accreditation.

SIS’s Sustainability Vision

Through learning and action with students, staff, and our community, we will further our knowledge of the multiple synergies between ourselves and our environment to ensure a positive, lasting impact both locally and globally.

IB Mission Statement

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

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

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



The IB Learner Profile attributes

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

As an IB World School, the aim of SIS is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. This reflects the SIS Mission and therefore it follows that the IB Learner Profile is a set of human qualities that we strive to instill in all our learners from Nursery to Grade 12, as well as the adults in the school community.

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



IB learners strive to be:

Attribute	Descriptor
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	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 experience.
Caring	<i>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</i>
Courageous (Risk takers)	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.

General Information

School Hours

Jingshan Campus

- 7:40 a.m. Drop-off time and/or school breakfast in classrooms
- 8:00 a.m. Instruction begins
- 3:00 p.m. Pick-up time
- 4:15 p.m. Pick-up time if with after-school activities (ASA) for Kg students only

The Bay Campus

- 7:30 a.m. Drop-off time and/or school breakfast in the cafeteria
- 7:55 a.m. Students line up and head to classrooms
- 8:00 a.m. Instruction begins
- 3:00 p.m. Pick-up time if without after-school activities (ASA)
- 4:15 p.m. Pick-up time if with after-school activities (ASA)



Dismissal: For children’s safety, students must be collected by the parents or caregivers from the school campus. The school must ensure that all children are accounted for and that they only leave with a parent or other authorized adult. If this changes, notify the homeroom teachers immediately so a safe handover can be arranged. We ask for written documentation or a phone call if there is an immediate change in the pick-up procedure. See designated pick-up locations below

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

For students in grades 4-5 only: If you live close to The Bay campus and want your child to leave the campus independently, contact the Assistant Principal. You may apply using the Independent Dismissal Form (See [Appendix 2: Independent Dismissal Form](#)) that will be submitted to the Assistant Principal. Together you will risk-assess their dismissal routine before permission for independent dismissal is granted.



The Bay drop-off and pick-up area



Jingshan drop-off and pick-up area

Early Dismissal: Students may not leave the campus unsupervised. Parents must notify the homeroom teacher and report to the office when picking up children earlier than the regular dismissal time.

Please avoid coming to school late. If unavoidable, please bring children to the office if they report late to school.

School Calendar

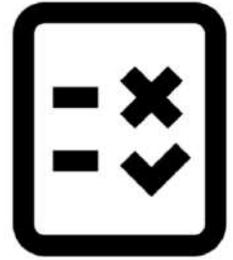
See [Appendix 3: 2024-25 Academic Year Calendar](#)

As noted on the school calendar, when half-day early release days are scheduled, students are dismissed at 11:30 a.m. There will be no lunches served during early dismissal days.

Please schedule vacation travel, or any other family events outside the school calendar if possible. Uninterrupted school attendance ensures continuity and maximum educational growth. It is often challenging to make up for missed lessons. If unavoidable, we will try to provide some support or alternate assignments during long-term leave. However, online lessons will not be provided.

School Attendance

Parents should notify the office and/or their child's homeroom teacher of absences or tardiness by telephone or e-mail before 8:30 a.m. on the day in question. Parents may also send prior written notification and should include the date, time, and reason for absence or tardiness.



Early Primary (Nursery to Kindergarten) contact Anna Xu
Phone: 755-2669-3669 ext. 6100
Email: axu@sis.org.cn

Upper Primary (Grades 1 to 5) contact Summer Huo
Phone: 755-2669-3669 ext. 5101
Email: shuo@sis.org.cn

Acceptable reasons for absence include illness, dental or medical appointments (although these should be made outside of school hours if at all possible), family emergencies, religious holidays, educational opportunities (in some cases), and other reasons agreed upon in advance and in writing by the teachers and parents. Days missed due to illness, extending vacations, late arrival and early departure are considered absences. Extended school leave will require permission from the school principal.

If your child is absent due to an illness, report the details to the school nurse.

Jingshan Campus, contact Meiling Liu
Phone: 755-2669-3669 ext. 6120
Email: mliu@sis.org.cn

The Bay Campus, contact Tina Liao
Phone: 755-2669-3669 ext. 7120
Email: thebaynurse@sis.org.cn

A primary student should be in attendance 90% of the total number of school days to be eligible for promotion into the next grade. Participation in school trips is considered in attendance. For students who enroll after the start of the school year, attendance at the previous school will be counted.

Temporary Change of Guardian

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

If this is unavoidable, file a Temporary Change of Guardian Form (See [Appendix 4: Temporary Change of Guardian Form](#)) and submit it to the homeroom teacher.

Learning Resources

SIS supplies students with all school materials needed for classroom activities. This includes notebooks, pens, art materials, books, and everything they need for their daily school life. All program materials are on a review cycle to ensure they best meet the goals of our program.

At the beginning of the year, teachers will provide a list of personal items that each child should bring to school each day including a backpack, snack, and water bottle. Nursery to Kindergarten students should also keep a complete set of clean clothing at school, as well as a supply of sunscreen and insect repellent. Nursery students should also maintain a supply of nappies (diapers), wipes, and creams.

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. All must be labeled with the student's name and class.

School Meals

Breakfast, snacks, and lunches may be purchased from the school food provider. See [Appendix 5: School Meals Information](#) for more details or check our school website for regular updates. We encourage families to send snacks for the morning break and/or in the afternoon.

School meals are outsourced to Integrated Service Solution (ISS), which prepares meals on site using the school's professional kitchens. (ISS) provides breakfast, lunch and snacks for students in both campuses. For inquiries about school meals, you may send an email to ISSW at public-canteen@cn.issworld.com.

Families may choose to bring healthy meals from home. If sending hot lunches, please drop them off at the Jingshan office Building 7 or at the library gate in The Bay campus. They must have a clear label indicating the student's name and class and delivered before their mealtime. They should be packed in containers that the child can open and use independently. Do not have restaurant food delivered directly to school.

Each grade level has an allocated lunch period. Please check your child's schedule for the exact time.

Jingshan Campus

Mealtime is learning time in classrooms. Teachers and teaching assistants use this time to promote healthy nutritional habits, good table manners, independence, and social skills. Students eat together in the classroom and are supported and encouraged to independently feed themselves.

The Bay Campus

Students eat breakfast and lunch in the cafeteria and snacks in the classrooms. While teachers are on duty and age-appropriate support is provided, there is an increasing level of independence that we expect from students.

School Uniform

Students are expected to wear a clean SIS uniform daily, mixing and matching the top and bottom pieces as they wish. Personal colorful leggings are not encouraged.



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

Bottoms

- Girls skort in black or grey
- Unisex shorts in black or grey
- Unisex long trousers in black
- Leggings

Dresses

- Polo dress in black or red

PE Kit

- Girls black skort
- Unisex black shorts
- Black/red PE shirt (All students receive one PE shirt at no charge)
- Black and red zipper hoodie
- Black track pants

Hats

- Red/black reversible bucket hat
- Red visor

Footwear

Students should wear appropriate and comfortable footwear for daily school activities. Crocs, flip-flops or sports sandals are not permitted. On days that students have PE, appropriate sports shoes and socks should be worn. We encourage students to wear black, white, or red socks.

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 the school uniform as requested by the teacher. This is to ensure that all SIS students are easily identifiable.

See [Appendix 6: School Uniform Information](#)

To purchase school uniform, you can order online directly via the WeChat Mini Program with delivery to your home. Scan the QR code below from WeChat to visit the uniform shop. When you place an order through the WeChat Mini Program, please contact the online service to receive the free PE uniform order for your children.

Click on this [link](#) or check the [school website](#) for more instructions.



School Bus

A school bus service is available to students from PreK1 who live within the Shekou area and the wider Shenzhen City. To book the bus service, contact sisbus@sis.org.cn for more information. Please check bus [Appendix 7: Bus Routes 2024-25](#) or check our school website for updated information at <https://www.sis-shekou.org/parent/bus-info>.

Students are expected to follow the school rules on being safe, respectful, and responsible. Specifically, bus riders are expected to:

- 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.
- Refrain from eating or drinking on the bus.
- Keep the windows closed.
- Sit in assigned seats (if they are assigned).
- Follow any directions given by the bus driver or monitor.

For students who violate the rules above, ridership privileges may be suspended temporarily. There is no refund of fees under such circumstances. Please see [Appendix 8: Bus Expectations](#)



Learning and Teaching at SIS

Three Inspiring Programmes, One Caring Community

We are proud to offer SIS families three language programme choices for students in the primary. All three programmes follow the selected academic standards and are implemented using the IB Primary Years Programme (PYP) framework. These are the International Programme (IP), French International Programme (FIP), and the Chinese Bilingual Programme (CBP).

<p><u>International Programme</u> 国际项目</p> <p>Language of instruction 90% in English 10% in Mandarin or French (additional language)</p>	<p><u>French International Programme</u> 法语国际项目</p> <p>Language of instruction 50% in French 40% in English 10% in Mandarin (additional language)</p>	<p><u>Chinese Bilingual Programme</u> 中英双语项目</p> <p>Language of instruction 65% in English 35% in Mandarin</p>
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No one programme is superior to the other. Each is designed to prepare our grade 5 students to transition to any international school. For FIP and CBP students, we aim for a more balanced language program that can open a pathway for students to work towards a Bilingual Diploma, if taking the IBDP courses.

French International Programme

G12	G11 - G12 IB Bilingual Diploma	<i>Opportunity for a bilingual IBDP certificate</i>	
G11			
G10	PYP Kindergarten - Grade 5 Trilingual Programme	<i>Continuity in MYP with Language A and B options</i>	
G9		50% French	Literacy, Maths, UOI French national curriculum, US Common Core
G8		40% English	Literacy, Maths, UOI Immersion in Music, Arts and PSPE
G7		10% Mandarin	ACTFL Chinese Programme Chinese National Curriculum(LA)
G6	G6 - G10 MYP French Language & Literature		
G5			
G4			
G3	PYP Prek1-2 French Immersion	50% French	
G2		50% English	
G1	Nursery English Immersion		
K			
Prek-2			
Prek-1			
N			

Chinese Bilingual Programme (G1 to G5)

G12	G11 - G12 IB Bilingual Diploma	<i>Opportunity for a bilingual IBDP certificate</i>	
G11			
G10	G6 - G10 MYP Chinese Language & Literature	<i>Continuity in MYP with Language A and B options</i>	
G9			
G8			
G7			
G6	PYP Grade 1 - Grade 5 Bilingual Programme	65% English	Literacy, Maths, UOI, Immersion in Music, Arts and PSPE US Common Core, NGSS
G5		35% Mandarin	Adapted Chinese National Curriculum for Language and Literature and UOI
G4			
G3			
G2			
G1			
K	PYP Nursery - Kindergarten English Immersion		
Prek-2			
Prek-1			
N			

Students in all programmes participate in collaborative learning activities within their grade level, such as field trips, unit provocations, learning celebrations, and many more. Students will have integrated lunch and recess times and combined After School Activities.

For more questions about our programme offerings, you may contact the following:

FIP and French Coordinator

Anh Tuan Duong Van - atduongvan@sis.org.cn

CBP and Mandarin Coordinator

Venus He - vhe@sis.org.cn



Primary Years Programme (PYP)

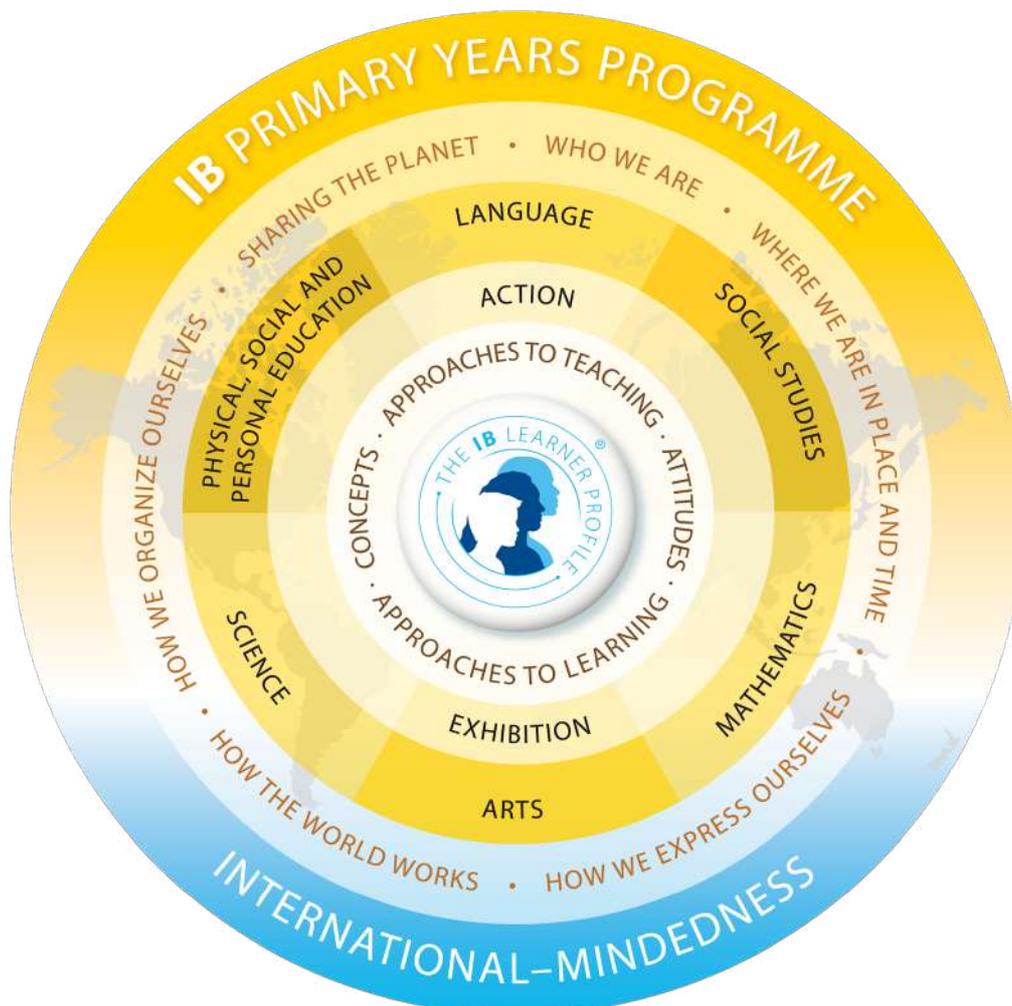
The Primary Years Programme (PYP) is an international curriculum framework for children in the 3-12 year age range encompassing both the academic and non-academic areas of school life. Our commitment towards a future-focused and globalized learning has led SIS to becoming one of the close to 5,000 IB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

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

Our partnership with the International Baccalaureate (IB) allows SIS the following benefits:

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

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



Language Learning at SIS

At SIS, we believe language is central to all learning across the curriculum. We recognize language develops through meaningful, purposeful use, not in a strict sequential pattern. Language is best acquired in a positive, supportive, yet challenging environment, enhancing flexibility of mind, conceptual development, and analytical and creative thinking. It fosters cultural awareness and internationally minded learners.

