



SHEKOU INTERNATIONAL SCHOOL

Student/Parent Handbook Secondary School

NET VALLEY 2025-26





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1. Secondary School Principal Welcome

Welcome to the 2024-2025 school year and all the amazing opportunities that await our community! I love how we do school at SIS, where students are encouraged to not only do their best academically, but to branch out and challenge themselves through the many after-school activities we have on offer.

Academically, we are now fully implementing the IB Middle Years Programme (MYP). By continuing to offer and refine our units and assessments, as well as exciting the learning opportunities in Service As Action, Personal Project, and Interdisciplinary Learning Week, teaching and learning continues the high level of support and rigor for our students at SIS. We are excited about bring a high-level of alignment through the entire secondary curriculum, providing even better preparation for students' final 2 years in the IB Diploma Programme.



As a school, we highly value parent contributions in creating a vibrant school culture. I encourage you get involved in the numerous activities we will have for parents throughout the year, including our numerous ParentEDUs. Additionally, please reach out to the SIS Parent Support Association (PSA). The PSA plays a key role in making SIS such a welcoming and dynamic community. Please get involved!

I look forward to connecting with each of you in the year ahead. Go Geckos!

Warm regards,
Matthew Doige
Secondary Principal



2. OUR MISSION AND VALUES

2.1 Our Mission

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

2.2 Our Philosophy

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

2.3 Our Beliefs

We believe that:

- A strong foundation of knowledge and skills is essential for lifelong learning, personal development, and sound decision-making.
- Integrity, humility, and respect are fundamental to building and maintaining successful relationships.
- Learning to set goals and priorities is critical for developing perseverance, critical thinking, and confidence in both students and staff.
- Successful learning is strengthened by active, supportive partnerships and consistent expectations across school and home environments.
- Active engagement in service learning and appreciation of cultural diversity are vital for nurturing responsible, compassionate individuals who can thrive in an ever changing world.
- Technology serves as a powerful tool through which students learn, create, collaborate, and share.

2.3.1 IB Mission Statement

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

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

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

2.3.2 School Policies

All SIS policies are informed by IB policies and can be found here on the school website:

<https://www.sis-shekou.org.cn/about-us/policies-and-practices/>



3. HOW IS THIS HANDBOOK ORGANISED?

There are six broad sections to this handbook:



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





4. HOW WE LEARN AT SIS

We are a learning community. By working together to create the best possible environment, we ensure that the best possible learning takes place.

4.1 Expectations of SIS Students

As an SIS student, you are expected to uphold our Mission and Values by:

- Setting goals around and demonstrating the IB Learner Profile and Approaches to Learning (ATL).
- Conducting yourself in a safe, respectful, and responsible manner, while practicing self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Regularly using Toddle, Teams, OneNote, Outlook, and other relevant learning platforms as needed.
- Following task rubrics and assessment criteria carefully.
- Reflecting on and acting upon feedback provided by teachers.
- Coming prepared for class with all necessary materials.
- Arriving punctually to all classes and activities.
- Remaining in supervised areas and following the instructions of teachers and staff.
- Engaging actively in all learning activities.
- Completing homework on time and with purpose.
- Responding politely to reasonable teacher requests.
- Collaborating effectively with classmates without causing distractions.
- Supporting and upholding SIS values of diversity, equity, and inclusion to help create a sense of belonging for all.

4.2 Expectations of SIS Teachers

As SIS teachers, we are committed to promoting and supporting the fulfillment of the Mission and Values by:

- Modelling the IB Learner Profile.
- Embedding the IB Approaches to Teaching (ATT) in the design, facilitation, and assessment of learning.
- Implementing inclusive practices to ensure all learners can access and demonstrate understanding.
- Providing multiple explanations and methods of presentation to support understanding, including for language learners and students with learning differences.
- Designing learning experiences that challenge all students appropriately.
- Clearly communicating academic and task expectations, including effective use of Toddle to support student learning.
- Assigning relevant and purposeful formative tasks and homework.

- Giving feedback regularly and within a reasonable timeframe to support student growth and understanding, including effective use of Toddle.
- Supporting and upholding SIS values of diversity, equity, and inclusion to foster a sense of belonging for all.

4.3 Expectations of SIS Parents


As SIS parents, you can best support the Mission and Values by:

- Encouraging a healthy balance between school, co-curricular activities, and personal responsibilities.
- Promoting effective time-management skills and consistent routines.
- Reinforcing the importance of punctuality.
- Supporting healthy device use and responsible screen time management.
- Ensuring your child gets sufficient sleep.
- Providing a distraction-free study environment.
- Encouraging your child to reflect on and act upon teacher feedback.
- Using Toddle to monitor academic expectations and progress.
- Supporting and upholding SIS values of diversity, equity, and inclusion to help create a sense of belonging for all.



5. WHAT TO DO IF YOU NEED HELP AT SCHOOL


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

 **SHEKOU INTERNATIONAL SCHOOL**


MAKING SUGGESTIONS AT SIS

THANKS FOR SHARING YOUR THOUGHTS AND IDEAS.


Start
You might have a concern or idea about:
Breaktime, the cafeteria, teaching and learning, feeling safe

**1. Start by talking to these people:**


- 1st Your mentor teacher (and your Gecko Core teacher) .
- 2nd A classroom teacher.
- 3rd Counselor, MYP Coordinator, IB Coordinator or Assistant Principal.

2. Your Student Council (StuCo) Representatives


- These are student leaders who represent your grade in StuCo. They want to hear your suggestions.
- You can also get involved yourself to make SIS a better place.

**3. Be Clear**

- How can we all make SIS better?
- What do you need to do your best at school?
- Be sure to share details and constructive thoughts.
- How can you be Principled, a Thinker, a Communicator, Open-Minded?

4. Be Patient

- Know that your ideas are important, and some issues are complicated.
- It may take a few days or weeks to find the best way to take action.
- How can you be safe, respectful and responsible in trying to bring about change?

**5. If you are not happy with the result:**

- 1st The Head Principal will be happy to meet with you.
- 2nd The Head of School will be happy to meet with you.

Be Safe. Be Respectful. Be Responsible.

5.1 Complaints & Appeals Procedure – IB Programmes

If you have concerns regarding the MYP or DP Programmes at SIS—whether about the IB’s products and services, SIS’s implementation of IB Programmes, or academic integrity—the first step is to contact the appropriate Programme Coordinator:

- PYP Coordinator: rdoige@sis.org.cn
- MYP Coordinator: Dani Priambodo — dpriambodo@sis.org.cn
- DP Coordinator: Erin Garnhum — egarnhum@sis.org.cn

The Programme Coordinator will meet with you to determine whether your concern relates to SIS’s implementation of the programme, in which case it may be referred internally to the Principal or Head of School, or whether it should be directed to the International Baccalaureate Organization (IBO). If your concern is to be raised with the IBO, the Programme Coordinator can assist you in making that contact. More detail about expressing your feedback or concerns to the IB can be found here: <https://www.ibo.org/contact-the-ib/feedback-and-concerns/>

If you would like to appeal a decision related to implementation of an IB programme at SIS – such as decisions concerning eligibility for IB registration, subject level changes, internal assessment authenticity, or access arrangements – you should begin by contacting the relevant Programme Coordinator via email. If it is not possible to resolve the issue with the programme coordinator, they will refer the issue to the School Principal, and then to the Head of School if needed.



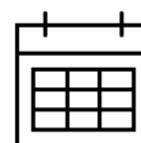
6. SCHOOL HOURS & CALENDAR

6.1 Overview of the school day in the Secondary School

The school day begins at 8:15am. Students should arrive at Net Valley by 8.05am. Students in all grades finish at 3:35pm. The secondary school operates on a 6 periods per day, 10-day timetable. Each class is 55 minutes long and 5 minutes is allocated for transitioning between lessons to ensure you arrive promptly and ready to learn for each lesson.

6.2 Daily Schedule (Middle & High School)

8.15 - 8.30	Mentor Time
8.35 - 9.30	Period 1
9.35 - 10:30	Period 2
10.30 - 10.50	Nutrition Break
10.50 - 11.45	Period 3
11.50 - 12.45	Period 4
12.45 - 1.15	Lunch
1.15 - 1.35	Lunch Break



1.40 - 2.35	Period 5
2.40 - 3.35	Period 6

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

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

-See Appendix 1: 2024-25 Academic Year Calendar, which is also available on the school website > Quick Links > Calendar.