Our goal is for every student to be grounded in two or more languages. We know students acquire language at different rates and need support throughout the learning process, regardless of proficiency level. Differentiation is fundamental in teaching and learning language, enabling deeper understanding and increased proficiency.



Additional Language Programme

At Shekou International School we believe that learning an additional language is a valuable skill that enriches personal development and helps facilitate international-mindedness. All students will have the opportunity to learn a language in addition to English, including the host country language of Mandarin or French.

All students from Kindergarten are acquiring and learning Mandarin or French either as a mother tongue or an additional language. The Mandarin classes are differentiated into three streams, Chinese as an Additional Language (CAL), Language B, and Language A. Based on students' language levels, students receive targeted instruction at their current levels of functioning.

Specialist Subjects

In addition to the additional language programmes, specialist subjects such as Music, Visual Arts, and Personal, Social, and Physical Education (PSPE) are offered to classes on both campuses. In PSPE, we offer swimming classes from Prek2 and older, either at the beginning of the school year (Grades 3-5) or later in spring (Prek2 to Grade 2).

Approaches to Teaching

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

Transdisciplinary learning:

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

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

Concept-focussed, inquiry-based learning:

We promote high levels of thinking by allowing students to explore and understand the world, nurturing their curiosity as they move from current to new and deeper conceptual understanding. Play, problem-based learning, collaboration, experimentation, and explicit teaching all have a place within well-considered inquiry-based learning experiences.

Informed by assessment:

We aim to grow assessment-capable students who are able to reflect on their learning, identify or co-construct learning goals and success criteria, develop metacognitive skills (thinking about thinking), give and receive feedback and consider next steps to consolidate their learning.

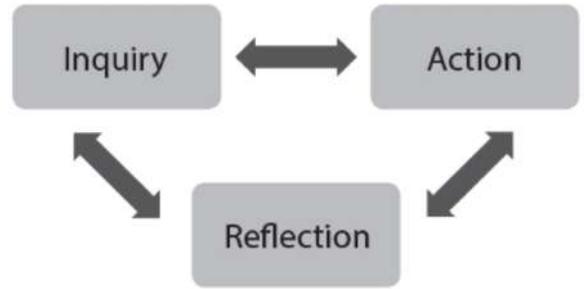
Inclusion:

We promote inclusive practices through multiple grouping and regrouping opportunities to increase access and engagement in learning for all students. With the help of our support teachers, we aim to continuously identify and remove barriers against learning.

Approaches to Learning

Approaches to Learning (ATLs)

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



We teach:

- **Research skills**, including finding, validating and prioritizing information from a variety of sources
- **Communication skills**, including written and oral communication, effective listening, and ICT skills
- **Social skills**, including forming and maintaining positive relationships, collaborative skills, listening skills, and conflict resolution
- **Thinking skills**, including critical thinking, creative thinking, ethical thinking, and reflective thinking
- **Self-management skills**, including both organisational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.


Approaches to Learning

SOCIAL SKILLS

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



RESEARCH SKILLS

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



APPROACHES TO LEARNING

THINKING SKILLS

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



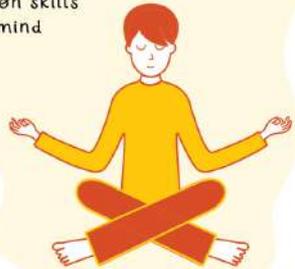
COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



MISO

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



Creative Design Process

At SIS, students engage in designing and problem-solving through mathematics, literacy, the arts, PSPE, and other disciplines. One way to support critical and inquiry-based thinking among learners is by explicitly teaching them the creative design process of Think, Plan, Create, and Evaluate. Teachers provide time and opportunities to practice, engage and apply the creative process in meaningful and productive ways.



Assessment

At SIS, our assessment purpose is to communicate feedback about student learning to inspire innovative teaching and learning. We believe authentic, personalised, and continuous assessment inspires students to strive better and encourages them to apply their learning in meaningful ways.

During the school year, home-school connections will be strengthened by providing you and your child feedback about his/her growth and development in school. Please refer to the section, "Communication with Families" for more information.

Formative Assessments

Formative assessments are a cornerstone of teaching and learning at SIS. These ongoing, interactive checks for understanding allow teachers to continuously monitor student progress, identify learning gaps, and adapt instruction to meet individual needs. Our formative assessments are not only restricted by tests and quizzes and are supported by teacher observations and discussions with students. Students are provided to reflect on their learning, set goals, and plan for success.

This data-driven, differentiated approach empowers students to take an active role in their own learning journey, while also providing parents with regular updates on their child's growth. Formative assessments ensure all students receive the personalized support and challenges needed to reach their full potential.

Benchmark Assessments

In addition to formative assessments, benchmark assessments provide a comprehensive picture of student learning. These standardized evaluations are administered at the beginning of the year and towards reporting seasons. They help measure student mastery of grade-level skills and concepts across core subject areas.

The data gathered from benchmark assessments helps teachers identify trends, track academic progress, and inform targeted interventions. By combining formative and benchmark assessments, our school can maximize each child's potential and foster a love of learning that will serve them well throughout their educational journey.

Student Responsibilities

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

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

As an SIS student, you have the right to:

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

Social and Emotional Learning

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

Be Safe, Be Respectful, Be Responsible

At SIS, students adhere to our general guide of Being Safe, Respectful and Responsible. Here are some examples of expected behaviours at different areas around the campus.

Positive Student Behaviour

We aim to provide a safe and comfortable environment conducive to learning for all our students. Based on a whole-child approach and the principles of child development, we provide our students with opportunities to learn appropriate responses to the dilemmas and conflicts that arise in life.

The resources that are in place to facilitate student growth in the personal and social domain include a school-wide focus on respect and kindness supported by the Learner Profile, a social-emotional learning curriculum focused on being proactive and preventative toward behaviours typical of primary school students, and a knowledgeable and compassionate staff of classroom teachers, teaching assistants, student support staff, and principals.

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

When addressing disciplinary problems at school, SIS teachers and staff will consider the age and grade level of the student, as well as the gravity of the offense. Disciplinary interventions may begin with restorative chats, warnings, loss of privileges, and in-school or out-of-school suspensions, counselling when needed, and potentially, expulsion. It should be stressed that most discipline problems are expected to be handled in the classroom.

The school is committed to the building of a strong home-school relationship in the belief that parents are integral partners in the process of their child's personal and social growth. For behaviour definitions please refer to [Appendix 9: SIS Behavior Definitions](#)



IN THE HALLWAY

Geckos... Be Safe

- Have a Safe Body
- Walk
- Face Forward

Geckos... Be Respectful

- Use a Whisper Voice
- Stop, Look and Listen When others are Speaking
- Respect Personal Space

Geckos... Be Responsible

- Follow Instructions the First time
- Keep Hallways Clear
- Respect the Environment



ON THE PLAYGROUND

Geckos... Be Safe

- Follow Instructions the First time
- Report Unsafe Behavior
- Have a Safe Body

Geckos... Be Respectful

- Take Turns
- Make Play Fun for Everyone
- Make Principled Choices

Geckos... Be Responsible

- Show Good Sportsmanship
- Agree on Rules Before they Play
- Take Care of Equipment and the Environment



WHEN RIDING THE BUS

Geckos... Be Safe

- Stay in Their Seat
- Keep the Seatbelt On
- Have a Safe Body

Geckos... Be Respectful

- Use a Partner Voice
- Use Positive Language
- Follow Instructions the First Time

Geckos... Be Responsible

- Keep the Bus Clean
- Are on Time
- Are Careful Not to Distract the Driver



ARRIVING AT SCHOOL

Geckos... Be Safe

- Walk
- Follow Instructions the First Time
- Have a Safe Body

Geckos... Be Respectful

- Move Quickly when Lining Up
- Arrive prepared
- Respect Learning Time

Geckos... Be Responsible

- Keep the area Clean
- Take Responsibility for Belongings
- Respect the Environment



GOING HOME

Geckos... Be Safe

- Wait with the Teacher until Pickup
- Stay with a Parent or Guardian When Leaving
- Have a Safe Body

Geckos... Be Respectful

- Use Positive Language
- Are Organized
- Move Quickly

Geckos... Be Responsible

- Keep the Area Clean
- Take Responsibility for Belongings
- Respect the Environment



IN THE BATHROOM

Geckos... Be Safe

- Tell an Adult Where They Are Going
- Report Unsafe Behavior
- Wash Hands for 20 Seconds

Geckos... Be Respectful

- Give Privacy
- Use the Bathroom One at a Time
- Are Patient and Wait Their Turn

Geckos... Be Responsible

- Keep the Area Clean
- Are Purposeful
- Use a Partner Voice



WHEN EATING LUNCH

Geckos... Be Safe

- Walk
- Use Utensils Properly
- Follow Instructions the First time

Geckos... Be Respectful

- Keep the Area Clean
- Invite Others to Sit with Them
- Are Caring and Say Please and Thank You

Geckos... Be Responsible

- Are Open Minded and Try New Foods
- Are Balanced and Take Only What They Will Eat
- Use a Partner Voice



DIGITAL GECKOS...

Geckos... Are Safe

- Keep a healthy balance when using devices
- Make smart choices online
- Protect their digital privacy

Geckos... Are Respectful

- Are caring in digital spaces
- Are careful with tools and devices
- Respect intellectual property rights

Geckos... Are Responsible

- Stay on task when using devices
- Maintain assigned school settings
- Use tech for creating and learning



IN THE LIBRARY

Geckos... Be Safe

- Don't Jump, Climb, or Push on the Steps
- Walk in the Library
- Don't Walk and Read at the Same Time

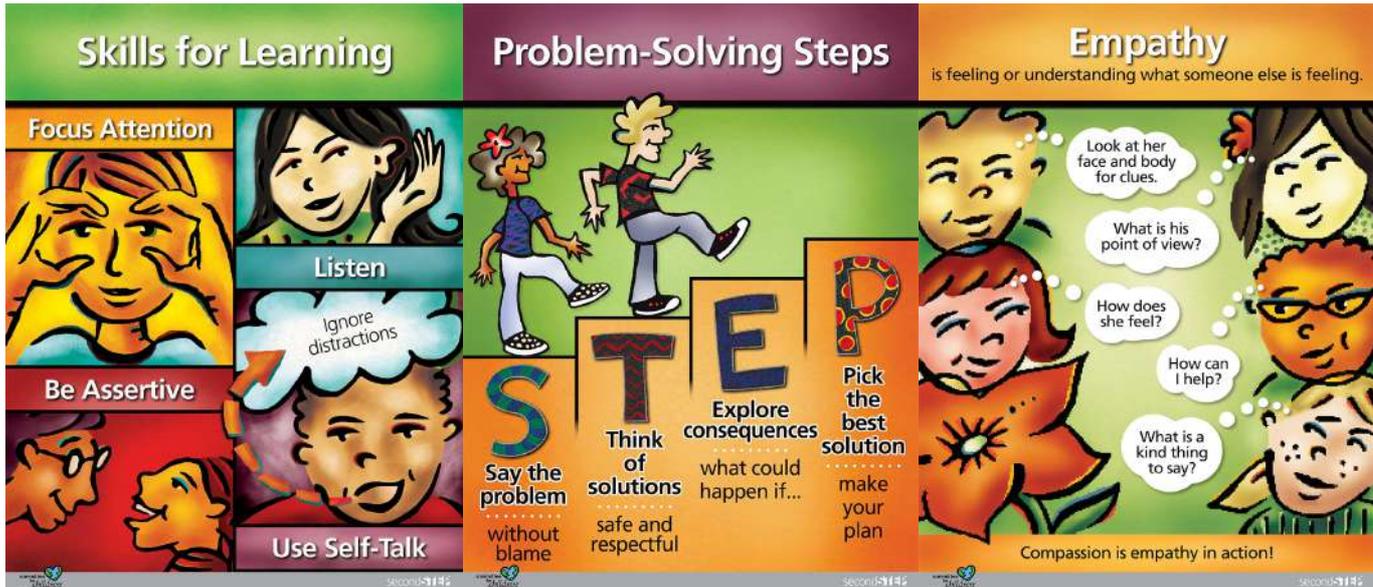
Geckos... Be Respectful

- Are Careful With Our Books
- Bring Books Back on Time
- Keep Books Safe, not Lost

Geckos... Be Responsible

- Listen and Don't Interrupt
- Think About Their Actions
- Use Indoor Voices





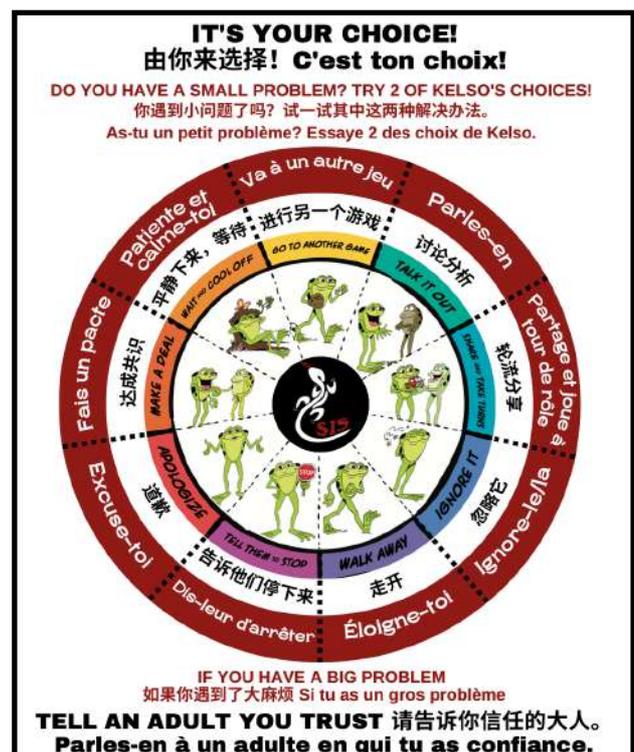
Second Steps Program

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

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

Kelso's Choice Wheel

Kelso's Choice is another resource we use at SIS to increase confidence and independence in dealing with conflicts typical of this age group. Dealing with conflicts respectfully and responsibly is a vital life skill for the young people in today's world. When provided with tools, each child evaluates the choices available and is empowered to solve problems on their own with the guidance and support of trusted adults.



Bullying Prevention

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

Each grade level from Kindergarten to Grade 5 discusses a unit on bullying prevention during the school year. Our School Counselors take leadership in these lessons. In this unit, we are learning specific skills to help stop bullying. We learn how to:

- Recognize when bullying is happening.
- Report bullying to a caring adult.
- Refuse to let bullying happen to themselves or others.
- Be a bystander who stands up and is part of the solution to bullying.



School Homework

SIS home assignments are your child's responsibility—not yours. Be available to help and answer questions when they need you, but please don't do their work for them. If you feel your child is not handling his or her responsibilities well, please contact your child's teacher.

Parents are a critical factor in a child's academic achievement. The following are some simple suggestions as to how you can be the most effective support when it's homework time.

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

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

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

Kindergarten Homework Philosophy

The Purpose of Homework is to:

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

The Nature of Homework is to:

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

Teacher's responsibility is to:

- provide feedback
- inform students and parents of homework procedures for each grade level
- promote homework as a valuable tool for student self-responsibility and organisation
- kindergarten students are expected to read with their parents
- organise age-appropriate reading expectations at home
- Student's Responsibility for Homework is to:
- complete homework to the best of his/her ability, aiming for accurate, tidy, well organised, and legible work
- **share a book with a family member every night**

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

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

Grades 1-5 Homework Philosophy

The Purpose of Homework is to:

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

The Nature of Homework is to:

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

The Teacher's Responsibility for Homework is to:

- communicate the expectations and purpose of the homework, and adapt it to the individual needs and abilities of the student
- communicate to the parents the expectations and rationale of homework as well as their role in supporting their child
- establish a routine for organising homework and reinforce positive study habits
- coordinate with specialists concerning the amount of homework on a weekly basis, so that specific grades will not be over the maximum range of time
- provide consistent feedback methods relating to homework, including specific checklists, rubrics or conferencing
- assign homework equal to approximately 10 minutes per night per grade (grade 1x10 min=10 min, grade 2x 10 min= 20 minutes, grade 3 x 10 minutes = 30 minutes, grade 4 x 10 = 40 minutes, grade 5 x 10 = 50 minutes) allowing for the flexibility of time needed due to effort and ability. The time may increase with homework for other subjects, like Mandarin or French.

The Student's Responsibility for Homework is to:

- communicate with teachers about homework concerns
- record homework on a daily basis in a well-organised assignment book
- complete homework to the best of his or her ability in a timely fashion, aware of the consequences for late work
- share a book with a family member every night
- read for at least 10 to 30 minutes every night, depending on the age of your child.

Use of Technology

At SIS, we use technology to enhance student learning. From Kindergarten, every student is assigned their own iPad for use in the classroom. After a thorough safety training and signed agreements, students in Grade 4 may bring their iPads home.



Device Expectations

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

Students are expected to care for their device and are responsible for all damage that falls outside of the Apple warranty. Students use the device as a tool for their learning and are expected to adhere to classroom guidelines set by the teacher. Here are the device use expectations in the primary.

- 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.

Online Safety Protocols

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

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

Online Safety Protocols Social Media

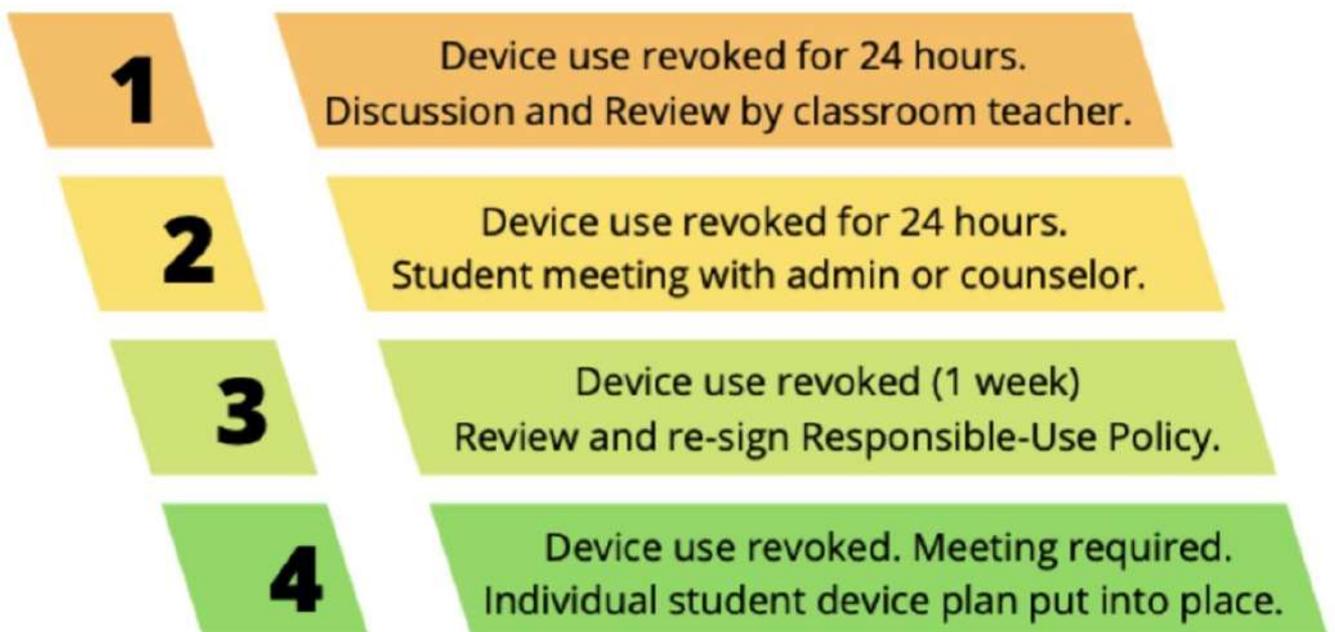
Students use their iPad as a device for learning and therefore will only download apps that have been approved by their teacher. Because students may need to collaborate on projects outside of school hours, some teachers may allow students to utilise the messages app.

Device Agreement with Families

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

Responsible Use of Device

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



Study Trips and School Without Walls (SWW)

Study trips are integral to the school's educational program, and all students are expected to participate as these trips are part of their inquiry. Other than a medical reason or family emergency, an absence on an excursion day will be considered unexcused.

Parents signify their agreement using digital acceptance through email or WeCom in order for students to attend. In extreme cases, a phone call may be sufficient.

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

- You are expected to always be with your assigned group.
- Please do not bring younger siblings or other guests (relatives/visitors).
- Be sure you know what the teacher wants to highlight for your group and implement the plan the best way you can.

In autumn, students in grades 4 and 5 participate in School Without Walls (SWW) outside Shenzhen City typically for three days and two nights. These trips are organized by experienced outdoor education companies and the student activities focus on teamwork, sustainability, and inquiry.



Student Leadership

Cultivating student leadership is a core part of primary school education. By taking on leadership roles, students build confidence, practice collaboration, and learn to be engaged citizens. Fostering these valuable skills prepares young learners for future success.

Here are some opportunities for student leadership accessible to students at SIS

Student Council (STUCO)

The purpose of the Student Council is *“to improve the welfare of our school and our community by providing means for student expression in school affairs, giving opportunity for student experience in various skills of leadership, and making and interpreting policies concerning school events.”* Student council members work collaboratively to plan school celebrations, fundraisers, and community service projects that bring our entire school community together. Through this leadership opportunity, students develop organizational, problem-solving, and teamwork skills.



Each enrolled SIS student is a member of the organisation. Early in the school year, interested students in Grades 4 and 5 express their intent to join STUCO and submit an application with an endorsement from an adult. They are provided with time to campaign in their class. The executive committee elected is comprised by those that garnered the highest votes from the students. These elected STUCO representatives will be expected to attend the weekly Student Council meetings after school.

Student Ambassadors Program

Student ambassadors in Grades 3-5 have the primary task of sharing their classroom learning with visitors and guests. As student ambassadors, children lead tours, host presentations, and facilitate discussions that highlight the innovative work happening in our classrooms. This empowers students to develop essential skills in communication, critical thinking, and public speaking. Students express their intent to take on the role and are selected by the school leadership team.



DEIJB Champions (After-School Activity)

SIS is dedicated to fostering a culture of diversity, equity, inclusion, justice, and belonging. To support this important work, we offer DEIJB in our after-school activities to develop student advocates by first understanding DEIJB concepts. These young leaders will be supported to raise awareness, organize initiatives, and advocate for positive change within themselves and our school community. Students may sign up during any of the ASA throughout the school year.



Green Schools Initiative

SIS is committed to cultivating environmental stewardship in our students through an innovative green school initiative. Through our After School Activities (ASA) and inquiry programmes, we aim to empower students to take an active role in making our campus more sustainable. Students may sign up during any of the ASA throughout the school year.

Student Publication

SIS is excited to introduce a student publication club who will work on sharing news about the school to the student body. This hands-on experience allows young people to build a range of competencies, such as written and verbal communication, project management, critical thinking, and decision-making. Students express their in Students may sign up during any of the ASA throughout the school year.

Voice of a Gecko

SIS is excited to feature “Voices of Geckos” during Friday assemblies. Students express their interest in presenting their ideas, opinions, and talents with their peers during assemblies. The leadership team approves the student presenters and ensures they are prepared to share their Voice. This program provides an invaluable opportunity for igniting the spirit of student agency, empowering the entire primary school community to turn their ideas into meaningful impact.

After School Activities (ASA)

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

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

Families sign-up through SchoolsBuddy, so make sure you have an active account. See [Appendix 10 for details on how to create or log-in to your SchoolsBuddy account.](#)

Often, SIS will host and attend social sporting events with other schools in Guangdong for students in grades 2-5. Parents will be alerted of these events and be given an opportunity to register their children in advance. Students of all abilities are welcome to participate.

If you have further questions about our ASA program, please contact:

Thomas Matthews, Director of Athletics & Activities - tmathews@sis.org.cn

Rhythm Zou, ASA Coordinator - rzou@sis.org.cn



School Services

Student Support

Counseling Support

At SIS, we prioritize the social-emotional well-being of our students through a comprehensive counseling program. Our team of licensed counselors provides a range of support services, including:

- Classroom lessons on topics like child protection and preventing bullying
- Individual counseling sessions to address personal challenges or concerns
- Small group sessions that build social-emotional skills, peer connections, and other particular needs of students
- Collaborating with teachers and school leaders to ensure a successful implementation of our social-emotional learning program

By proactively addressing the holistic needs of our students, the counseling program creates a nurturing environment where children can thrive academically, socially, and personally.

Language Support

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

We believe that to learn English and access the curriculum, our EAL students need to be in the mainstream classroom as much as possible. We use the sheltered immersion model where students attend the same classes as the rest of the class. There may be a need for pull-out classes as determined by the EAL specialists.

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

Structured EAL services are provided for students in grade 2 and higher.

Learning Support

SIS is committed to providing learning support for the various and diverse needs of our students. Through individualized and small group instruction, our dedicated learning support team works closely with students to develop the academic, social, and organizational skills needed for success. This multifaceted program utilizes research-based interventions, personalized accommodations, and collaborative teaching approaches to empower each child. By fostering a nurturing, inclusive environment, the learning support program ensures all students have the tools and support to reach their full potential.

SIS Primary Libraries

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

Library Hours and Supervision

The library is a school and community resource and is open to the community during regular school hours. We are usually open until 4:00 pm and on Fridays until 3:30 pm. Our library is a place to read, research, work on classroom assignments, attend after-school activity sessions, and study.

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

Loan Period

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

Library Book Bags

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

Lost and Damaged Materials

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



Communication with Families

Partnership with Families

We believe that students benefit most from our program when parents are involved in the educational process in meaningful ways. We welcome your presence at SIS. Any time you would like to observe a class or activity, please contact your teachers or the school administration so we can make arrangements.

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

Support your children by...

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

Support the school by...

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

It is our pledge to...

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

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

Reporting and Conferencing

Communication with parents regarding student progress occur throughout the school year. Written student reports summarise the most recent performance and reference evidence gathered to support the proficiency levels.

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

Written reports – These reports reflect the summative records of the student's progress. There will be two semestral reports issued during the school year that will be sent digitally. Once available, parents can download a digital copy of the reports at any time through their Managebac account.

Conferences – Throughout the year, various conferences will take place and may vary according to the age group of your children. Note the dates shared in school news and emails. Although these special days are important, they should not limit conferences between teachers and parents whenever there is a need to communicate.

- Back to school presentations at the start of the year to learn more about expectations within the grade and class;
- Intake conferences for Nursery-Kindergarten at the beginning of the year;
- Teacher/parent conferences at the start of the year for you to learn how your child is settling into the new year and some observations from the teacher;
- Three-way conferences that allow you and your child to reflect and set some goals;
- Student-led conferences which allow your child to showcase academic involvement and successes;
- Telephone/email conferences as a quick check on a child status or to clarify communication;
- Problem-solving conferences to address specific problems or serious concerns. This conference should be scheduled so the teacher, parents and students have enough time to address the issue.
- Student Portfolios – Students use Seesaw as their platform for highlighting their learning. Parents can view and comment on their child's portfolio posts. Please contact your teachers for your unique family. We ask that parents provide positive and encouraging feedback to support their child's documentation of learning.

Communication Guidelines

Communication Levels

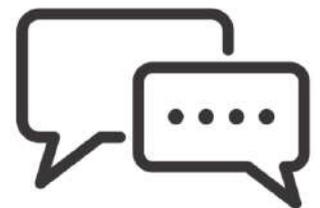
The school provides three levels of communication between home and school.

Level 1: Whole school: This includes the website and the weekly newsletter from the Head of School. Please check your email and WeChat channel for the updates.

Level 2: Primary school: Every week, the principal will issue a newsletter to give recent highlights in the Primary. Please check your email and WeChat channel for the weekly updates.

Level 3. Classroom communication: This includes regular curriculum updates using tools such as WeCom, Managebac, Seesaw, and emails to provide greater detail on the learning that happens in the classroom. Email and face-to-face communication are also available for families.

See [Appendix 11: Communication Pathways](#) for more information.



Classroom Communication

During the school day, your teachers are committed to students. You are welcome to send an email or call the office and leave a message or ask that the teacher return your call.

Please call between 7:30 - 4:00 using the numbers below:

Jingshan Campus: 2669-3669 ext. 6100

The Bay Campus: 2669-3669 ext. 5101

WeCom: Each class has a WeCom group account managed by the homeroom teacher. This platform is mainly a one-way communication, typically for the following purposes:

- Informal, real-time communication and updates to ALL families
- Reminders and quick updates
- Upcoming events
- Time-sensitive needs
- Sharing limited photos of special events (with attention to photo protocols)



WeCom guidelines for parents

Only post questions that can benefit the whole group.

- If you have a question or concern about your child, contact the teacher through email or set an appointment for a face-to-face or online meeting.
- Ensure your group alias is in English and includes your and your child's names. Example: Allie (Shaun's Mom)
- Do not expect immediate replies from teachers when they are teaching. They need to focus on the students at that time.
- Refrain from seeking individual student information and their work. This will be shared or discussed through student portfolios or directly with the parents.

Seesaw: Students use Seesaw as their individual portfolio platform. The school may also send important messages and reminders using Seesaw. Your children's teachers will help you set up your accounts at the beginning of the year.