7. WHO'S WHO IN THE SECONDARY

7.1 Secondary Leadership Team

Secondary Principal:	Matthew Doige – mdoige@sis.org.cn
Secondary Assistant Principal:	Todd Brink – tbrink@sis.org.cn
IB DP Coordinator:	Erin Garnhum – egarnhum@sis.org.cn
IB MYP Coordinator:	Dani Priambodo – dpriambodo@sis.org.cn
Learning Innovation Coach:	Michael Busbee – sbusbee@sis.org.cn
Director of Athletics & Activities:	Thomas Mathews – tmathews@sis.org.cn

7.2 Office Management

Office Manager:	Peggy Han - phan@sis.org.cn
Front Desk/Office Assistant:	Leah Li - lli002@sis.org.cn
Principal/Office Assistant:	Anna Li - ali@sis.org.cn

7.3 Counseling Team

College & Career Counselor	Pamela Tan - ptan@sis.org.cn
HS Counselor	Francesca Ferrari - fferrari@sis.org.cn
MS Counselor	Jennifer Kerns - jkerns@sis.org.cn

7.4 Middle Level Leaders

7.4.1 Learning Leaders

Language & Literature:	Caludia Freaney - cfreaney@sis.org.cn
Language Acquisition:	Katy Black - kblack@sis.org.cn
Individuals & Societies:	Thomas George - tgeorge@sis.org.cn
Science:	Richard Winstanley - rwinstanley@sis.org.cn
Mathematics:	Judine Van Aardt - jvanaardt@sis.org.cn
Physical & Health Ed.	Vlada Milisevic - vmilisevic@sis.org.cn
	Nisse Welchman - nwelchman@sis.org.cn
Arts & Design:	Tyler Wells - twells@sis.org.cn
EAL:	Celina Mathews - cmathews@sis.org.cn
Learning Support:	Corinne Norris - cnorris@sis.org.cn
Secondary DEIJB Coordinator:	Nisse Welchman - nwelchman@sis.org.cn

7.4.2 Grade Level Leaders

6th Grade:	Jackilynne Mateo – jmateo@sis.org.cn
7th Grade:	Haneen Hamadeh - hhamadeh@sis.org.cn
8th Grade:	Valeria Zanatti - vzanatti@sis.org.cn
9th Grade:	Jia Yin Seow - jseow@sis.org.cn
10th Grade:	Julia Jing Tang - jtang@sis.org.cn
11th Grade:	Kamel Dallal- kdallalassafo@sis.org.cn
12th Grade:	Ian Ketcham - iketcham@sis.org.cn

7.4.3 Student Council

Middle School StuCo: Nicole Warmerdam - nwarmerdam@sis.org.cn

High School Stuco: Judine Van Aardt - jvanaardt@sis.org.cn

7.5 Faculty

Language & Literature	Email
Rosemary Doyle (English)	rstadholmdoyle@sis.org.cn
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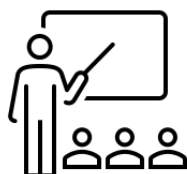


8. TEACHING AND LEARNING

8.1 Overview of Teaching and Learning in the Secondary School

Our international Secondary program, spanning grades 6 to 12, builds on the strong foundations developed during SIS's IB Primary Years Program (PYP) and continues through the skills continuum of the IB Middle Years Program and content rich Diploma Programme (DP) and SIS courses in grades 11-12 and lives beyond school.

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



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

8.2 The IB Learner Profile attributes

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

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



To this end, the SIS curriculum fosters the development of the IB learner profile attributes and Approaches to Learning and highlights the importance of nurturing dispositions such as curiosity and compassion as well as developing knowledge and skills.

8.2.1 IB learners strive to be:

Learner Profile Attribute	Description	Indicators
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.	<ul style="list-style-type: none"> • Ask questions, does not give up easily. • Ask questions to clarify their understanding of concepts and ideas. • Seek out and use a variety of resources to learn about a topic. • Show curiosity and a willingness to explore new ideas.
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.	<ul style="list-style-type: none"> • Learning more about self, others and the world. • Demonstrate an understanding of key concepts and ideas in a variety of subject areas. • Use their knowledge to make connections between different subjects and real-world issues. • Seek to deepen their understanding of key concepts and ideas through further study and research.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	<ul style="list-style-type: none"> • Uses what he/she already knows and can build on his/her own ideas and the ideas of others. • Use critical and creative thinking skills to analyze and evaluate information and ideas. • Consider multiple perspectives when making decisions or solving problems. • Use logic and reasoning to support their ideas and arguments.
Learner Profile Attribute	Description	Indicators
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.	<ul style="list-style-type: none"> • Expresses feelings and thoughts across the curriculum. • Express their ideas and thoughts clearly and effectively through written and oral communication. • Listen actively and attentively to others, and respond in a respectful and thoughtful manner. • Use a variety of communication methods to convey their message, including technology and multimedia.
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.	<ul style="list-style-type: none"> • Honest, makes good decisions, responsible, has a sense of fairness and justice. • Act with integrity and honesty in all situations, even when it may be difficult or unpopular. • Take responsibility for their actions and decisions, and accept the consequences of their choices. • Show respect and empathy for others, and treat everyone fairly and equitably.

Open Minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.	<ul style="list-style-type: none"> • <i>Listens to others' thoughts and ideas, accepts that there is more than one way of looking at things.</i> • <i>Consider different perspectives and ideas, and are willing to change their views when presented with new evidence or information.</i> • <i>Recognize and appreciate the diversity of individuals and cultures.</i> • <i>Embrace new experiences and challenges with an open and positive attitude.</i>
Caring	We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.	<ul style="list-style-type: none"> • <i>Helpful to others, empathetic, thoughtful, considerate, recognizes that he/she is part of a group.</i> • <i>Show empathy and concern for others, and take action to support and help those in need.</i> • <i>Show respect and kindness towards all individuals, regardless of their background or circumstances.</i> • <i>Recognize the interconnectedness of individuals and communities, and seek to make a positive difference in the world.</i>
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.	<ul style="list-style-type: none"> • <i>Willing to make mistakes, prepared to try something new, willing to try things in unfamiliar ways.</i> • <i>Are willing to take calculated risks and try new things, even if it means stepping outside of their comfort zone.</i> • <i>Embrace challenges and setbacks as opportunities for growth and learning.</i> • <i>Demonstrate resilience and perseverance in the face of obstacles and setbacks.</i>

Learner Profile Attribute	Description	Indicators
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 recognize our interdependence with other people and with the world in which we live.	<ul style="list-style-type: none"> • <i>Uses time wisely, and participate in a variety of activities.</i> • <i>Recognize the importance of balancing academic and personal goals and commitments.</i> • <i>Make time for physical activity, rest, and relaxation to maintain their overall health and well-being.</i> • <i>Seek to achieve a balance between intellectual, physical, and emotional aspects of their lives.</i>
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.	<ul style="list-style-type: none"> • <i>Thinks about his/her actions, learning and different ways to do things.</i> • <i>Engage in self-reflection to identify strengths and areas for growth.</i> • <i>Set goals and develop action plans to address areas for improvement.</i> • <i>Seek feedback from others and use it to improve their performance and decision-making.</i>



9. CURRICULUM

9.1.1 Secondary School Courses

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

9.1.2 Grades 6 - 10 School Courses

Students in the IB MYP, grade 6-10, study the following classes:

Course	Classes per cycle
Language & Literature	7
Language Acquisition	7
Individuals & Societies	7
Sciences	7
Mathematics	7
Products (Design & Visual Art)	7
Performance (Music & Theatre)	7

9.1.3 Grades 11-12 School Courses

Students in IB DP and SIS grade 11-12 pathways study the following:

Course	Classes per cycle
Group 1 Language and Literature	9
*Group 2 Language Acquisition	9
**Group 3 Individuals & Societies	9
**Group 4 Sciences	9
Group 5 Mathematics	9
Group 6 Arts	9
Core Group: Gecko Core, Uni Counselling, Creativity Activity Service (CAS), Extended Essay ⁺ , Theory of Knowledge ⁺	6

*Grade 11 – 12 students can elect to take two Group 1 subjects as part of the Bi-Lingual Diploma Programme

** Grade 11 – 12 students can elect to take an additional Group 3 or Group 4 as a substitute for a Group 6 subject

+ Elective for Grade 11 – 12 students pursuing a flexible pathway

9.2 Curriculum Standards at SIS

9.2.1 Middle Years 6 – 10

To support our IB approaches to teaching and learning and preparedness for the IB Diploma Programme, SIS uses the following standards to further clarify the critical and age-appropriate knowledge, skills and concepts that students will learn in each subject area from Kindergarten through Grade 10, including IB MYP grades 6-10.

Language - [Common Core State Standards \(CCSS\)](#)

World Languages - [American Council on the Teaching of Foreign Languages Standards \(ACTFL\)](#), [WIDA](#)

Mathematics - [Common Core State Standards \(CCSS\)](#)

Science - [Next Generation Science Standards \(NGSS\)](#)

Social Studies - [Career, College and Civic Life Standards \(C3\)](#)

Physical and Health Education (PHE) – [SHAPE standards](#)

Visual and Performing Arts – [National Core Arts for Music and Visual Arts](#)



9.2.2 Grades 11 and 12

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

All pathways include courses that teach and assess using IB learning objectives that are designed by the International Baccalaureate Program and are outlined in the IBDP Subject Guides. Assessment criteria and requirements are differentiated depending on the student's pathway selection.

Further details can be found in the Secondary Program of Studies.

9.3 Assessment and Feedback

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

Students are provided with opportunities in each subject to demonstrate knowledge, understanding and skills. Some of these opportunities are **formative**, which provides students and teachers valuable information about how to improve learning. Some of these opportunities are **summative**, which provides students, teachers, and parents with evidence on which your semester grades are determined. All student work is assessed against the specific standards assessment criteria for each subject. You will find these in your Toddle courses.

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

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

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

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



9.3.1 Late, Missed, or Incomplete Assessments

Self-management skills are essential to learning, and SIS expects all students to submit high-quality work by the assessment due date. Additionally, students are expected to attend scheduled exam assessments unless there is a medical or other serious exception due to adverse events.

In the Middle Years Programme:

- Students should inform relevant teachers at least three days before the due date that they cannot complete their tasks.
- A 24- to 48-hour extension is given to the students at the teacher's discretion.
- A letter from a parent or guardian should be addressed to the school for medical reasons. Students will then communicate with teachers on any tasks they need to submit. In this case, programme coordinators and counsellors can also help manage late tasks.
- Students who did not submit their tasks on time will receive the responses below:
 - Pastoral Note of non-completion of task. Notification to student and parents to help support student to complete the task
 - New deadline issued is an agreement between teacher and student with the understanding that it should be submitted as soon as possible
 - If a student does not submit on the second deadline, they are asked to submit it during lunchtime/after school mandatory completion session, as scheduled by their subject teacher.
 - Lunchtime/after school mandatory completion session is student's final chance to submit and complete their tasks and the assessment is submitted at the end of the completion session.
- For non-submission after a mandatory completion session or any assessment receiving 0, teachers must inform Learning Lead and Coordinator
- For Personal Project:
 - All criteria draft dates in Toddle counts as summative due dates
 - Any extension request must be made to the MYP Coordinator for extensions using [PP extension form](#)
 - Students who did not submit their draft on time and did not request for an extension will receive the responses below:
 - Pastoral Note of non-completion of task from the MYPC.
 - Mandatory completion session as scheduled by the MYPC
 - Draft should be submitted at the end of the mandatory completion session
 - Feedback will be given to any submitted draft
 - In the case of non-submission of the Final PP Report, students will receive the following response:
 - Pastoral Note of non-completion of task from the MYPC.
 - Meeting with MYPC and Assistant Principal to devise a work plan
 - Completion of Personal Project

In the Diploma Programme/SIS Programme:

Students who did not submit their tasks on time will receive the responses below:

- Pastoral Note of non-completion of task. Notification to student and parents to help support student to complete the task
- New deadline issued is an agreement between teacher and student with the understanding that it should be submitted as soon as possible
- If a student does not submit on the second deadline, they are asked to submit it during lunchtime/after school mandatory completion session, as scheduled by their subject teacher.
- Lunchtime/after school mandatory completion session is student's final chance to submit and complete their tasks and the assessment is submitted at the end of the completion session.

For IBDP official "Internal Assessments"/"Individual Orals", application must be made to the Diploma Coordinator for extensions using these forms:

- [IA Extension](#)
- [EE Extension](#)

Teachers should refer students who ask for an extension to draft or final deadlines for these assessments to the Diploma Coordinator.

Internal SIS Exams – Absence and Re-sits

Exams in the scheduled exam periods in DP1 (December, June) and DP2 (December and Mocks) can only be re-sat for a summative grade with a doctor's note for medical absence. In this case, teachers should provide a new paper. When possible, one re-sit exam session of a maximum of 2h15 may be provided on the afternoon session of the final day of the exam session. Otherwise, re-sit exams can be arranged in morning or afternoon sessions where students' exam schedule allows for it. Students can formatively re-sit the same paper as their peers during this session. Whether to provide a new or existing paper to students will be at the teacher's discretion; other summative work from the semester can be considered to determine a term or predicted grade in this event.

Late Arrival to Exams

Students should make every effort to arrive on time for exams. For internal SIS exams, late entry to the exam room is at the Diploma Coordinator's discretion.

IB DP External Exams

Official IB Exams can only be re-sat in the November session. The IB will not consider individual requests for exam rescheduling except for where there is a scheduling conflict from the IB (where the DP Coordinator must make an application for rescheduling) or where an [Adverse Events](#) application would be applicable. Late entry is handled in accordance with the relevant year's Conduct of Exams booklet.

9.4 Honours and High Honours at SIS

These awards are given at the end of each semester and recognize academic excellence. They are awarded to any number of students who meet the criteria.

Award	Requirement
High Honours	<p><u>MYP:</u></p> <ul style="list-style-type: none"> • At least 52 points for total MYP final subject report points • No more than one subject score a 5 • No subject scores a 4 • Semester 2: IDU Grade is 6 and above <p>Additional requirement for Grade 10:</p> <p>Semester 1:</p> <ul style="list-style-type: none"> • PP Learning Goal and Product is Approved • PP Overall is on-track <p>Semester 2:</p> <ul style="list-style-type: none"> • Personal Project grade is 6 and above <p><u>DP:</u></p> <ul style="list-style-type: none"> • Total points between 39-42 • No subject scores a 4 or below • Requirements for TOK, EE and CAS are met
Honours	<p><u>MYP:</u></p> <ul style="list-style-type: none"> • At least 48 points for total MYP final subject report points • No more than two subjects score a 5 • No subject scores a 4 • Semester 2: IDU Grade is 5 and above <p>Additional requirement for Grade 10:</p> <p>Semester 1:</p> <ul style="list-style-type: none"> • PP Learning Goal and Product is Approved • PP Overall is on-track <p>Semester 2:</p> <p>Personal Project grade is 5 and above</p> <p><u>DP:</u></p> <ul style="list-style-type: none"> • Total points between 36 -38 • No subject scores a 4 • Requirements for TOK, EE and CAS are met

9.5 Secondary Promotion Philosophy and Practices

Shekou International School supports responsive, inclusive pathways throughout grades 6-12 that allow for students to demonstrate their strengths and highlight their successes to post-secondary institutions. For many students, that will be to complete the full IB Middle Years and Diploma Programme alongside the SIS High School Diploma. For other students, in the final two years of high school, a combination of Diploma Programme Certificates and SIS High School courses will highlight these strengths the best. An appropriate pathway facilitates strong transcripts to support students' post-secondary aspirations.

As such, SIS has put into place the following milestones to allow the school, students, and parents to make informed, timely decisions for pathways. At each milestone, we encourage meetings with parents, students, counselor, the relevant programme coordinator and the Assistant Principal to discuss options.

9.5.1 Diploma Programme

SIS reserves the right to make an appropriate pathway change in Grade 11 or 12 in the following cases:

Table 1. Pathway Change Conditions

Milestone	Conditions	Support
Grade 11 Semester 1 Progress report	Assessment data is reviewed by the Student Support Team	Support interventions are designated as needed
Grade 11 Semester 1 Report	Obtain <ul style="list-style-type: none">cumulative subject grades of 28 or lower;13 or lower level (HL) courses;10 or lower in standard level (SL) courses;3 or lower in all subject grades“Not on Track” in the Core	Parent Meeting Academic Probation Mandatory Support Plan
Grade 11 Semester 2 Progress Report	No improvement or no longer obtaining conditions from Semester 1 Report in: <ul style="list-style-type: none">Grades;Approaches to Learning;“Not on Track” in the Core	Pathway Change (SIS Diploma/DP Certificates where relevant)
Any clear indication (e.g. Subject grade of 2 or lower on any Term Report, Non-submission of a required assessment component) that a student is meeting the above conditions will result in an intervention from the school. <ul style="list-style-type: none">Scores of 27 and below for any of the relevant Progress Reports, Semester Reports, or Predicted Grades will trigger a pathway meeting with the Programme Coordinator which may end in a mandated pathway change.Scores of 28 and 29 will trigger a pathway meeting with the Programme Coordinator to make recommendations around pathway and specific course changes.		

Note that SIS does not register students for exams in which they are predicted to fail (PG is 1, 2, or 3 for HL courses.)

9.5.2 Recommendation Process

Grade 10 Course Selection Recommendation Report

Students and parents receive a recommendation form indicating the type and level of course they are recommended to select before the start of Grade 11, including Diploma and SIS-level

courses. This recommendation is based on the knowledge and approaches to learning the student has demonstrated. Enrolment in a Diploma Programme course at the higher level (HL) with a grade of 4 or lower is considered an academic risk and not recommended.

Grade 11 Recommendation Reports

Students and parents receive recommendation reports in August and October in Grade 11. These reports are made by the student's subject teachers given the evidence of learning provided up to that point. SIS may suggest course or level changes where appropriate.

9.5.3 Middle Years Programme

Year 5: Grade 10

Milestone	Conditions	Support
Semester 1 Progress report	Assessment data is reviewed by the Student Support Team	Support interventions are designated as needed
Semester 1 Report	Obtain <ul style="list-style-type: none"> cumulative subject grades of 28 or higher; 3 or higher in all subject grades 	Support Intervention Parent meeting Academic Probation
Semester 2 Progress Report & Semester 2 Report Card	No improvement or no longer obtaining conditions from Semester 1 Report in: <ul style="list-style-type: none"> Grades; Approaches to Learning; "On Track" on Personal Project 	Support intervention Parent meeting Academic Probation Pathway change
Semester 2 Report Card	Completion of the Personal Project with a minimum score of 3 is a requirement for graduation. Students should also complete all Service as Action learning outcome reflections.	Parent meeting Academic Probation Completion Plan

NOTE: Enrolment in the full Diploma Programme with a Language & Literature or Mathematics grade of 3 or lower is considered an academic risk and not recommended.

Enrolment in a Diploma Programme course at higher level (HL) with a grade of 4 or lower is considered an academic risk and not recommended.

Years 1 – 4: Grades 6 – 9

Milestone	Conditions	Support
Semester 1 Progress report	Assessment data is reviewed by the Student Support Team	Support interventions are designated as needed
Semester 1 Report	Obtain <ul style="list-style-type: none"> cumulative subject grades of 28 or higher; 3 or higher in all subject grades 	Support Intervention Parent meeting Academic Probation
Semester 2 Progress Report & Semester 2 Report Card	No improvement or no longer obtaining conditions from Semester 1 Report in: <ul style="list-style-type: none"> Grades Approaches to Learning "On Track" for Service as Action learning outcome reflections	Support intervention Parent meeting Academic Probation Pathway change

By the end of each year:

Grade	WIDA Score	Note
6	4.0	-minimum overall WIDA score for entry into Grade 6 is 3.5
7	4.5	
8	5.0	
9	5.5	

9.6 Academic Integrity

9.6.1 Overview of Academic Integrity in the Secondary School

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

9.6.2 What is academic integrity?

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

9.6.3 How do students demonstrate academic integrity?

Below are some ways that students can do this:

- Acknowledging the sources used including ideas, images, words, data, maps, charts, tables, scores, movies, computer source codes, song lyrics and any other works of others and yourself through correctly citing and referencing.
- Use of ChatGPT or other generative AI supports should be done under the guidance of the teacher and must be appropriately acknowledged if used to support a student’s learning.
- Even if paraphrasing a source, students need to cite where they found that information, making it clear what is their own idea and what is someone else's. Unless an idea or piece is completely original, always uses citations.
- Include a Works Cited or Bibliography
- Talking with teachers when unsure.
- Meeting the librarian (Mr. Busbee) who can help with research processes and citation styles.
- Using [turnitin.com](https://www.turnitin.com) to help verify the originality and integrity of work.