Please download the Seesaw Family app on your devices and make sure notifications are enabled to get instant updates. There is a translation feature that parents might find useful.

Email and Face-to-face meetings: Contact your teachers for any questions about your children's school life. Please check their email addresses in [Appendix 1: Staff Contact information](#)

Who to Contact

The goal at SIS is to maintain open, forthright and direct communication. For questions or concerns, please be guided by the steps below:

- Contact the Classroom Teacher - If you have a concern about your child's progress, her/his schedule, overall achievement level, medical or at-home complications, friends, homework, social or adjustment problems that might affect performance.
- Contact the Principal or Assistant Principal – If your concern deals with school policies and procedures, program offerings, instruction methods.
- For support service concerns, contact the office personnel assigned.
- If an issue cannot be resolved with the Principals, a letter may be submitted to the Head of School.

To assist with helping you answer the question who should I contact?, please see [Appendix 11: Communication Pathways](#)

Birthday Parties

Birthdays are special. Students may celebrate their birthdays during school by bringing a simple treat (cake, cupcake, etc.) for their class. Individual cupcakes are preferred. **Arrangements for these birthday celebrations need to be made in advance with the classroom teacher.**

Presents, toys, decorations and "treat bags" may not be brought to the classroom.

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

Lost and Found

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

Mobile Phones/Smart Watches

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

Students should not be using smart watches during school hours. Phones and digital devices brought from home will be managed at our teachers' discretion.

Tutors

Outside Tutors: When more academic assistance is recommended, the school will help connect parents with suitable tutors available in the community when possible. These tutors are not affiliated with the school nor endorsed by the school. SIS teachers are not allowed to be a paid tutor for any student in the school. Permitting, arranging, and paying for tutorial assistance are the parent's responsibility.

Teaching Assistants as Tutors: SIS recognises that families may prefer our teaching assistants to provide tutoring for current SIS students. Teaching assistants can work with SIS students not in the same grade they support. Tutoring must occur outside of the teaching assistants' contracted hours. All tutoring services are a private arrangement between teaching assistants and families, and SIS can only support facilitating appropriate locations on campus.

Use of School Name and logo

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

Withdrawals

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

Student Recommendation request for withdrawals

Student recommendation requests usually come from the school you are applying to and are considered confidential. If you are applying to another school, please provide the new school with the email address of our relevant school counsellor and homeroom teacher who will then complete the request. Please allow two weeks for this recommendation to be completed. It is not common for us to provide open letters of reference. If an open letter of reference is needed, this request must be communicated to the school Principal.

Social Media and Student Privacy Protection

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

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 Committee Members: psa@sis.org.cn.

PSA Executive Committee - Primary



Primary PSA President
Nina Zhan



Treasurer
Ronel Hooton



Primary Secretary
Ivana Mutavdzic

Health and Safety

Health Services

SIS has dedicated nurses on each of our campuses. They assess and treat injuries or illnesses during school. Parents are notified of any incidents at school when necessary.

In case of an emergency, students are taken to a nearby hospital. Parents are notified immediately and are consulted about the next steps.



Teachers are not permitted to dispense medication to students in any situation nor may students bring medication to school without medical notice and the knowledge of the nurse. In the event of students needing to take any medication please see the school nurse and fill out the appropriate form. See [Appendix 12: Medication Consent Form](#)

Medication is not allowed to be left in children's bags under any circumstances.

If you need to contact the nurses for your child's health information, please contact them below:

Jingshan Nurse - mliu06@sis.org.cn

The Bay Nurse - thebaynurse@sis.org.cn

Allergies and Illnesses

Students with allergies to nuts or other substances that might be present on campus should notify the school nurse and classroom teachers. This information will help us preserve a healthy, safe environment for each student.

The SIS food providers implement 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. In severe cases, certain classes might enforce a "nut-free" environment to be observed by all.

Fever

All students having had a fever, 37.3 Celsius or higher, must be clear of the illness/fever for 24 hours before re-entering school. Additionally, parents will be asked to take a student home if they have a condition that places other students at risk of infection (heavy colds, coughs, etc.).

Infectious Diseases

The school must be notified by the parents of any contagious health problems such as flu, lice, conjunctivitis, skin conditions, or diseases such as chicken pox or hand-foot-mouth. Students will not be allowed in the school if such a condition exists without written clearance from a doctor.

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

Disease	Isolation period
Hand, foot, and mouth (HFMD) Herpangina virus	Stay at home for at least one week AFTER the symptoms go away
Influenza	Stay at home for at least 48 hours AFTER the symptoms go away
Chicken pox	Stay at home until all vesicles have dried up
Acute hemorrhagic conjunctivitis	Stay at home for at least 10 days
Mumps	Stay at home for at least 9 days from the onset of the disease
Norovirus with diarrhea	Stay at home for at least 72 hours after the symptoms disappear

Following government guidelines, classes may be closed if the cases at school increase.

Safeguarding and Child Protection

Safeguarding

SIS upholds the rights of children, and thus, any form of child maltreatment is unacceptable. We try 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 where 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. See [Appendix 4: Temporary Change of Guardian Form](#). These are expected to be completed prior to parents/guardians leaving the family residence.

Child Protection

In keeping with our core values and vision statements, SIS 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.

Emergency Procedures

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

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

Some important features of the SIS plans include:

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



Safety Drills

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

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

Building Evacuation Drill Procedure

- All students and staff must leave the building through exits designated for each room and proceed to the designated area. Be aware of the possible need for alternative routes. Evacuation routes are posted throughout the building.
- Pay serious attention during the regularly held fire and disaster drills.
- Stay away from the buildings until permitted to reenter.
- Above all, remain calm, don't talk, listen for instructions and help others do the same.

Possible Emergency Events

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



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

Possible School Emergency Responses

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

Emergency Communication

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

- E-mail (assuming the school has electric power)
- WeCom message
- WeChat SIS Emergency-**scan the code to stay updated**
- Notices on the school's web site
- If the above methods are not available, the school will use a student/parent telephone tree.



Reunification of Students and Parents After an Emergency Event

In an emergency, the school's priority will be to ensure the safety of students in a secure location. 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 parent or a representative documented in writing. The school must ensure that all children are accounted for and that they only leave with a parent or other authorized adult.

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

Emergency Frequently Asked Questions

What is emergency preparedness?

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

How do I get information about an emergency?

Whenever possible, emergency messages will be sent to parents via e-mail, class WeCom, SIS WeChat emergency page, and posted on the school's website at www.sis-shekou.com. In addition, the school may try to contact parents and caregivers through telephone, if available.

During emergencies school officials will likely be occupied responding to the situation and not be able to answer phones immediately. During these situations, the school will need to keep phone lines open to communicate with outside agencies, the police, or for the school to initiate contact with parents once all children are safe and accounted for. If all parents try to call the school asking for information about their own child, it may jam up telephone lines and interfere with our efforts to make sure all students and staff are safe.

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

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

What is a "Lockdown"?

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

What is "shelter-in-place"?

Shelter-in-place is a short-term solution to a short-term problem in the external environment. All students and other people on campus will be brought inside buildings, doors and windows will

be closed, and heating and ventilation systems will be turned off. This “sheltered” indoor space is intended to temporarily safeguard people and the indoor air from any outside environmental hazard.

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

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

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

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

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

In an emergency, school personnel will likely be occupied carrying out the school's emergency actions and will not 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 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. Our campus locations are not capable of accommodating large numbers of cars and parents arriving at once. If parents come to school to pick up students, they will need to follow the school's reunification protocol and may not have immediate access to students.

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

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

Weather

Air Quality Monitoring

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

Our procedure has three levels of intervention. If the Air Quality Index (AQI) is above 100, all campuses will monitor high risk students and offer an indoor PE/recess option to them if needed. If the AQI is above 150, the monitoring is expanded to all students, with options provided for indoor activity if needed. If the AQI exceeds 200, these same options continue, and the administration will review the modification or possible cancelation of outdoor activities for the day. For additional information see [Appendix 12: Heat Index and Air Quality](#).

Severe Weather Protocol

SIS will, as far as possible, aim to inform parents by 6:45 a.m. of school closures via e-mail, WeCom message, and posted on the school's website at www.sis-shekou.org.

SIS Typhoon and Heavy Persistent Rain Procedures

Tropical cyclones (typhoons) normally occur during the months of May to November and are particularly prevalent during September. When tropical storms affect Shekou, the established alert levels and preventative measures from the Shenzhen Municipal Government will apply. This means that the Yellow warning for typhoons or the Red warning for Heavy Rains will require SIS to close. See the [Appendix 13: Warning Signals](#) for the typhoon and heavy rain warning signals issued by Shenzhen.



School Closures

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

SIS will, as far as possible, aim to inform parents by 6:45 a.m. of school closures via e-mail, WeCom message, and posted on the school's web site at www.sis-shekou.org.



In case of typhoons or heavy persistent rains, please refer to the storm warning procedures in the [Appendix 13: Warning Signals](#)

Appendix 1: Staff Contact Information

Primary Pedagogical Leadership Team



Leda Cedo
Primary Principal
lcedo@sis.org.cn



Karen Brown-Miller
Early Primary AP
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Kirsty Van Rooyen
Upper Primary AP
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Rebecca Doige
PYP / Literacy Co-ordinator
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Nursery



Karie Sun
Nursery A
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PreK1



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PreK2



Megan Halladay
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Mark Tudor
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Jeyaragini Davindran
PreK1C
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Maria Monteiro
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Kindergarten



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Grade 1



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Brisa Eneas da Silva
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Grade 2



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Thelma Ginsberg
Grade 2D
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Grade 3



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Nomathemba Noko
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Grade 4



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Yau-Jau Ku
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Anh-Tuan Duong Van
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Grade 5



Laurance Ginsberg
Grade 5A
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Katie Flutey
Grade 5B
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Jonathan Welchman
Grade 5C
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Isabel Neri
Grade 5CBP
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Specialists - Music



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Rachel Schlesinger
G1-2 Music
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Kaethe Grabenhofer
G3-5 Music
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Specialists - Visual Arts



Susan Kim
PreK1-G2 Visual Art
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Julie Strasheim
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Specialists - PSPE



Ann Lopez
N-PreK2 PSPE
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Reiner Van Rooyen
KG-G5 PSPE
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Ellie Lingenfelder
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Languages - Mandarin



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Laura Li
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Venus He
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Xiaoying Jiang
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Qing Xiao
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Languages - FIP



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Ann Lopez
PreK 1-2 English Teacher
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Paula Kietzmann
KG English Teacher
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Daniel Marchese
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Jena Prather
G3-G5 English Teacher
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Support Services - EAL



Darcy Coonan
G2-G3 EAL
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Ghassan Barhoumeh
G2 EAL
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Keisha LaBeach
G4-G5 EAL
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Zhang Yolanda
EAL
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Support Services - Learning Support



John Serkiz
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Takara Dudley
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Lucia Lu
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May Dai
Learning Support
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Keren Tian
Learning Support
ktian@sis.org.cn

Support Services - Counsellor



Jiangjiang Chen
EP KG-G2 Counsellor
jjchen@sis.org.cn



Andrew Gee
UP G3-5 Counsellor
agee@sis.org.cn

Library



Rebecca Battistoni
Librarian/ Media Coach
rbattistoni@sis.org.cn



Appendix 2: Independent Dismissal Form



Gangwan Avenue No.80, Shekou
Nanshan District, Shenzhen, Guangdong, China
P.C.: 518067
Tel: +86-755-2669 3669
<https://www.sis-shekou.org/>

Permission Waiver

Grade 4 & 5 Independent Arrival to and Departure from School

This waiver, when signed by parents and approved by SIS Primary Administration, and having met all required criteria below, shall grant permission to a grade 4 or 5 student to arrive and depart school independently.

- Student lives within 1.5 km of The Bay campus.
- Student and parents have discussed how to remain safe, such as proper use of crosswalks, riding in designated bike lanes, wearing a helmet, etc.
- Parents have accompanied their child on the route to be taken, noting any potential dangers that might be encountered, and having their child lead the way to ensure they know the route.
- Parent/s has/have met (telephone/virtual/in person) with the UP AP to discuss and confirm permission.
- Student has met with the UP AP to discuss safety and responsibility.

Student Grade/Class: _____

Student Name: _____

Student signature: _____

Parent/s name: _____

Parent/s signature: _____

Date: _____

Mode/s of transportation (circle any that apply): Walking Biking Scooter

- Permission has been granted to arrive to and depart from school independently.
- Permission has NOT been granted.

UP AP signature; _____

Date: _____

Appendix 3: 2024-2025 Academic Year Calendar

July 2024		January 2025											
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30	31					27	28	29	30	31		

20th Jul: SLT return
 24th Jul: SecLT and PLT in
 25th Jul: New Staff Orientation/TAs
 30th Jul: Learning Leads In

6th Jan: PD Day (No School for Students)
 7th Jan: First Day of Semester 2
 25th Jan - 4th Feb: Chinese Lunar New

August 2024		February 2025											
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31		24	25	26	27	28		

1st-7th Aug: All staff orientation
 8th Aug: First day of Semester 1

September 2024		March 2025											
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S
						1					1	2	
2	3	4	5	6	7	8	3	4	5	6	7	8	9
9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	17	18	19	20	21	22	23
23	24	25	26	27	28	29	24	25	26	27	28	29	30
30							31						

16th/17th Sept: Mid-Autumn Holiday

October 2024		April 2025											
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S
		1	2	3	4	5		1	2	3	4	5	6
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28	29	30	31				28	29	30				

28th Sept - 6th Oct: National Holiday

29th Mar - 6th Apr: Qingming
 7th/8th April: PD Day (No School for Students)

November 2024		May 2025											
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S
				1	2	3				1	2	3	4
4	5	6	7	8	9	10	5	6	7	8	9	10	11
11	12	13	14	15	16	17	12	13	14	15	16	17	18
18	19	20	21	22	23	24	19	20	21	22	23	24	25
25	26	27	28	29	30		26	27	28	29	30	31	

15th/16th Nov: PD Day (No School for Students)
 18th Nov: Mid-Term Break

1st - 4th May: Labour Day Holiday
 30th May - 1st Jun: Dragon Boat Holiday

December 2024		June 2025											
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S
						1						1	
2	3	4	5	6	7	8	2	3	4	5	6	7	8
9	10	11	12	13	14	15	9	10	11	12	13	14	15
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23	24	25	26	27	28	29	23	24	25	26	27	28	29
30	31						30						

20th Dec: 11:30am Student Dismissal
 21st Dec - 5th Jan: Winter Break

6th Jun: 11:30am Student Dismissal
 9th-13th Teaching Assistants In

Semester 1 88 Days
 Semester 2 92 Days

Appendix 4: Temporary Change of Guardian Form



Gangwan Avenue No.80, Shekou
Nanshan District, Shenzhen, Guangdong, China
P.C.: 518067
Tel: +86-755-2669 3669
<https://www.sis-shekou.org/>

Temporary Child Guardian Consent Form 临时儿童监护人同意书

The best learning environment for students is achieved when both home and school work in partnership with each other. Students may not enroll in SIS unless one parent or an officially appointed guardian is in fulltime residence with the student in Shenzhen at all times. Domestic helpers do not qualify as acceptable guardians, regardless of the student's age.