9.6.4 Citations

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

Why use citations?

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

9.6.5 Academic Integrity and Artificial Intelligence

"The IB will not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically." (IBO, 2023)

In line with the IBO's position on Academic Integrity and Artificial Intelligence, students are expected to use AI tools with appropriate citation in accordance with MLA 8 conventions detailed here: <https://style.mla.org/citing-generative-ai/>

Generative AI tools are best used to help students:

- locate relevant research material to help develop arguments
- examine and understand examples of well-structured essays or papers for organization and coherence
- query the AI tool with research questions (not essay titles) to critically examine arguments and sources presented in the response

SIS promotes teacher discretion on the use of AI within teaching and learning, to limit the use of generative AI to areas that are pedagogically appropriate. AI usage is communicated to the students through assessment task sheets and/or assignment posts on Toddle.

9.6.6 What is academic misconduct?

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

Types of Misconduct in Written and Oral Coursework and Examinations (as described by the IB – IBO March 2023, p. 31-36) include but are not limited to:

- Plagiarism - copying external sources.

- Facilitating Plagiarism - Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills
- Collusion - working collaboratively on what is supposed to be individual work
- Submitting work commissioned, edited by, or obtained from a third party
- Inclusion of inappropriate, offensive, or obscene material
- Duplication of work - presentation of the same work for different assessment components or subjects.
- Falsification of data - Presentation of work based on false or fabricated data.
- Possessing unauthorized material in the examination room
- Exhibiting misconduct or disruptive behaviour during an examination
- Exchanging, passing, obtaining, or receiving verbal or written information from other students during the examination completion time— or attempting to.

9.6.7 What happens in the case of academic misconduct?

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

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

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

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



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

Grades 9-10

All Grade 9 - 10 students participate in an academic integrity session led by the school's librarian and Assistant Principal. All potential high school academic integrity concerns are reviewed by the teacher and Assistant Principal to determine the response.

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

If (1): With guidance, the student will be given the opportunity to rectify the situation. Parents and the student's Grade Level Leader will be informed.

If (2): Students will be given an alternative assessment. Parents and Secondary Administration will be informed. Failure to employ proper academic conventions after the student has been supported could result in a NA (not assessed) and the case will be referred to the Assistant Principal for further action, which may include suspension or other disciplinary action and potential loss of credit in the course.

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

For multiple infractions during High School: Multiple infractions will result in a parent meeting being required and in-school suspension may occur. After three instances, the case will go under review by the Assistant Principal and Principal to determine the response with suspension or other disciplinary action occurring.

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

Grades 11-12

All Grade 11 - 12 students participate in an academic integrity workshop led by the school's librarian and DP Coordinator.

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

All work that is turned into the IB goes through a teacher authentication process as that meets one or more of the following conditions:

- 1) The teacher has seen the student develop the work over a period of time
- 2) The student can explain their work sufficiently
- 3) The student is clear and transparent when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work
- 4) The teacher can confirm the quality of the piece of student work is in line with what they would expect the student to be able to produce.

If the teacher is not convinced that the work is the student's own, it must not be submitted to the IB. (IB Academic Integrity p.54)

All potential academic integrity concerns in Grades 11-12 are reviewed by the teacher, Diploma Coordinator and Assistant Principal to determine the response.

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

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

Failure to employ proper academic conventions after the student has been supported could result in a NA (not assessed) and the case will be referred to the Assistant Principal for further action, which may include suspension or other disciplinary action and potential loss of credit in the course. In addition, parents will be asked to attend a meeting with the subject teacher, IB coordinator and Assistant Principal or their designee. The purpose of the meeting is to determine whether there was a clear attempt to deceive on the part of the student. Based on the meeting's conclusions, a number of sanctions may be employed, ranging from having the student being put on academic probation to suspension.

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

9.6.8 Misconduct under examination conditions

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

- Taking unauthorised material into an examination room (such as a cell/mobile phone, written notes)
- Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- Exchanging information or in any way supporting the passing on of information to another candidate about the content of the examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- Impersonating another candidate

- Stealing examination papers
- Removing examination papers from the examination room
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination
- Using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper

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



9.7 Community expectations and responsibilities

9.7.1 Students are responsible for:

- completing all assessments, including but not limited to: assignments, tasks, examinations, and quizzes, in an honest manner and to the best of their abilities
- developing a full understanding of the school's and the IB's policies
- responding to acts of student academic misconduct and report them to their teachers and/or school leaders
- responding to acts of school maladministration and report them to their teachers and/or school leaders
- citing all sources used in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstaining from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks, file sharing websites, or misusing generative AI (not following school policies / teacher direction)
- abstaining from giving undue assistance to peers in the completion of work

- showing responsible use of the internet and social media platforms.

9.7.2 Parents and guardians are responsible for:

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

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



9.8 Social and Emotional Learning

Our Social and Emotional Learning (SEL) program (see section 9.9 & 10.12) reinforces the SIS mission by guiding students to develop a balanced and healthy life. Students will explore issues that are relevant to their personal, mental, emotional, physical and social health in order to reach their potential in life. The goal is for students to create a caring, respectful, and collaborative community through self-improvement and service to others.

9.9 Homework

9.9.1 Overview of Homework in Secondary School

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

The following are some simple suggestions as to how you can be the most effective support when its homework time.

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

Routine: Establish a daily time for homework. If there are no homework assignments, all students should use the time for reading. This routine helps establish a commitment to the entire academic process as well as balance with other after school activities.

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

9.9.2 Middle School Homework Philosophy

The Purpose of Homework is to:

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

Homework should:

- be 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 (unless pre-reading for next class),
- prepare students for subsequent instruction and begin in a teacher-assisted classroom setting and be clearly explained.

The Teacher's Responsibility for Homework is to:

- communicate the expectations and purpose of the homework, and adapt it to the individual needs and abilities of the student,
- communicate to the parents the expectations and rationale of homework as well as their role in supporting their child,
- establish a routine for organizing homework and along with the MS Mentors, address and reinforce positive study habits,
- coordinate across grade levels concerning the amount of homework on a weekly basis, so that specific grades will not be over the maximum range of time,
- provide consistent assessment methods relating to homework, including specific checklists, rubrics and other forms of feedback,
- assign homework equal to approximately 10 minutes per night per grade[^] (e.g. Grade 6 x 10 minutes = 60 minutes, Grade 7 x 10 = 70 minutes, Grade 8 x 10 = 80 minutes).

The Student's Responsibility for Homework is to:

- communicate with teachers about homework concerns,
- Check Toddle for assigned homework and upcoming assessments,
- record homework on a daily basis in a well-organized paper-based or electronic planner,
- complete homework to the best of his or her ability in a timely fashion, aware of the consequences for late work,
- with the help of parents, limit their working time to 60-90 minutes per night ([^]dependent on grade level see homework allocation above).

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

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

9.9.3 High School Homework Philosophy

The Purpose of Homework is to:

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

Homework should be:

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

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

The Teacher's Responsibility for Homework is to:

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

The Student's Responsibility for Homework is to:

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

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

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



9.10 Language Learning and Home Languages

At SIS, we believe that a learner's home language is the linguistic foundation that all other language acquisition will build upon. It is crucial for cognitive development, in maintaining cultural identity, is a strong predictor of their long-term academic achievement including the acquisition of additional languages, and everyone's home language adds to the cultural and linguistic diversity of our school. Its development is supported and encouraged throughout the school. In the secondary school, we offer English, French and Chinese as Language and Literature options as well as School Supported Self Taught (SSST) in the Diploma Programme.

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

9.11 Mentor Program

The Mentor Program is a daily opportunity to build a trusting, caring environment for students and to discuss issues that are relevant to your life at SIS and build connections with peers and teachers. Each mentor group has meet daily for 15 minutes.

A student's mentor is the person they can go to if they have questions or need support.

The Mentor Program aims to:

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

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



9.12 Reporting and Conferencing

Reporting and conferencing practices at SIS support the following:

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

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

9.12.1 Written reports

There are 2 official written reports generated throughout the school year. These are semester reports which reflect the summative records of the student's progress and released at the end of Semester 1 and 2. In addition to the semester reports, progress reports are developed mid-semester to provide students and families an update on how the student is progressing towards their end of semester reports. Each of the reports are issued through Toddle (<https://shekouis.Toddle.cn/parent>). Once available, parents can download a digital copy of the reports at any time.

9.12.2 Conferences

Throughout the year and depending on the age group, various conferences will take place. Please take note of the dates which will be shared in via Toddle, the school newsletter, and emails. Although these special days are important, we encourage parents to contact us for a meeting whenever there is a need to communicate.