最好的学习环境是家庭和学校共同营造的。SIS 要求学生至少要有一位家长或被正式指定的监护人与学生一直在深圳同住，否则学生无法入读 SIS。无论学生是什么年纪，家庭佣工都不符合监护人的资格。

In accordance with the Shekou International School policy, and in my/our temporary absence (48 hours or more) from Shenzhen,

根据深圳市蛇口外籍人员子女学校的相关规定，在我（我们）暂时离开深圳期间（48 小时及以上）：

I / We, the guardians of _____ in grade/class _____ hereby grant temporary guardianship to the person(s) whose particulars are indicated below, for the period from the ____ day of _____, 20__ and expiring on the ____ day of _____, 20__.

我（我们）是_____年级/班级的家长，兹授予下列人士临时监护权，监护期由____年____月____日起到____年____月____日止。

- I/We hereby acknowledge that the child will reside and may travel with the Temporary Guardian.
我/我们在此确认，孩子将与临时监护人一起居住和旅行。
- I/We authorize the Temporary Guardian to act on my/our behalf in making all decisions on a daily basis pertaining to the child's education, activities and wellbeing at Shekou International School.
我/我们授权临时监护人代表我/我们就每天孩子在深圳市蛇口外籍人员子女学校的教育、活动和健康作出所有决定。
- I/We authorize the Temporary Guardian to administer general first aid treatment for minor injuries or illnesses experienced by the child.
我/我们授权临时监护人对孩子遭受的轻伤或疾病进行一般的急救治疗。
- I/We authorize the Temporary Guardian, in the event that I/We cannot be contacted or if any urgency dictates, to act in loco parentis for the child in respect of any circumstances, including any accident or illness, which may necessitate medical treatment, including surgery, and on my/our behalf to authorize any such treatment or surgery which they, in their sole discretion, may deem necessary.



Gangwan Avenue No.80, Shekou
Nanshan District, Shenzhen, Guangdong, China
P.C.: 518067
Tel: +86-755-2669 3669
<https://www.sis-shekou.org/>

- 我/我们授权临时监护人，在无法联系到我/我们的情况下，或在紧急情况下，以及在任何情况包括任何事故或疾病可能需要医疗(包括手术)的情况下，充当孩子的父母，并代表我/我们全权决定临时监护人认为必要的任何治疗或手术。

I/We have made the following residence arrangements for my child:

我/我们已为子女作出以下居住安排:

- My/our child will reside with our temporary guardian
我/我们的孩子将与我们的临时监护人一起居住。
- Our temporary guardian will reside in our home with my/our child
我们的临时监护人将和我/我们的孩子一起住在我们自己的家里。

Appointed Temporary Guardian(s):

被任命的临时监护人(们):

Name 姓名: _____	Name 姓名: _____
Tel 电话: _____	Tel 电话: _____
Email 邮箱: _____	Email 邮箱: _____
Address _____	Address _____
地址: _____	地址: _____
_____	_____
Relationship _____	Relationship _____
关系: _____	关系: _____

The Parent(s)/ Guardian(s) out of town contact information:

父母/监护人在外地的联络信息:

Name 姓名: _____	Name 姓名: _____
Tel 电话: _____	Tel 电话: _____
Email 邮箱: _____	Email 邮箱: _____
Address _____	Address _____
地址: _____	地址: _____
_____	_____



Gangwan Avenue No.80, Shekou
Nanshan District, Shenzhen, Guangdong, China
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Tel: +86-755-2669 3669
<https://www.sis-shekou.org/>

I/We further understand that it is my/our responsibility to:

我/我们深知我/我们有责任:

- Inform the school secretary each time my/our absence from my/our child in Shekou/Shenzhen is more than 48 hours
每次我/我们离开在蛇口/深圳的孩子超过 48 小时，要通知学校秘书。
- Update the school secretary if any contact information for myself/ourselves or my/our appointed temporary guardian changes
如我/我们或指定的临时监护人的联系方式有任何变更，要及时通知学校秘书。
- If, due to changing circumstances the period of temporary guardianship needs to be extended I/we will notify the school immediately.
如因情况变化需要延长临时监护期限，我/我们将立即通知学校。

Parent(s) 家长

Temporary Guardian(s)

临时监护人（们）

Signature 签名

Signature 签名

Signature 签名

Signature 签名

Print Name 正楷

Print Name 正楷

Print Name 正楷

Print Name 正楷

Please return the completed form to office. If you have children in more than one school division, ask the secretary to provide a copy for other divisions.

请将填好的表格交回学校办公室。如果你的孩子们在不同的校区上课，请让秘书为其他校区提供一份副本。

Appendix 5: School Meals Information

Jingshan Campus



SIS 膳食计划

2024/25 第一学期

鲸山校区



亲爱的家长，
为了您的孩子可以享受下个学期的膳食，请您在2024/8/1前完成付款。

我们可以提供... **2024/8/8-12/20**

	早餐	午餐	早&午点心(两次)
单价(人民币)	18	37	8*2=16
2024/25 第一学期 (88天)	1584	3219	1400

您可以有多种选择...

	套餐	价格(人民币)
方案1	早餐+午餐+上下午点心*	6203
方案2	早餐+午餐*	4803
方案3	午餐+上下午点心*	4619
方案4-6	早餐/午餐/上下午点心 (单选)	查看以上的价格

付款流程

- 扫描下方二维码进入付款小程序
- 首次登录IPos小程序时，请选择【短信验证码登录】，打开短信验证码登录界面 (*如果你之前注册过，请使用之前的手机号)
- 可以在页面选择简体中文/English
- 添加学生
如果你是新用户，请点击【添加学生】的按钮根据指引填入学生的基本信息
- 请在进入首页前阅读订购膳食指引
- 点击套餐卡片，勾选需要继续的套餐，将套餐加入购物车中，点击【去支付】按钮
- 确认订单信息后，点击【微信支付】按钮。
注：确认订单页面包含学生信息及订单信息。支付前请确认学生信息及所缴套餐的金额，实际缴费金额应为订单总额减去上学期余额

如果你有任意的问题或疑问，请发邮件联系客服 public-canteen@cn.issworld.com

家长注意事项...

自助用餐
• ISS将在收到餐费后向学生提供校餐。

退款政策
• 要申请退款，需要提前三(3)天发出邮件给到 public-canteen@cn.issworld.com，退款可以转到下一个学期，或在申请后三十(30)个工作日内由银行处理退回学生家庭账户。

变更/取消政策
• 如果您的孩子希望变更/取消膳食选择，应提前三(3)天邮件通知 public-canteen@cn.issworld.com，退款会在申请后三十(30)个工作日内由银行处理退回学生家庭账户。



SIS Meal Plan

2024/25 SEMESTER 1

Jing Shan Campus



Dear Parents,
For your child to take part in the new semester school meals, please complete the payment before 2024/8/1.

What We Provide 2024/8/8-12/20

	Breakfast	Lunch	Morning & Afternoon Snacks
Unit Price (RMB)	18	37	8*2=16
2024/25 Semester 1 (88days)	1584	3219	1400

Multiple Choice You Can Have

	Meal Sets	Price(RMB)
Option1	Breakfast+Lunch+2 Snacks *	6205
Option2	Breakfast+Lunch *	4805
Option5	Lunch+2 Snacks *	4619
Option4,6	Breakfast/Lunch/2 Snacks ONLY	See above

Process for Payment

- Please scan the QR code to enter the payment applet
- When logging into IPos applet for the first time, please select [SMS verification code login] to open the SMS verification code login interface (*If you have registered before, please use your original mobile number)
- You can select Simplified Chinese/English on the page
- Add Students
If you are a new user, please click the "Add Students" button and fill in the basic information of the students according to the instructions
- Please read the ordering instructions after entering the homepage.
- Click on the meal sets card, check the meal sets you want to pay, add the meals sets to the shopping cart, and click the [To Pay] button.
- After confirming the order information, click the [Payment] button.
Note: The confirmation page contains student information and order information. Please confirm the student information and the amount of the meal sets before payment. The actual payment amount should be the total amount of the order minus the balance of last semester.

*If you have any questions or concern, please send email to the public-canteen@cn.issworld.com

Terms & Conditions

Commencement
• ISS will provide school meals to students when the funds have been received.

Absentee Policy
• To qualify for an absentee refund, three (3) days notice is required to send to public-canteen@cn.issworld.com, refund can be transferred to next semester or be processed by bank within thirty (30) working days after the application.

Switch / Cancellation Policy
• If your child / children wish to switch /cancel meal options, a notice should be sent to public-canteen@cn.issworld.com, three (3) days in advance, refund will be processed within thirty (30) days after the application.

The Bay Campus



SIS 膳食计划

太子湾校区

2024/25 第一学期



亲爱的家长，
为了您的孩子可以享受下个学期的膳食，请您在2024/8/1前完成付款。

我们可以提供... **2024/8/8-12/20**

	早餐	午餐	早&午点心(两次)
单价(人民币)	18	38	6.8*2=13.6
2024/25 第一学期 (88天)	1584	3306	1190

您可以有多种选择...

	套餐	价格(人民币)
方案1	早餐+午餐+上下午点心*	6080
方案2	早餐+午餐*	4890
方案3	午餐+上下午点心*	4496
方案4-6	早餐/午餐/上下午点心 (单选)	查看以上的价格

付款流程

1. 请扫描二维码进入付款小程序
2. 首次登录IPos小程序时，请选择【短信验证码登录】，打开短信验证码登录界面 (*如果您之前注册过，请使用之前的手机号码)
3. 可以在页面选择简体中文/English
4. 添加学生
如果你是新用户，请点击【添加学生】的按钮根据指引填入学生的基本信息
5. 请在进入首页阅读订购膳食指引。
6. 点击套餐卡片，勾选需要缴费的套餐，将套餐加入购物车中，点击【去支付】按钮。
7. 确认订单信息后，点击【微信支付】按钮。
注：确认订单页面包含学生信息及订单信息，支付前请确认学生信息及所缴套餐的金额，实际缴费金额应为订单总额减去上学期余额

*如果您有任何的问题或疑问，请发邮件联系客服：public-canteen@cn.issworld.com

重要注意事项...

启动用餐
• ISS将在收到餐费后向学生提供校餐。

退款政策
• 要申请退款，需要提前三(3)天发邮件给到 public-canteen@cn.issworld.com，退款可以转到下一个学期，或在申请后三十(30)个工作日内由银行处理退回学生家庭账户。

变更/取消政策
• 如果您的孩子希望变更/取消膳食选择，应提前三(3)天邮件通知 public-canteen@cn.issworld.com，退款会在申请后三十(30)个工作日内由银行处理退回学生家庭账户。



SIS Meal Plan

The Bay Campus

2024/25 SEMESTER 1



Dear Parents,
For your child to take part in the new semester school meals, please complete the payment before 2024/8/1.

What We Provide 2024/8/8-12/20

	Breakfast	Lunch	Morning & Afternoon Snacks
Unit Price (RMB)	18	38	6.8*2=13.6
2024/25 Semester 1 (88days)	1584	3306	1190

Multiple Choice You Can Have

	Meal Sets	Price(RMB)
Option1	Breakfast+Lunch+2 Snacks *	6080
Option2	Breakfast+Lunch *	4890
Option3	Lunch+2 Snacks *	4496
Option4-6	Breakfast/Lunch/2 Snacks ONLY	See above

Process for Payment

1. Please scan the QR code to enter the payment applet
2. When logging into IPos applet for the first time, please select [SMS verification code login] to open the SMS verification code login interface (*If you have registered before, please use your original mobile number)
3. You can select Simplified Chinese/English on the page
4. Add Students
If you are a new user, please click the [Add Students] button and fill in the basic information of the students according to the instructions
5. Please read the ordering instructions after entering the homepage.
6. Click on the meal set card, check the meal sets you want to pay, add the meals sets to the shopping cart, and click the [To Pay] button.
7. After confirming the order information, click the [Payment] button.
Note: The confirmation page contains student information and order information. Please confirm the student information and the amount of the meal sets before payment. The actual payment amount should be the total amount of the order minus the balance of last semester.

*If you have any questions or concern, please send email to the public-canteen@cn.issworld.com

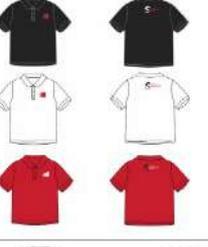
Terms & Conditions

Commencement
• ISS will provide school meals to students when the funds have been received.

Absentee Policy
• To qualify for an absentee refund, three (3) days notice is required to send to public-canteen@cn.issworld.com, refund can be transferred to next semester or be processed by bank within thirty (30) working days after the application.

Switch / Cancellation Policy
• If your child / children wish to switch /cancel meal options, a notice should be sent to public-canteen@cn.issworld.com three (3) days in advance, refund will be processed within thirty (30) days after the application.

Appendix 6: School Uniform Information

Summary of school uniforms																																																																								
Serial number	Style	Picture	Fabric	Colour	Sizing Chart	Price (In Chinese Yuan)																																																																		
						Size 2-14	Size xs-xl																																																																	
1	短袖Polo衫 Polo shirt short sleeve		100%COTTON	Black/White/Red	<p>短袖Polo衫 Polo shirt short sleeve -白色White 红色Red 黑色Black</p> <p>尺寸规格 Dimensions (单位:厘米) (Clothing half/cm)</p> <table border="1"> <thead> <tr> <th>年龄 age group</th> <th>身高 height</th> <th>体重 weight</th> <th>胸围 chest measurement</th> <th>衣长 length</th> </tr> </thead> <tbody> <tr><td>2-3</td><td>85-95</td><td>18-24</td><td>30</td><td>41</td></tr> <tr><td>4-5</td><td>100-110</td><td>24-30/30-37</td><td>33</td><td>43</td></tr> <tr><td>5-6</td><td>110-120</td><td>37-45</td><td>36</td><td>45</td></tr> <tr><td>7-8</td><td>120-130</td><td>45-55</td><td>38</td><td>51</td></tr> <tr><td>9-10</td><td>130-140</td><td>55-68</td><td>41</td><td>55</td></tr> <tr><td>11-12</td><td>140-150</td><td>68-80</td><td>43</td><td>61</td></tr> <tr><td>13-14</td><td>150-160</td><td>80-92</td><td>46</td><td>65</td></tr> <tr><td>XS</td><td>150-155</td><td>85-95</td><td>48</td><td>67</td></tr> <tr><td>S</td><td>155-160</td><td>95-105</td><td>51</td><td>69</td></tr> <tr><td>M</td><td>160-165</td><td>105-115</td><td>53</td><td>71</td></tr> <tr><td>L</td><td>165-170</td><td>115-125</td><td>56</td><td>74</td></tr> <tr><td>XL</td><td>170-175</td><td>125-135</td><td>58</td><td>76</td></tr> </tbody> </table>	年龄 age group	身高 height	体重 weight	胸围 chest measurement	衣长 length	2-3	85-95	18-24	30	41	4-5	100-110	24-30/30-37	33	43	5-6	110-120	37-45	36	45	7-8	120-130	45-55	38	51	9-10	130-140	55-68	41	55	11-12	140-150	68-80	43	61	13-14	150-160	80-92	46	65	XS	150-155	85-95	48	67	S	155-160	95-105	51	69	M	160-165	105-115	53	71	L	165-170	115-125	56	74	XL	170-175	125-135	58	76	40	48
年龄 age group	身高 height	体重 weight	胸围 chest measurement	衣长 length																																																																				
2-3	85-95	18-24	30	41																																																																				
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5-6	110-120	37-45	36	45																																																																				
7-8	120-130	45-55	38	51																																																																				
9-10	130-140	55-68	41	55																																																																				
11-12	140-150	68-80	43	61																																																																				
13-14	150-160	80-92	46	65																																																																				
XS	150-155	85-95	48	67																																																																				
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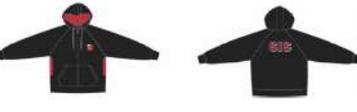
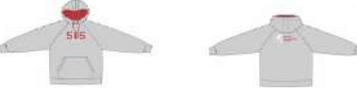
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Appendix 7: Bus Routes

School Bus Route 2024-25



Route 1 (3 Campuses)

Stops	AM Departures	PM Arrivals
百仕达花园 Baishida Garden	6:15 AM	4:45 PM
辉盛阁国际公寓 Fraser Suites	6:35 AM	4:40 PM
福田华庭 Arcadia Court	6:45 AM	4:30 PM
星河国际 Galaxy International	6:50 AM	4:20 PM
天安高尔夫花园 Tianan Golf Garden	6:55 AM	4:10 PM
太子湾校区 The Bay Campus	7:30 AM	3:10 PM
碧山校区 Jingshan Campus	7:45 AM	3:00 PM
网谷校区 Net Valley Campus	8:00 AM	3:35 PM

Route 2 (Jingshan & The Bay Campuses Only)

Stops	AM Departures	PM Arrivals
南海玫瑰园一期 Coastal Rose Garden 1	7:10 AM	3:25 PM
南海玫瑰园二期 Coastal Rose Garden 2	7:15 AM	3:30 PM
伍兹公寓 Woods Apartments	7:18 AM	3:20 PM
太子湾校区 The Bay Campus	7:30 AM	3:10 PM
碧山校区 Jingshan Campus	7:45 AM	3:00 PM

Route 3 (Jingshan & The Bay Campuses Only)

Stops	AM Departures	PM Arrivals
半岛城邦三期 Peninsula 3	7:10 AM	3:25 PM
半岛城邦一期 Peninsula 1	7:15 AM	3:30 PM
太子湾校区 The Bay Campus	7:30 AM	3:10 PM
碧山校区 Jingshan Campus	7:45 AM	3:00 PM

Route 4 (Jingshan & The Bay Campuses Only)

Stops	AM Departures	PM Arrivals
蔚蓝海岸三期 Wei Lan Hai An 3	6:55 AM	3:50 PM
万科蛇口公馆 Vanke Shekou Mansion	7:05 AM	3:40 PM
南海玫瑰园三期 Coastal Rose Garden 3	7:15 AM	3:25 PM
太子湾校区 The Bay Campus	7:30 AM	3:10 PM
碧山校区 Jingshan Campus	7:45 AM	3:00 PM

Route 5 (Jingshan & The Bay Campuses Only)

Stops	AM Departures	PM Arrivals
锦绣花园 Jinzhou Garden	6:50 AM	4:15 PM
碧海云天 Bi Hai Yun Tian	6:53 AM	3:45 PM
海韵家园/南欣二期 Sea Taste Garden/CRG 2	7:18 AM	3:25 PM
海欣花园/南欣一期 Hai Xin Garden/CRG 1	7:23 AM	3:23 PM
双玺花园 Imperial Park	7:25 AM	3:20 PM
太子湾校区 The Bay Campus	7:35 AM	3:10 PM
碧山校区 Jingshan Campus	7:45 AM	3:00 PM

Route 6 (Jingshan & The Bay Campuses Only)

Stops	AM Departures	PM Arrivals
中信红树湾 Mangrove Bay CITIC	6:40 AM	3:40 PM
红树西岸 Mangrove West Coast	6:45 AM	3:45 PM
湾厦地铁站 Wanxia Metro Station	7:00 AM	3:33 PM
阳光海滨花园 Sunny Seaside Garden	7:10 AM	3:30 PM
太子湾校区 The Bay Campus	7:30 AM	3:10 PM
碧山校区 Jingshan Campus	7:45 AM	3:00 PM

Route 7 (Jingshan & The Bay Campuses Only)

Stops	AM Departures	PM Arrivals
君汇新天 Jun Hui Xin Tian	7:05 AM	3:32 PM
太古城 Tai Gu Cheng All City	7:08 AM	3:35 PM
木棉花酒店 Murnian Hotel	7:10 AM	3:38 PM
恒裕滨城 Heng Yu Bin Cheng	7:12 AM	3:40 PM
鸿威海悦湾 Hong Wei Hai Yi Wan	7:15 AM	3:30 PM
太子湾校区 The Bay Campus	7:30 AM	3:10 PM
碧山校区 Jingshan Campus	7:45 AM	3:00 PM

Route 8 (Jingshan & The Bay Campuses Only)

Stops	AM Departures	PM Arrivals
润府 Run Fu	6:45 AM	3:40 PM
天鹅堡 Swan Castle OCT	6:55 AM	3:50 PM
益田假日广场 Yitian Holiday Plaza	7:00 AM	3:55 PM
太子湾校区 The Bay Campus	7:30 AM	3:10 PM
碧山校区 Jingshan Campus	7:45 AM	3:00 PM

Route 9 (3 Campuses)

Stops	AM Departures	PM Arrivals
壹线山前/林下 Habitat One	6:50 AM	4:00 PM
G公寓 Residence G	6:55 AM	4:10 PM
来福士雅诗阁 Ascott Raffles City	7:00 AM	4:15 PM
花园城一期 Garden City 1	7:05 AM	4:20 PM
水湾1979 Shuiwan 1979	7:12 AM	3:29 PM
兰溪谷 Mont. Orchid	7:18 AM	3:25 PM
雅诗阁美伦 Ascott Mullan	7:20 AM	3:20 PM
太子湾校区 The Bay Campus	7:30 AM	3:10 PM
碧山校区 Jingshan Campus	7:45 AM	3:00 PM
网谷校区 Net Valley Campus	8:00 AM	3:38 PM

Route 10 (Jingshan & The Bay Campuses Only)

Stops	AM Departures	PM Arrivals
半岛城邦二期 Peninsula 2	7:15 AM	3:20 PM
太子湾校区 The Bay Campus	7:30 AM	3:10 PM
碧山校区 Jingshan Campus	7:45 AM	3:00 PM

Route 11 (Net Valley Campus Only)

Stops	AM Departures	PM Arrivals
深业上城 Upper Hills	6:35 AM	5:05 PM
星河国际 Galaxy International	6:50 AM	4:47 PM
天鹅堡 Swan Castle OCT	7:15 AM	4:22 PM
益田假日广场 Yitian Holiday Plaza	7:20 AM	4:27 PM
世纪村 Century Village	7:25 AM	4:07 PM
中信红树湾 Mangrove Bay CITIC	7:30 AM	4:00 PM
纯海岸 Chun Hai An	7:35 AM	3:55 PM
网谷校区 Net Valley Campus	8:00 AM	3:35 PM

Route 13 (3 Campuses Shuttle)

Stops	AM Departures	PM Arrivals
兰溪谷 Mont. Orchid	7:13 AM	3:25 PM
伊敦雅诗阁 Ascott Aden	7:15 AM	3:20 PM
碧山校区 Jingshan Campus	7:20 AM 7:45 AM	3:15 PM 3:55 PM
太子湾校区 The Bay Campus	7:30 AM	3:00 PM 4:00 PM
网谷校区 Net Valley Campus	8:05 AM	3:45 PM

Route 12 (Net Valley Campus Only)

Stops	AM Departures	PM Arrivals
文德福花园 Wonderful Garden	7:17 AM	4:32 PM
蔚澜海岸三期 Wei Lan Hai An 3	7:20 AM	4:35 PM
太古城 Tai Gu Cheng All City	7:34 AM	4:07 PM
木棉花酒店 Murnian Hotel	7:35 AM	4:10 PM
恒裕滨城 Heng Yu Bin Cheng	7:36 AM	4:13 PM
阳光海滨花园 Sunny Seaside Garden	7:37 AM	4:16 PM
鸿威海悦湾 Hong Wei Hai Yi Wan	7:38 AM	4:20 PM
海韵家园/南欣二期 Sea Taste Garden/CRG 2	7:50 AM	3:57 PM
海欣花园/南欣一期 Hai Xin Garden/CRG 1	7:52 AM	3:55 PM
网谷校区 Net Valley Campus	8:05 AM	3:45 PM

Route 14 (Net Valley Campus Only)

Stops	AM Departures	PM Arrivals
伍兹公寓 Woods Apartments	7:30 AM	3:45 PM
双玺花园 Imperial Park	7:32 AM	3:47 PM
半岛城邦二期 Peninsula 2	7:40 AM	4:00 PM
万科蛇口公馆 Vanke Shekou Mansion	7:45 AM	4:05 PM
网谷校区 Net Valley Campus	8:00 AM	3:35 PM

Route 15 (Jingshan & The Bay Campuses Only)

Stops	AM Departures	PM Arrivals
第五大道 5th Avenue	6:50 AM	4:07 PM
壹方玖棠 Yi Fang Jiu Tang	6:55 AM	4:02 PM
宏发领城 Hong Fa Ling Yu	6:58 AM	3:57 PM
鼎太风华 Ding Tai Feng Hua	7:08 AM	3:47 PM
前海嘉里中心 Qianhai Kerry Centre	7:20 AM	3:35 PM
桂湾公园 Guwan Park	7:22 AM	3:37 PM
泛海拉菲 Fan Hai La Fei	7:28 AM	3:25 PM
佳兆业前海广场 Jia Zhao Ye Qianhai Plaza	7:32 AM	3:20 PM
太子湾校区 The Bay Campus	7:40 AM	3:10 PM
碧山校区 Jingshan Campus	7:45 AM	3:00 PM

Appendix 8: Bus Expectations



Expectations for All Students 学生乘车守则

Be on time for the bus
准时上车

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

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

No eating or drinking on the bus
请勿饮食

Use appropriate language on the bus
文明用语

Keep windows closed
不得开窗

Sit in assigned seats
坐在指定座位上

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

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



Expectations for Bus Monitors

校车阿姨工作守则

Be at the front while students are getting on the bus.

学生上车时在车前等候。

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

学生上车后，如未获得校车阿姨的允许，不得私自下车。

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

帮助较小或其他有需要的学生找到座位坐好，系好安全带等。

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

经过有效登记的学生才能乘坐校车。学生乘车时必须出示乘车卡或者在乘车名单上。

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

校车出发前必须确保所有学生系好安全带。

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

送完所有学生后，务必检查校车以确保没有任何学生或者物品遗落在车上。

Only use cell phone in case of an emergency.

仅在紧急情况下使用手机

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

当校车在行进中，一名校车阿姨需在车头位置，另一名阿姨需在车尾位置。

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

确保学生不高声喧哗。

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

如学生不按照守则执行，及时纠正不规范行为。

Report the following to the school:

及时向学校报告以下行为

- Any students who do not follow the directions given by the bus monitor or driver
任何学生如果有不听校车司机或校车阿姨指挥的行为，及时报告。
- Any students who do not follow the bus rules
任何学生不遵守乘车守则的，及时报告。
- After school, any student who does not get on the bus who is supposed to.
放学后，如有学生未能上车，及时报告。
- Any parents who insist on riding the bus
如有家长坚持要乘坐校车的，及时报告。
- Ongoing poor behaviour or dangerous incidences to the office Assistant or administration.
如有学生不当行为屡教不改或发生严重事故时，应向办公室助理或校领导报告。

What should I do if...以下情况如何处理

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

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

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

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

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

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

Appendix 9: SIS Behaviour Definitions

BEHAVIOUR ENDANGERING OTHERS: Putting others in danger or peril.

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

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

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

FIGHTING: Aggressive physical contact between students.

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

HARASSMENT: Intentionally aggravating another individual persistently.