Conferences include the following:

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

9.13 Week Without Walls

SIS's "Week Without Walls (WWW)" Program provides opportunities to enrich student learning while developing socio-emotional growth and increasing cultural understanding of the host country and internationally. Through the activities during the trip, students will better understand their own identity, strengths and challenges in a profound and positive way, while having further opportunities to make connections with classmates and teachers. As such, the

WWW program is an integral part of the SIS educational program and an expectation of all students and teachers.

The goals of the program are:

- to enrich and expand the learning objectives articulated in the SIS curriculum by providing students with diverse educational experiences outside of a conventional classroom setting;
- to give students the opportunity to further develop and demonstrate their academic, well-being, and social skills in way that is not possible at Net Valley;
- to promote and have SIS involved in continuous service learning and sustainable community development;
- to reinforce and further develop the IB Learner Profile in each student;
- to broaden the students' cultural and environmental knowledge.

Only medical exemptions are entertained for non-participation in WWW.



10. STUDENT LIFE

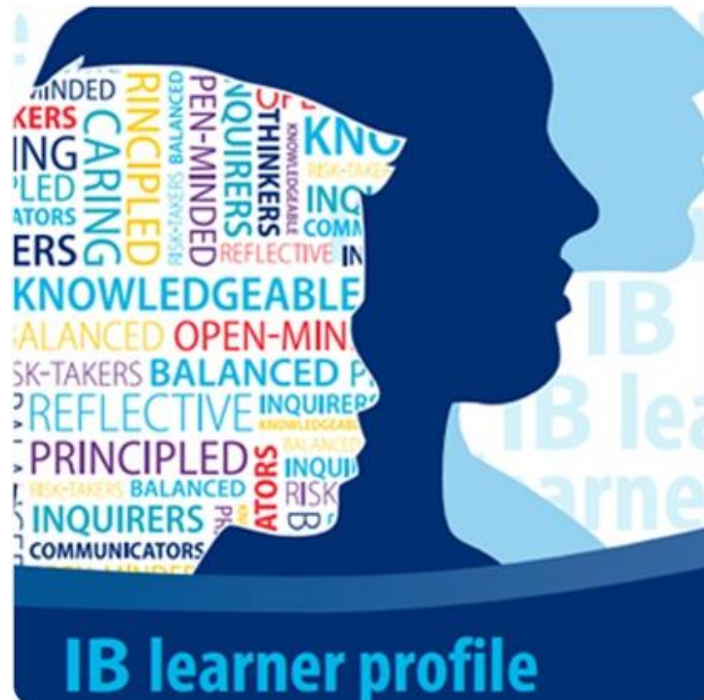
10.1 Assemblies

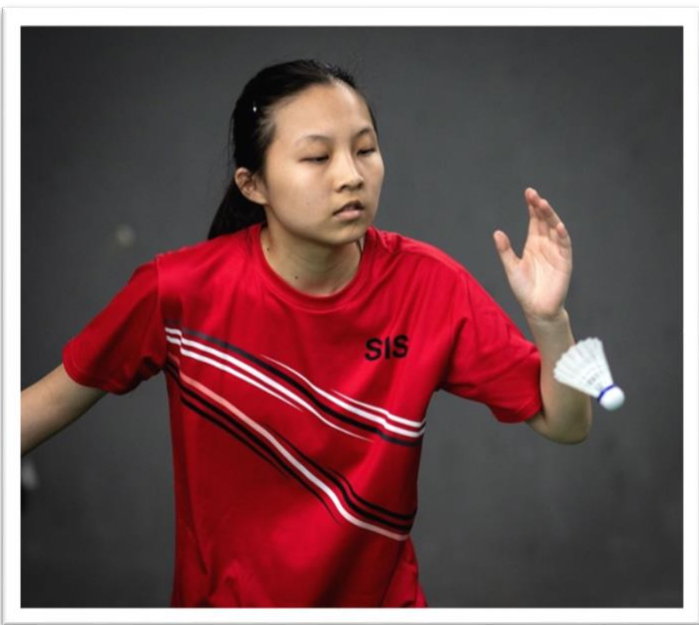
1. SIS assemblies are arranged by division on a monthly basis to celebrate student accomplishments, enrich student learning and are student-led.
2. At the conclusion of each semester, we host assemblies to celebrate Honors and High Honors students. At the end of the year, we host an assembly to celebrate student success as shown through the Learner Profile attributes and Athletics.

10.2 Co-Curricular Activities (CCAs)

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

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





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

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

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

Additionally, you can be involved in our Co-Curricular Activities (CCA) program through which you can select from a variety of activities in the following strands:

Co-Curricular Strands

Co-Curricular Activities, generally, will fall into one of these eight strands which have been established based on our historic activity offerings in tandem with the International Baccalaureate:

Arts & Creative Expression

Encourages self-expression, cultural appreciation, and creativity through diverse artistic mediums.

Examples: Musical Theatre, Chinese Painting.

STEM & Innovation

Fosters problem-solving, technological literacy, and scientific inquiry through hands-on exploration.

Examples: VEX Robotics, Fun Science.

Language & Communication

Develops effective communication, empathy, and multilingual skills for local and global contexts.

Examples: Debate Club, Speech & Drama.

Sports & Physical Well-being

Promotes teamwork, resilience, and lifelong healthy habits through physical activity.

Examples: Taekwondo, Eternal Lacrosse.

Leadership & Service

Cultivates responsibility, ethical decision-making, and community engagement.

Examples: Student Council (STUCO), Learning Link.

Cultural & Global Engagement

Builds intercultural understanding and appreciation of diverse traditions and perspectives.

Examples: French School Exchange, Chinese Board Games.

Critical Thinking & Strategy

Enhances analytical skills, patience, and strategic planning through intellectually stimulating activities.

Examples: Chess Club, Grand Strategy.

Life Skills & Practical Learning

Equips students with real-world competencies for independence and collaboration.

Examples: Cooking ASA, Super Light Clay.

Through these CCAs students will meet and connect with new people and undertake pursuits that they find interesting. We also provide students with an opportunity to lead their own CCA through a proposal process and close monitoring while the activity is ongoing.

Students can be a Student Executive of one of the Student Led Activities at SIS. More information on these two opportunities can be found in the Athletic & Activities Handbook and will be shared with students throughout the school year.

All activities are supervised by staff members, and most are held on the SIS campus; however, several CCAs occur off-campus. Most CCAs run from 3:35pm to 4:35pm each afternoon, however, there may be opportunities for teachers to lead their activity during a second later CCA session, independent study times, lunch breaks or weekends. Trimester dates for CCAs are:
CCA Trimester 1: August 25 – November 7
CCA Trimester 2: November 20 – February 6
CCA Trimester 3: March 9 – May 22

SIS Geckos Athletics & Activities Schedule 2025-2026																																							
August				September				October				November				December				January				February				March				April				May			
Aug 7 First Day						Sep 27-Oct 8 National Holiday						Nov 14-18 Mid-Term Break				Dec 20-Jan 5 Winter Break						Feb 14 - Mar 1 Lunar New Year				Mar 28-Apr 7 Holiday				May 1-4 Labour Day									
CCA Trimester 1 (Aug 25 - Nov 7)								CCA Trimester 2 (Nov 20 - Feb 6)								CCA Trimester 3 (Mar 9 - May 22)																							
HS Volleyball (Aug 7 - Nov 1) Practices: M/T/Th								HS Basketball (Nov 10 - Feb 7) Practices: M/T/Th								HS Soccer (Feb 9 - Apr 20) Practices: M/T/Th																							
MS/HS Cross Country (Aug 8 - Nov 26) Practices: W/F AM																HS Badminton (Jan 13 - Apr 18) Practices: M/F																							
MS/HS Swimming (Aug 8 - Jan 17) Practices: M/F																MS/HS Ultimate Frisbee (Mar 2 - May 9) Practices: M/T/Th/F																							
								MS/HS Golf (Nov 20 - Mar 13) Practices: M/W/F								MS/HS Track & Field (Mar 2 - May 22) Practices: M/F																							
MS Soccer (Aug 7 - Oct 23) Practices: T/Th								MS Touch Rugby (Oct 28 - Dec 11) Practices: T/Th								MS Volleyball (Jan 6 - Mar 17) Practices: T/Th								MS Basketball (Mar 19 - May 30) Practices: T/Th															
MS Badminton (Aug 25 - Nov 22) Practices: M/F								MS Table Tennis (Nov 20 - Mar 7) Practices: M/F																															
Primary Basketball / Swimming (Aug 25 - Nov 7)								Primary Golf (Nov 20 - Feb 6)								Primary Soccer (Mar 9 - May 22)																							

10.2.2 Middle School Interscholastic Athletics

In Middle School Athletics, we aim to give students in both genders access to multiple sports across a school year by providing an opportunity for them to practice and compete in A & B grade competitions where able.

SIS is a member of three middle school sports conferences in our local region: Shenzhen International Schools Athletics Conference (SISAC), Pearl River Conference (PRC), and Southern Delta Regional Conference (SDRC). Additionally, SIS participates in some invitational events hosted by the Association of China and Mongolia International Schools (ACAMIS). Within these conferences, SIS participates in four core sporting seasons:

Soccer (Fall) | Touch Rugby (Late Fall) | Volleyball (Winter) | Basketball (Spring)

Where possible, each season lasts approximately 8-10 weeks with teams given the opportunity to compete in multiple games, exchanges, and tournaments.

SIS will have A & B teams in most core sports for both genders. A-teams are composed of the most skilled players and will represent SIS in SISAC and SDRC. B teams are composed of beginner players and younger players and will represent SIS in PRC exchanges and tournaments.