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

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

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

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

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

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

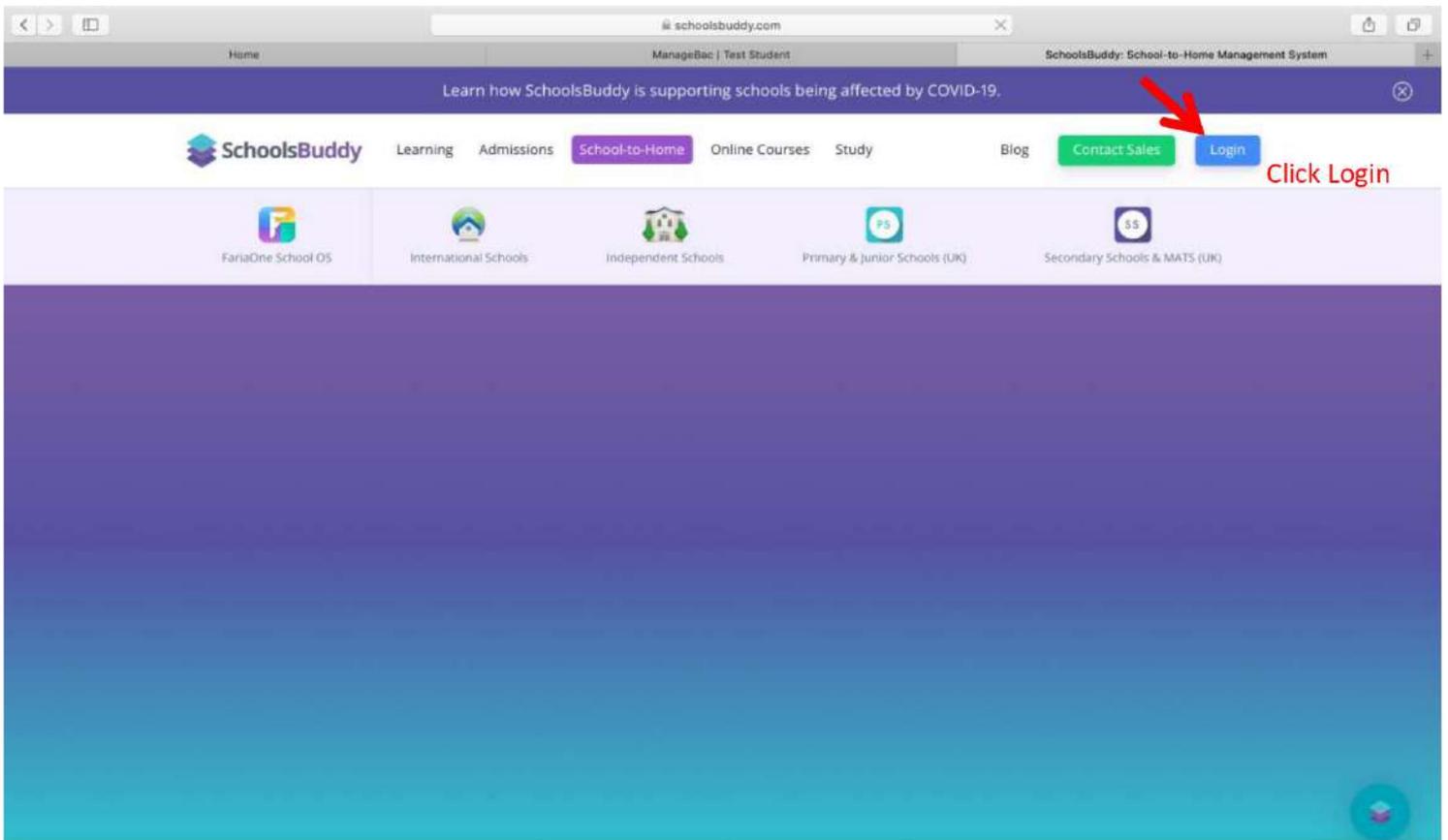
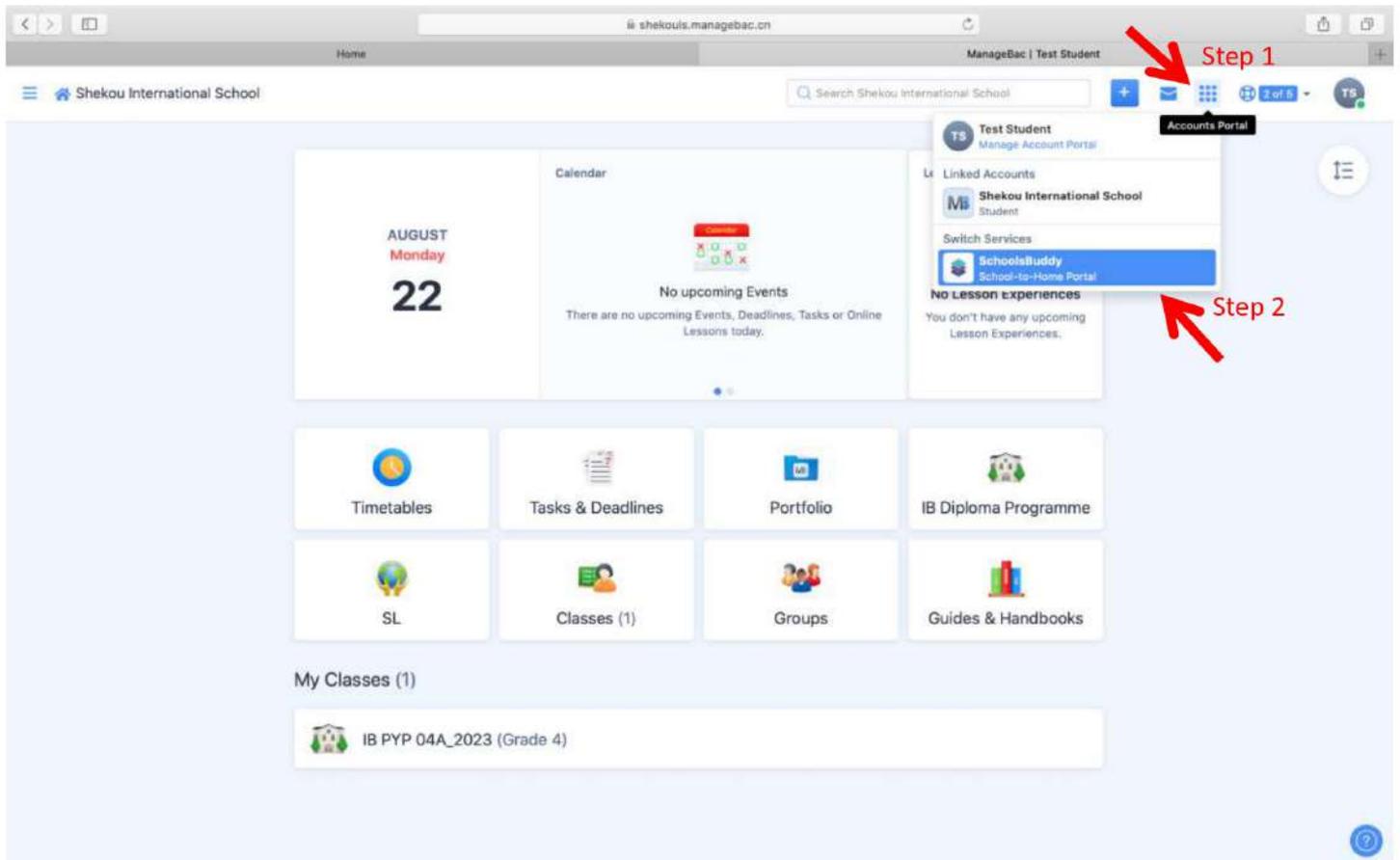
SUSPENSION: A temporary exclusion of a student from school from a class or classes for a period of time not to exceed ten school days. A suspended student has the right to make up missed work for credit. The student is still expected to do the work.

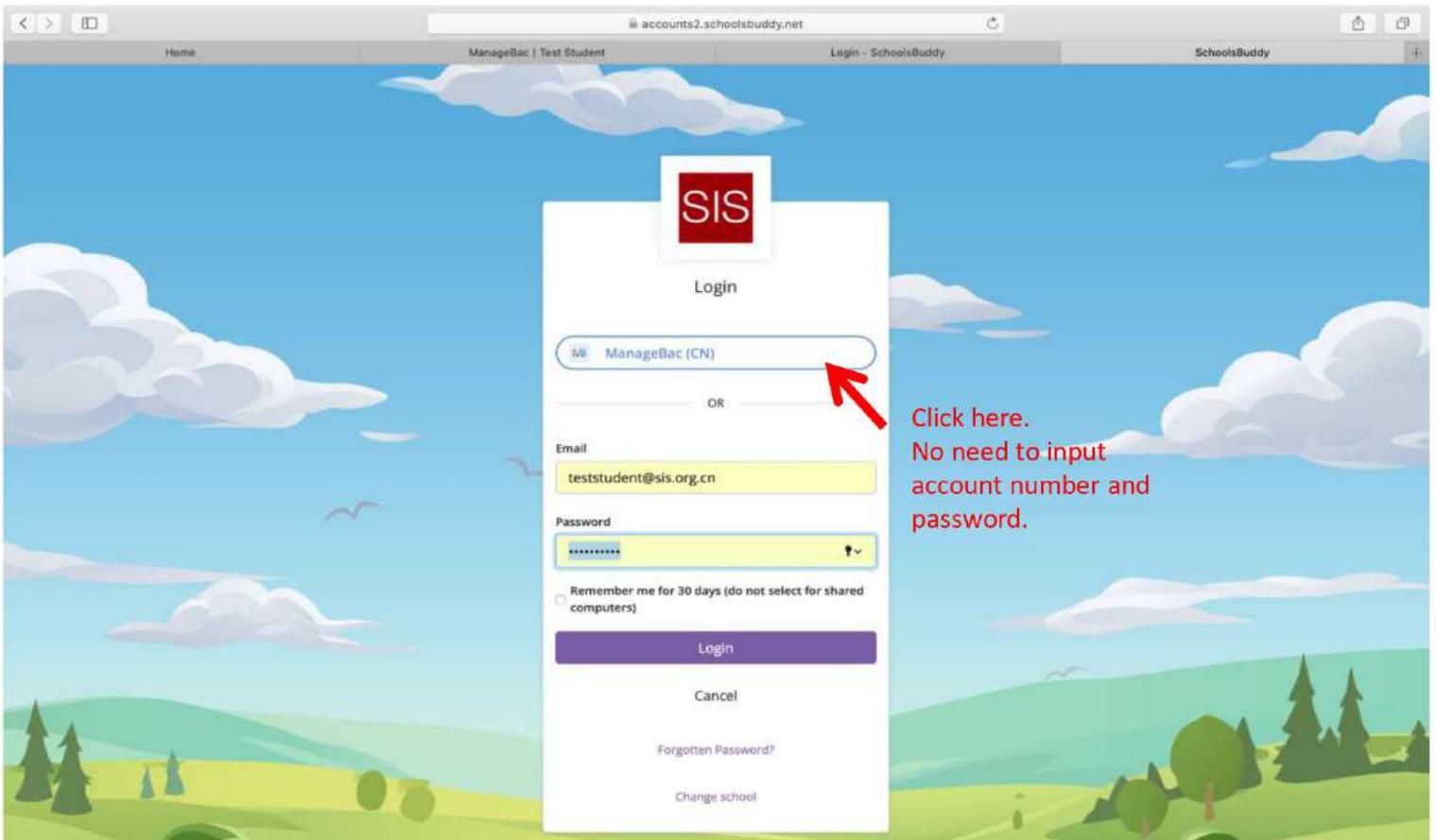
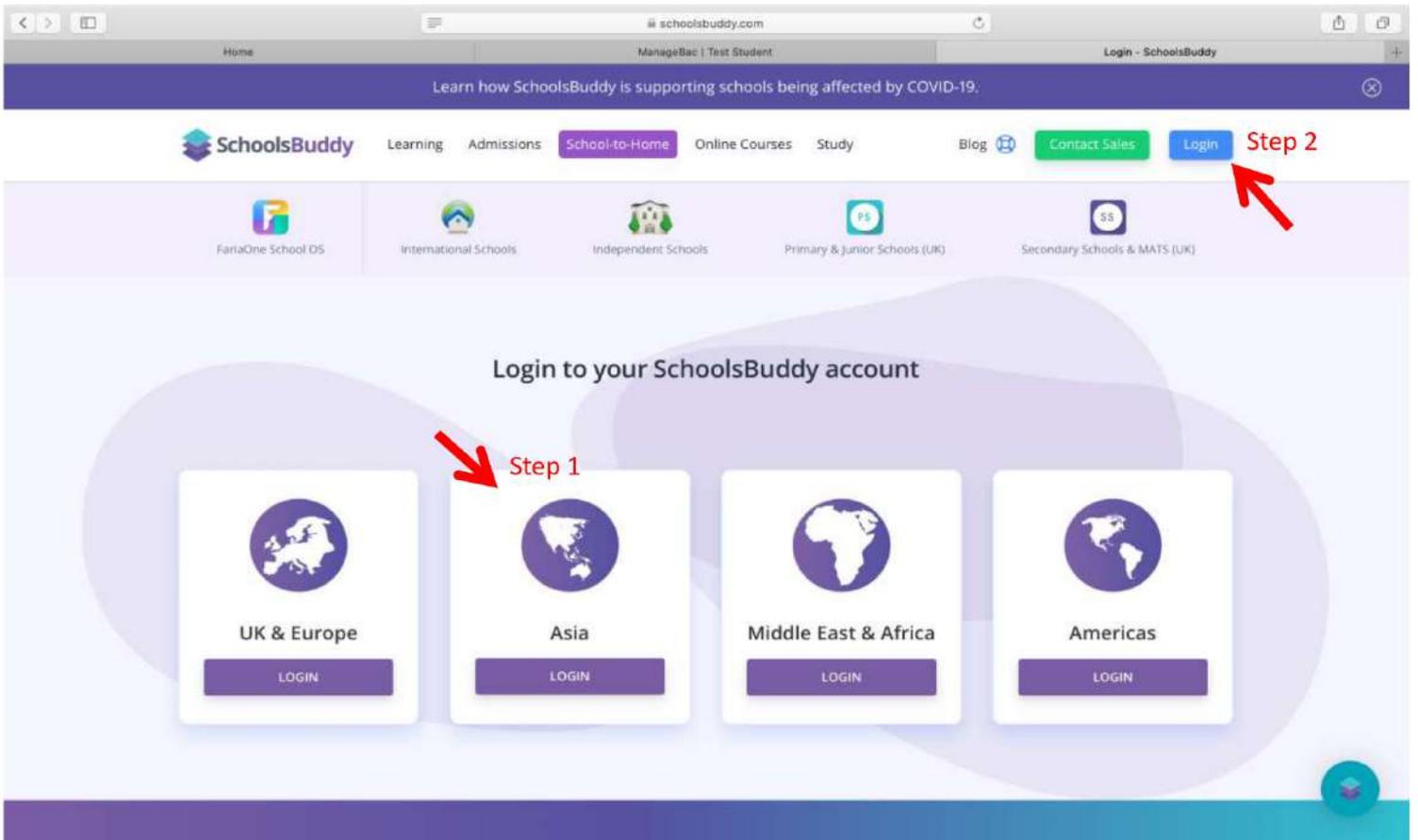
THREATS: Expression of intention to inflict injury and/or damage.

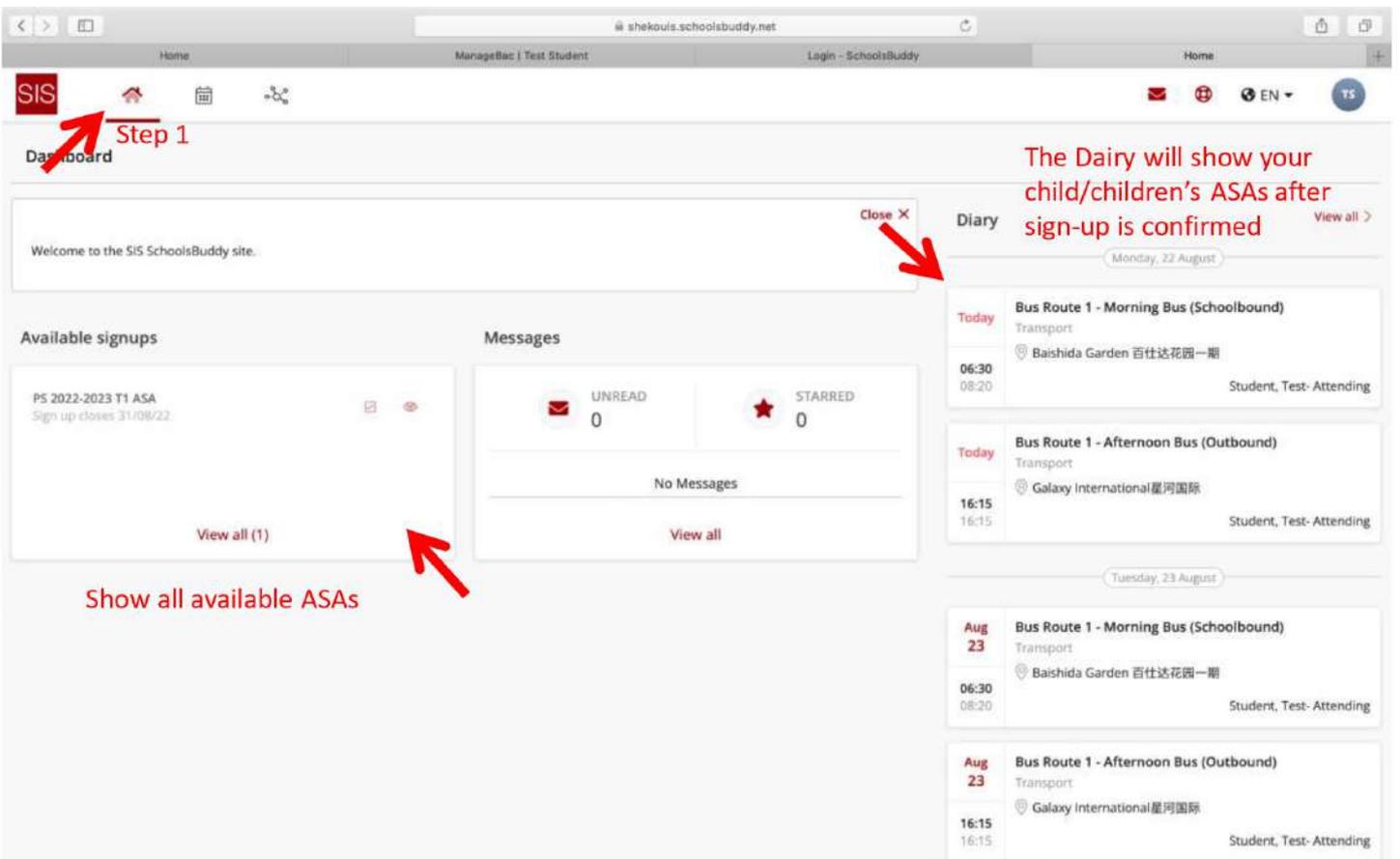
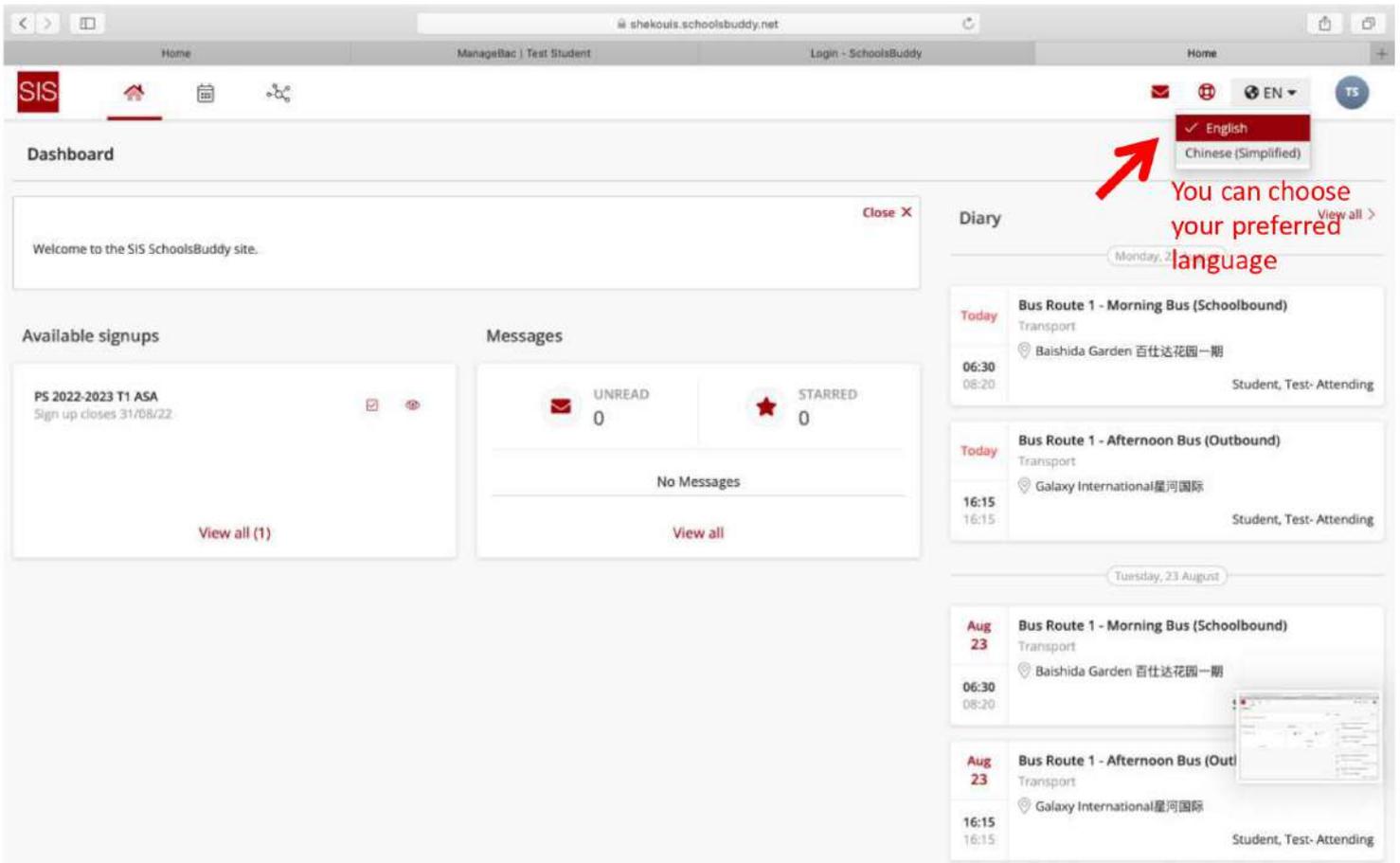
TRUANCY: Staying out of school without permission, or avoidance of the responsibility to serve a detention.

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

Appendix 10: About SchoolsBuddy Account







Test ASA
Test ASA
Period From 02-Sep-22 To 15-Sep-22

Activities Save for Later Next

1. How signup works **Instructions**

This signup requires you to make choices and submit these choices to the school for your activities for this period. The school will then allocate activities based upon your selections and the groups size.

There may be options for each day. Only select options for a day if you want to take part in an activity for that day.

Once you have selected your choices, please click REVIEW & CONFIRM to see an overview of your preferences before clicking the COMPLETE AND SEND ALL TO SCHOOL button.

After you have sent your choices to the school you will not be able to edit them.

2. Make choices

Select your preferences for each day. Click the day of the week you want to make choices for. Make your first choice your 'preference1', your second choice 'preference2' and so on. You may only select ONE 'preference1', 'preference2', 'preference3', etc for each day. The system will not let you select P1 twice on the same day. To change your P1 choice first untick the current P1 choice.

When complete move onto the next day.

3. Submit to school

To save your preferences to complete later choose SAVE FOR LATER. If you want to review all of your choices click REVIEW & CONFIRM.

If during review you want to SUBMIT your choices to the school click on COMPLETE AND SEND ALL TO SCHOOL button. You will need to agree to terms and conditions set by the school.

4. Await allocation

When the signup period closes, school staff will begin the task of allocating students their preferred choices where possible. Following allocation you will receive an email notifying you of your allocated activities. You can then use SchoolsBuddy to view all of these activities in your SchoolsBuddy diary.

Search group name Clear All

Monday - 1 Available Step 1 Click here to expand selection details Please click on the arrow to select event for all days

Wednesday - 1 Available

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& CONFIRM to see an overview of your preferences before clicking the COMPLETE AND SEND ALL TO SCHOOL button.

After you have sent your choices to the school you will not be able to edit them.

Search group name Clear All

Monday - 1 Available

Test ASA 1 Step 1 Name of the activity

M. Liu
Organiser

Test ASA 1

15:00 - 17:00 Free Unlimited

Student, Test	1	2	3	N/A
Student, Test	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teststudent, MS	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Wednesday - 1 Available

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Step 2 Roll up and Click "Next"

WARNING: Please ensure you have made ALL of your selections for ALL days, you will not be able to add any more selections after you have submitted these choices.

Monday

- TS Student, Test
Pref 2
Test ASA 1
Free 15:00 - 17:00
- MT Teststudent, MS
Pref 3
Test ASA 1
Free 15:00 - 17:00

Wednesday

- TS Student, Test
Pref 1
Test ASA 2
Free 15:00 - 17:00
- MT Teststudent, MS
Pref 2
Test ASA 2
Free 15:00 - 17:00

Step 1
Please confirm
your selections

Step 2
Click here to submit to
school

Click here to edit choices Edit Choices Submit to school

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TEST ASA
Test ASA
Period From 02-Sep-22 To 15-Sep-22

Review

WARNING: Please ensure you have made ALL of your selections for ALL days, you will not be able to add any more selections after you have submitted these choices.

Monday

- TS Student, Test
Pref 2
Test ASA 1
Free 15:00 - 17:00
- MT Teststudent, MS
Pref 3
Test ASA 1
Free 15:00 - 17:00

Wednesday

- TS Student, Test
Pref 1
Test ASA 2
Free 15:00 - 17:00
- MT Teststudent, MS
Pref 2
Test ASA 2
Free 15:00 - 17:00

Terms & Conditions

I agree to the terms and conditions

OK Cancel

Step 1
Tick the box

Step 2
Click OK

Edit Choices Submit to school

Appendix 11: Communication Pathways - Support Services

Business and Finance



Business and Finance Director
Brent Wang
bwang1@sis.org.cn
2669-3669 ext. 分机 5108



Accounting Manager
Helen He
hhe@sis.org.cn
2669-3669 ext. 分机 5206



Accountant Supervisor
Maria Liu
mliu@sis.org.cn
2669-3669 ext. 分机 5205

Admissions



Admissions Director
Liz Jheeta
ljheeta@sis.org.cn
2669-3669 ext. 分机 5104



Admissions Assistant
Cici Chen
cchen@sis.org.cn
2669-3669 ext. 分机 5117



Admissions Assistant
Denise Deng
ddeng@sis.org.cn
2669-3669 ext. 分机 5115

Athletics and After School Activity



Activités and Athletics Director
Thomas Mathews
tmathews@sis.org.cn
2669-3669 ext. 分机 5100



ASA Coordinator
Rhythm Zou
rzou@sis.org.cn
2669-3669 ext. 分机 5116

Administrative Services



Administrative Services Manager
Sherry Zhong
szhong@sis.org.cn
 2669-3669 ext. 分机 5100



Bus Coordinator
Laurie Chen
lchen@sis.org.cn
 2669-3669 ext. 分机 7101



Office Assistant (JingShan)
Anna Xu
axu@sis.org.cn
 2669-3669 ext. 分机 6100



Office Assistant (The Bay)
Summer Huo
shuo@sis.org.cn
 2669-3669 ext. 分机 5101



Office Assistant (The Bay)
Frank Zeng
fzeng@sis.org.cn
 2669-3669 ext. 分机 7100

IT Support



IT Manager
Tony Zhang
tzhang@sis.org.cn
 2669-3669 ext. 分机 7503



Application Analyst
Ker Zhang
kzhang@sis.org.cn
 2669-3669 ext. 分机 7508



Help Desk Technician
Julia Zhu
jzhu02@sis.org.cn
 2669-3669 ext. 分机 4026



Help Desk Technician
Bruce Lee
blee@sis.org.cn
 2669-3669 ext. 分机 7108



Help Desk Technician
Billy Zeng
bzeng@sis.org.cn
 2669-3669 ext. 分机 7108

Jingshan Campus

Cafeteria
public-canteen@cn.issworld.com

School Nurse
mliu06@sis.org.cn

School Bus
sisbus@sis.org.cn

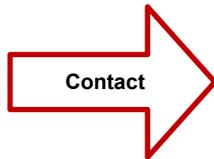
The Bay Campus

Cafeteria
public-canteen@cn.issworld.com

School Nurse
thebaynurse@sis.org.cn

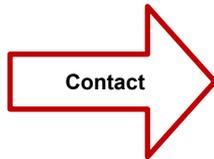
School Bus
sisbus@sis.org.cn

Questions specific to your own child



Classroom Teachers and/or Counselor

Questions about the school programme



Classroom Teachers

Programme Coordinators

		
Rebecca Doige PYP / Literacy Co-ordinator rdoige@sis.org.cn	Anh-Tuan Duong Van FLA / FIP Coordinator atduongvan@sis.org.cn	Venus He Mandarin Team Lead vhe@sis.org.cn

Primary School Assistant Principals

	
Karen Brown-Miller Early Primary AP kbrownmiller@sis.org.cn	Kirsty Van Rooyen Upper Primary AP kvanrooyen@sis.org.cn

Primary School Principal

	Leda Cedo Primary Principal lcedo@sis.org.cn
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Head of School

	Harish Kanabar Head of School hkanabar@sis.org.cn
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Appendix 12: Medication Consent Form



Consent for Medication Administration 用药知情同意书

It is the SIS International School policy to secure your consent for medication administration. Medication will be provided by the parent and in its original container. It should be labeled with the student's name, doctor's name and phone number, medication name, dosage, and route on the container. For prescription medication, a copy of medical notes must be attached.

根据蛇口国际学校规定，必须有您的知情同意才能给在校学生服药。药品由家长提供并置于原包装盒内。药瓶上需有学生姓名、医生姓名和电话、药名、剂量和用药途径。处方药需附上医疗病历复印件。

Student name Gender DOB: Grade:
学生姓名: 性别: 出生日期 年级

Medication name 药名	Dosage 剂量	Route 途径	Time 时间	Duration 用药时长	Diagnosis/reasons for administration 诊断/用药原因	Comment 备注

PARENT'S STATEMENT:

I, parent/ guardian of _____, understand and agree that by signing this form, I am consenting to the administration of medication as described above. I am also assuring that the health information previously provided on the school system is true and accurate.

Signature of parent/legal guardian

Mobile

Date

作为 _____ 的父母/监护人，我签署该表格表示理解并同意以上用药。同时并确定我向学校提供的孩子医疗相关信息真实、准确。

父母/监护人签名

电话

日期

Appendix 13: Heat Index and Air Quality

HEAT INDEX

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

HEAT EXHAUSTION

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

There are two types of heat exhaustion:

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

Treatment for Heat Exhaustion

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

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

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

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



Air Quality and Outdoor Activities

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

Appendix 14: Warning Signals

台风预警信号 Typhoon Warning Signals

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

暴雨预警信号 Rainstorm Warning Signals

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

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