SISAC core sports seasons consist of weekly league games and an end of season play-off for the top 4 teams from the league season for member schools within Shenzhen. PRC includes international schools from the greater Guangdong area. The PRC core sports seasons are comprised of a mid-season exchange and end of season tournament both held on Saturdays. SDRC is made up of member schools from Guangzhou, Hong Kong and Shenzhen. SDRC is the

highest level of competition for our middle school core sports teams providing teams the opportunity to compete in a 3-day season ending tournament.

Badminton, Cross Country, Golf, Swimming, and Track & Field are offered as performance sports, and these are more informal seasons. Students will have opportunities to attend tournaments or meets at locations within SISAC, PRC or other conferences around China.

MS practice days & season dates per sport are planned to be as follows:

MS Sport	Season Dates	Practice Days
MS Soccer	(see graphic above)	Tuesdays & Thursdays
MS/HS Cross Country		Wednesdays & Fridays AM
MS/HS Swimming		Tuesdays & Thursdays
MS Badminton		Mondays & Fridays
MS Table Tennis		Mondays & Fridays
MS Touch Rugby		Tuesdays & Thursdays
MS/HS Golf		Monday/Wednesday/Friday
MS Volleyball		Tuesdays & Thursdays
MS/HS Track & Field		Mondays & Fridays
MS Basketball		Tuesdays & Thursdays

*Normal afternoon practice times will be 90 minutes (bus leaving at 3:40pm and returning by 5:45pm)

*A late bus will be available for all normal bus riders after weekday practices and games.

Middle School Athletics Philosophy

The SIS Middle School Athletics Program aims to provide age-appropriate opportunities for participation and skill development in athletic activities. We will endeavour to ensure that these activities meet the needs of our Middle School student body. We aim to support the development of students through participation in a healthy sporting team environment.

- To promote a lifetime commitment to physical activity by exposing students to a variety of non-threatening sporting opportunities.
- To provide opportunities for all students to be involved in physical activity on some level.
- To promote concepts of teamwork and sportsmanship.
- To provide opportunities that will enhance normal physical and social growth.
- To develop and enhance self-esteem, self-perception, and psychological well-being.
- To develop and improve fundamental sports skills and physical fitness.

Objectives of the Middle School Athletics Program

- Students who express an interest will have the opportunity to participate in athletics. Students may not be permitted to participate if they are not in good academic or behavioural standing.
- Students will be taught the values of good sportsmanship and the dynamics of teamwork throughout the sporting season.

- Students will be challenged to develop their individual skills, both socially and physically, during practice and competition.
- Students will be given opportunities that will allow them to enjoy physical activity.

All sport sign-ups will be advertised in advance and can be conducted via School365 more information can be found by accessing the [SIS Student Parent Co-Curricular Handbook](#).

10.2.3 High School Interscholastic Athletics

In High School Athletics, we aim to give students in both genders access to tryouts in multiple sports across a school year. Many teams will make cuts to their roster (after two weeks of practice) in order to focus on preparing for Varsity competitions. Where possible, Junior Varsity teams may be formed.

SIS is a member of three high school sports conferences in our local region: Shenzhen International Schools Athletics Conference (SISAC), Pearl River Conference (PRC), and Association of China and Mongolia International Schools (ACAMIS). Within these three conferences, SIS participates in three core sporting seasons:

Volleyball (Fall)

Basketball (Winter)

Soccer (Spring)

Where possible, each season lasts approximately 8-10 weeks with teams given the opportunity to compete in multiple games and tournaments.



SISAC core sports seasons consist of weekly league games and an end of season play-off for the top 4 teams from the league season for member schools within Shenzhen. PRC includes international schools from the greater Guangdong area. The PRC core sports seasons are comprised of a mid-season exchange and end of season tournament both held on a Saturday. ACAMIS is made up of member schools from China, Mongolia, Hong Kong, Taiwan, and Macau.

ACAMIS is the highest level of competition for our high school core sports teams providing the opportunity to compete in a 3-day season ending tournament.

Badminton, Cross Country, Tennis, Golf, Swimming, Track & Field, and Ultimate Frisbee are offered as performance sports, and these are more informal seasons. Students have opportunities to attend tournaments or meets at locations within SISAC, PRC, ACAMIS or other conferences around China.

HS practice days & season dates per sport are planned to be as follows:

HS Sport	Season Dates	Practice Days
HS Volleyball	See Chart on Page 47	Mon, Tues, Thurs
MS/HS Cross Country		Wednesdays & Fridays AM
MS/HS Swimming		Tuesdays & Thursdays
MS/HS Golf		Monday/Wednesday/Friday
HS Basketball		Mon, Tues, Thurs
HS Soccer		Mon, Tues, Thurs
HS Badminton		Mon, Tues, Thurs
HS Ultimate Frisbee		Wednesdays & Fridays
MS/HS Track & Field		Mondays & Fridays

*Normal afternoon practice times will be 90 minutes (bus leaving at 3:40pm and returning by 5:45pm)

*A late bus will be available for all normal bus riders after weekday practices, but not all games.

High School Athletics Philosophy

- The SIS High School Athletics Program aims to provide students with opportunities to compete in a sport at a level appropriate to a student's skills and experience. We aim to support students through participation in a competitive sporting environment.
- To provide opportunities for students to develop and refine their skills and knowledge in their chosen sport.
- To promote concepts of teamwork and sportsmanship.
- To provide opportunities that will enhance normal physical and social growth.
- To develop and enhance self-esteem, self-perception, and psychological well-being. To enhance students' general physical fitness.

Objectives of The High School Athletics Program

- Students will have opportunities to be involved in competitive sports.
- Students will be taught the values of good sportsmanship and the dynamics of teamwork throughout the sporting season.
- Students will be challenged to develop their individual skills, both socially and physically.
- Students will be given opportunities that will allow them to develop and refine their individual skills and to learn more about their chosen sport.

All sport sign-ups will be advertised in advance and can be conducted via School365

More information can be found by accessing the [SIS Student Parent Co-Curricular Handbook](#).

10.3 Attendance, Punctuality and Absences

Students are expected to be in school and in each class as scheduled.

Parents should notify the office of absences or tardiness by Toddle, telephone or e-mail before 8:00 AM

Phone: 755 -2669-3669 ext. 8406 email: lli002@sis.org.cn

10.3.1 Late Arrival to School

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

10.3.2 Illness at School

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

10.3.3 Leaving School during the Day

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

10.3.4 School-related Absences

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

10.3.5 Late to Class (Tardy)

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

Parents/guardians will be informed of the interventions and support provided and notified of any after school consequences. Continuation of a pattern of tardiness to a class will result in continued interventions, potential parent meetings, and agreed upon plans of support between the school and family.

10.3.6 Truancy (Unexcused Absence)

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

10.3.7 Secondary Attendance Policy

A student missing more than seven class periods of any subject during a semester is at risk of losing credit in that course (HS) or not being promoted to the next grade (MS and HS). Excessive absences will be reviewed by the Secondary Admin for an appropriate response and could result in a meeting with the student and parent/guardian to discuss one or more of the following options:

- provide further context and evidence regarding the missed time to help determine the school's response/support
- specify conditions relative to make-up work
- restrict the student from participation in co-curricular activities that would lead to further absence
- place the student on attendance probation (the attendance required for the remainder of the course would be specified in order to retain credit)
- remove the student from the course with loss of credit
- modify the student's Diploma Programme pathway

Except in the case of sick/medical leave, students and parents must complete and submit an extended leave form for any absences that lasts 2 or more days.

10.3.8 Attendance Expectation for Participation in Athletics and CCAs

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

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

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

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

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

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

10.4 Behaviour Expectations

10.4.1 Overview of Behaviour Expectations in the Secondary School

Behaviour expectations in the Secondary School are aimed at helping all students learn in a safe and supportive community of care. Be Safe. Be Responsible. Be Respectful. When dealing with inappropriate behaviour, students are expected to reflect and consider who has been affected by actions and choices. Appropriate consequences are imposed based on the severity of the harm caused.

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

Students and parents/guardians must abide by the school's expectations and regulations. Non-compliance will be discussed with the student initially, and if that advice is not effective, a parent may be invited to school to discuss behaviour and consequences.

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

Caring Community Member

You show care for others by respecting for our individual perspectives, culture and property. You also demonstrate respect for the school community by choosing to dress in the school uniform. You are aware that while wearing the school uniform outside of the school premises you need to maintain a positive representation of the school and behave responsibly.

It is important to foster a school environment that upholds respect and consideration for all individuals. Therefore, public displays of affection (PDA) are not allowed on school premises. By respecting personal boundaries and promoting inclusivity, we create a safe and supportive space for everyone in our school community.

Engaged Learner

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

Principled Learner

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

A School Free of Tobacco, Alcohol, Drugs and Weapons

You do not use, possess, or allow yourself to be under the influence of tobacco, alcohol or drugs at school or during any school activity. You do not bring weapons or other sharp utility tools which can be dangerous to school or to school activities.

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

10.4.2 Unacceptable Behaviours and Interventions

Unacceptable Behaviours: Physical Aggression or Abuse, Aggressive or Abusive or Exclusive Communication, Disruptive Behaviour, Endangering Safety of oneself or others, Inappropriate Language, Disrespect, Property Damage, Stealing, Irresponsible Tech Use, Uniform Infraction, Truancy, Breach of Campus Rules & Expectations (eg being in an unsupervised area on campus), Possession of Banned Items (vape pens, cigarettes or tobacco products, drugs or alcohol, weapons or dangerous/hazardous items), Unsafe or other action that seriously violates the respect, rights, or safety of others, constitutes a significant disruption to the learning environment, or is illegal.

Level 1:

Depending on the severity of the offense and at the discretion of Administration, the consequence may include a restorative conversation and/or parent meeting.

The incident will be recorded as a Toddle Pastoral Note, which will be shared with your mentor and parents.

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

Level 2:

Depending on the severity of the offense and at the discretion of Administration, the consequence may include a restorative conversation, parent meeting and may include a 1 to 3 day in-school detention or out-of-school suspension.

The incident will be recorded as a Toddle Pastoral Note, which will be shared with your mentor and parents. Parent/Student/Administration/Teacher Conference is held at which time a solutions-oriented Action Plan will be developed, reviewed, or revised.

Level 3:

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

Note: The Head of School will be notified of any out-of-school suspension.



10.5 Bullying Prevention

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

10.6 Transportation

10.6.1 Buses

Transportation service is available to all students from PreK-1 - Grade 12 who live outside the Jingshan, The Bay, Net Valley area. For costs involved with these services please contact the main office at The Bay. Due to limited seating and for insurance purposes, only students may ride the bus with the exception of chaperones on class field trips. Students must adhere to the established rules for riders. These are:

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

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



10.6.2 Bicycles and E-Bikes

Students riding to school on a bicycle or e-bike must wear a helmet. Students under the age of 16 are not permitted to ride e-bikes.

10.7 Communication

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

The school publishes the Gecko News (for students) and Secondary News (for parents) every week, which are designed to provide the community with details of important events and activities.

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

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

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

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

10.8 Communication Guidelines

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

Contact the Teacher

If you have a concern about your child's academic progress in a particular class.

Contact the Mentor

If you have a concern about your child's schedule, overall achievement level, medical or at-home complications, friends, homework, social or wellbeing issues.

Contact an Administrator

If your concern deals with school policies and procedures, program offerings, or teaching and learning

Contact the Business Office

For financial matters or transportation contact the business office on +86-755-2669 3669 on the The Bay campus.

When a staff member is aware of a concern, he/she will involve the appropriate people. If, however, a solution is not achieved at the point of inquiry, you are encouraged to request a meeting with an administrator.

10.8 Counseling

10.8.1 Social and Emotional Wellbeing

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

Our counsellors are available to all students who find themselves dealing with life challenges and who may benefit from a confidential conversation to explore options and solutions.

Examples of the types of things that a counsellor can support you with include:

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





10.8.2 Career and University Advice and Support

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

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

You can make a time to see one of counsellors by emailing them to ask for a time or drop in when you have a spare moment. The counsellors will also have regular scheduled time with grades 11 and 12 students to provide structured support around career and college/university planning.

10.9 Drug Awareness Testing Policy

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

Awareness: SIS has developed a proactive drug and alcohol awareness program through the Mentor, Gecko Core and developmental counseling program.

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

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

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

10.10 Facilities

10.10.1 Campus Layout

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

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

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

10.11 Field Trips and Day Trips

Class excursions are integral to the school's educational program, and all students are expected to participate. Permission Slips and specific information about each field trip is sent home in advance.

10.12 Gecko Core Expectations

10.12.1 What's Gecko Core Time for?

The purpose of Gecko Core is to provide an opportunity for Social Emotional Learning (e.g. Second Step), independent study, and IB-related studies such as: CAS and Personal Projects activities. Gecko Core takes place on Wednesday afternoons during Period 5 and 6. Independent study is an opportunity to work on assessments and homework, to practice (e.g., Maths, Music, etc.), prepare for future classes and learning, or to read your class novel or materials of your choice (novels / magazines / comics).

10.12.2 What am I expected to do during Gecko Core?

- Remain engaged and actively participate in learning activities related to Social Emotional Learning or other important Gecko Core related values and topics.
- Use Gecko Core to complete your homework or assessments. Managing your time effectively during the day means you have more time in the evening to spend time with your family and do things that you care about outside of school.
- Help create a study-friendly environment in Gecko Core by working independently and quietly.
- Stay in your scheduled room for Gecko Core so that we know where everyone is. If you have an approved meeting or activity (such as maths support or StuCo), you need to check in with your Gecko Core supervisor first. Being organised will help avoid any issues if you have a planned meeting that is not in your scheduled room.
- Bring a book or reading material to use Gecko Core as a time to read and relax.
A student who reads for 20 mins a day sees 1.8 million words each year. Compare this with the student who reads for just 1 minute per day, they only see 8000 words each

year. A small amount of reading each day makes an incredible difference to your knowledge of language and the world. (Nagy and Herman, 1987)

- Respect your own time, and your supervisor, by showing self-management skills and following the “no-gaming” expectations. As this is a time for self-directed learning, gaming is prohibited during Gecko Core. If you are found gaming during Gecko Core, you will need to put your device away and read, and a Toddle alert for “Device Misuse” will be sent to your parents and mentor.

10.13 Food and Drink

10.13.1 Lunch

Lunch at SIS is provided by one onsite vendor, ISS World who provides quality Western & Asian meals. A detailed list of this service and costs will be provided at enrolment and posted on the website. Students can also bring lunch from home. Refrigerators are provided for food storage during the day and microwaves are available for heating food. Students and parents may not order food and have it delivered to the school by restaurants or outside food service providers.

10.13.2 Snacks

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



10.13.3 Allergies

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

10.14 Health Services

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

Teachers are not permitted to dispense medication to students in any situation nor may students bring medication to school without prior approval of the Secondary Principal. In the case of students needing to take any medication, please see the school nurse or building secretary to fill out the appropriate forms. No medication is allowed to be left in children’s bags under any circumstances.

The school must be notified by the parents of any contagious health problems such as flu symptoms, lice, conjunctivitis, skin conditions, or diseases such as chicken pox or hand-foot-mouth. Students will not be permitted in the school if such a condition exists without written clearance from a doctor or SOS. All students having had a fever must be clear of the illness/fever for 48 hours before 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.).

10.15 Library

10.15.1 Overview of Library services in Secondary School

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

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

10.15.2 Library Hours

The library is considered a school and community resource and is open to students, staff and parents during regular school hours (8:05am - 4:30 pm). Our libraries are intended to be a place to read, research, work on class assignments and study.

10.15.3 Loan Periods

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

10.15.4 Overdue/Lost and Damaged Materials

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

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

10.15.5 Privileges

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

10.16 Lift Use

You may only use the lifts in the school with prior permission from a teacher or staff member (e.g. school nurse). Lift Passes required for multiple days require a doctor's certificate. You must carry a Lift Pass with you and one friend only is permitted to travel with you to help you out if you are injured, for example.

10.17 Lockers

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

10.18 Lost and Found

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

10.19 Parking, Traffic and Use of Vehicles

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

10.20 Parent Support Association (PSA)

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

10.21 Safeguarding

10.21.1 Overview of Child Safety and Protection in the Secondary School

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

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

10.21.2 Child Protection

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

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

10.22 Student Leadership - StuCo

The purpose of the Student Council or StuCo is to “improve the welfare of our school and our community by providing means for student expression in school affairs, giving opportunity for

student experience in various skills of leadership, and making and interpreting policies concerning school events.” Each enrolled SIS student is a member of the organization. The executive committee is elected by all students. Each grade level will elect its own Representatives who attend the Student Council meetings.

The Student Council is divided by High School and Middle School. Each team leads events within the school throughout the year. StuCo also fundraises in order to fund projects both within StuCo and other Clubs when necessary.

10.23 Student Supplies

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

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

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

10.24 Technology Use Expectations

Students in Grades 6-7 are provided with a school iPad and students in Grades 8-12 with a Macbook Air. It is a privilege to have access to such devices and consequently there are responsibilities that all students and families need to adhere to in order to look after the device and personal online safety.

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

See Appendix 3: RUP and Student Device Agreement



10.25 Uniform Expectations

10.25.1 Overview of Uniforms in the Secondary School

Students in Grades 6-10 are required to attend school in school uniform. Students in Grades 11 & 12 may wear business casual as they transition into a more adult learning environment.

10.25.2 What are the SIS uniform expectations?

Students will be expected to wear a clean SIS uniform every day, mixing and matching the top and bottom pieces as they wish. Individual pieces of the uniform can be replaced as necessary. On PHE days, students will wear their PHE kit. Over the course of the year, as the weather becomes cooler students may wish to wear the school track suit. During field trips, students must wear their PE shirt. This is to ensure that all SIS students are easily identifiable.

10.25.3 Secondary School Uniform Options (Grades 6-10)

Tops

- Polos in red, white or black.
- Short-sleeved polos for hot weather and long-sleeved for colder months
- SIS sweaters or hoodie

Bottoms

- Skort in black or gray
- Shorts in black or gray
- Plaid skirt in school colors
- Black pants or black jeans - students in secondary may purchase their own pants. Pants cannot include any logos or patterns.
- Leggings - students may purchase their own black leggings. Leggings should not have holes or cut-outs.

PHE Kit

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

10.25.4 Footwear

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

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

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

Business Casual Attire Guidelines:

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

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

- Casual pants, chinos or skirts
- Dress shirt, collared-shirt or polo-styled shirt
- Sweaters, pullovers, cardigans and blazers
- Clean and presentable casual shoes or sports shoes (All shoes must allow the student to participate fully in school)

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

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

10.25.6 Sun Protection

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

10.25.7 Casual Dress Days

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

Students should not wear clothing that bears inappropriate messages including drugs, alcohol and/or violence. ?

10.26 Visitors

All visitors are to sign in at the school office and wear appropriate identification during their time at the school. Students requesting a student visitor must notify Admin 48 hours in advance. Student visitors will need to sign a conduct form and conduct themselves in accordance with the form. All visitors need to adhere to the school's Child Safety and Protection practices.

10.27 Withdrawals

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





11. SAFETY INFORMATION

11.1 Overview of Emergency Procedures in the Secondary School

Shekou International School maintains an Emergency Procedures Plan that provides detailed instructions on actions to be taken in the event of any emergency that may result in risk to the safety of our students or staff members.

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

Some important features of the SIS plans include:

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

11.2 Safety Drills

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

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

11.3 Building Evacuation Drill Procedure

All students and staff must leave the building through exits designated for each room and proceed to the designated area. Be aware of the possible need for alternative routes.

Evacuation routes are posted throughout the building.

- Pay serious attention during the regularly held fire and disaster drills.
- Stay away from the buildings until permitted to re-enter.
- Above all, remain calm, don't talk, listen for instructions and help others do the same.

11.4 Possible Emergency Events

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

- Extreme Weather (typhoon, heavy rain, or other weather conditions that could result in a school closure or early dismissal)
- Natural Disaster (flood, earthquake, etc.)
- Major Accident/Injury (school bus, parent drivers, sports events, school buildings)
- Fire
- Civil Disorder/Violence (demonstrations or disturbances within the city that may affect school bus routes, field trips, etc.)
- Bomb or Other Threats
- Disease (COVID, SARS, small pox, anthrax, etc.)
- Possible School Emergency Responses
- School Closure/Early Dismissal (in case of some unexpected disruption requiring school to close early)
- Campus Lockdown (temporary restrictions on who enters or leaves the school campus until the potential risk to students and staff has been resolved)
- Shelter-in-Place (temporary shelter during a short-term emergency, including a possible overnight stay at school.
- Evacuation (short-term evacuation of facilities for safety reasons)

11.5 Emergency Communication

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

- E-mail (assuming the school has electric power)
- WeChat SIS Emergency
- Notices on the school's web site

11.6 Reunification of Students and Parents After an Emergency Event

In an emergency, the school's first priority will be to ensure the safety of students in a secure location. In order to do this, students cannot be allowed to leave the care and supervision of the school on their own or without appropriate communication and documentation by the

school. In an emergency, students will be reunited with their parents in an orderly supervised way. Depending on the circumstances, parents will be notified (see above for communication methods) of the locations and process for reunification.

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

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

11.7 Emergency Frequently Asked Questions

11.7.1 What is emergency preparedness?

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

11.7.2 How do I get information about an emergency?

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

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

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

11.7.4 What is a "Lockdown"?

Some emergencies may prevent the safe evacuation of a building or the movement of students from one location to another. In such cases, the school may impose a "lockdown" meaning all students and staff remain in classrooms or other designated locations. School personnel will

secure all building entrances and teachers will keep their students inside, and not permit anyone to leave or enter their classrooms until the administration deems it safe to remove the “lockdown” conditions.

11.7.5 What is “shelter-in-place”?

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

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

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

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

11.7.7 Who can pick up my child during an emergency?

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

11.7.8 What if my child rides a school bus or taxi?

Students who normally use the school bus or a privately contracted bus or taxi will remain at school until such time as the administration determines that it is safe for buses/taxis to leave the school grounds. School bus drivers will stay in contact with the school's transportation office for instructions in the event of an emergency. If the hazardous or dangerous situation is off campus, the school bus drivers will be instructed to avoid going near any unsafe area or crisis location and contact parents to identify an alternative site where parents can meet the bus and pick up their children or return to school with the child. If phone contact is not

possible, children will return to school on the bus and remain there until reunification with parents can be arranged appropriately.



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

In an emergency, school personnel will likely be occupied carrying out the school's emergency actions and will not necessarily be able to answer phones if parents call to get information about children. During an emergency it is important to keep telephone lines open for school personnel to contact outside support and then to initiate communication with parents once it has confirmed information about each child. Using the communication means outlined above, the school will inform the community as quickly as possible of the circumstances. With approximately 800 students in our care, the school will need to first confirm the welfare of students and then initiate communications with parents. Our campus locations are not capable of accommodating large numbers of cars and parents arriving at once. If parents come to school to pick up students, they will need to follow the school's reunification protocol and may not have immediate access to students.

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

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

Appendix 1: 2025-26 Academic Year Calendar

		July 2025									January 2026								
		M	T	W	Th	F	S	S			M	T	W	Th	F	S	S		
				1	2	3	4	5	6						1	2	3	4	
19 th Jul: SLT return		7	8	9	10	11	12	13			5	6	7	8	9	10	11		
23 rd Jul: SecLT and PLT in		14	15	16	17	18	19	20			12	13	14	15	16	17	18		
24 th - 30 th Jul: New Staff Orientation/TAs		21	22	23	24	25	26	27			19	20	21	22	23	24	25		
29 th Jul: Learning Leads In		28	29	30	31						26	27	28	29	30	31			
31 st Jul - 6 th Aug All staff orientation																			

Appendix 2: Bus Expectations

Expectations for All Students 学生乘车守则	
Be on time for the bus 准时上车	Keep windows closed 不得开窗
Fasten seatbelt throughout the ride 乘车时系好安全带	Sit in assigned seats 坐在指定座位上
Talk in a low tone of voice, so it does not disturb the driver or other passengers 请勿大声讲话，以免影响司机驾驶或打扰其他乘客	Follow any directions given by the bus driver or monitor 听从校车司机和校车阿姨的安排与指示
No eating or drinking on the bus 请勿饮食	Contact monitor in case of any trouble on the bus 任何困难请及时联系校车阿姨
Use appropriate language on the bus 文明用语	

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

SIS Digital Responsible-Use Policy (RUP)



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

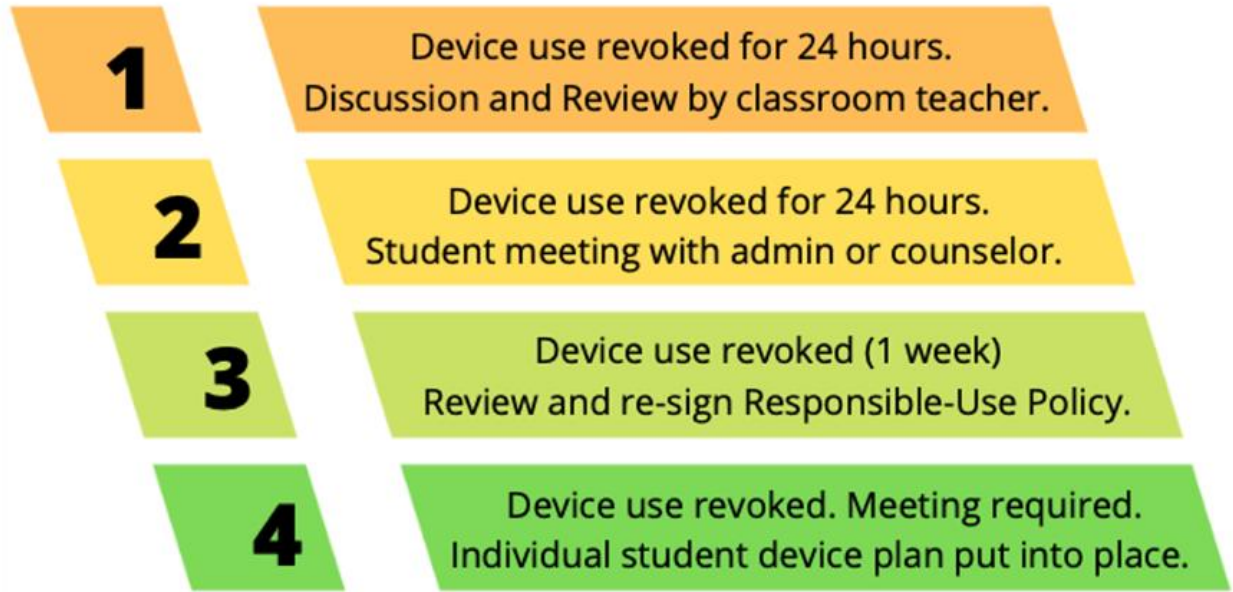
I agree to model the behaviors in the Responsible Use Policy (RUP). I understand that not following these expectations may limit or revoke my right to access devices, systems or networks.

Student Signature: _____

Date: _____

(More on back)

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



Device Agreement

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

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

It is

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

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

Guardian Name: _____

Guardian Signature: _____

Appendix 4: Academic Integrity Agreement

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

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

Student Declaration

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

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

Name: _____

Signed: _____

Date: _____

Parent Declaration

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

Name: _____






Signed: _____

Date: _____

Appendix 5: Warning Signals

Typhoon and Heavy Rain Procedures




台风预警信号 Typhoon Warning Signals

图标 Icon	含义 Meaning	防御措施 Prevention Measures
	<p>48小时内可能受热带气旋影响。</p> <p><i>It may be affected by a tropical cyclone within 48 hours.</i></p>	<p>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。</p> <p>Keep informed of tropical cyclone in the area. Be aware of the effect it may cause.</p>
	<p>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。</p> <p><i>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).</i></p>	<ol style="list-style-type: none"> 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。 <p>1. Be prepared for strong wind, and inform all out-door operating personnel</p> <p>2. Move easily affected outdoors equipment to a safe place.</p>
	<p>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</p> <p><i>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).</i></p>	<ol style="list-style-type: none"> 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 <p>1. Preschools, Elementary, Middle and High schools are closed. Students who are attending need to be taken care of.</p> <p>2. Stop any high altitude job or jobs on water, keep ships in the port.</p> <p>3. Release people from dangerous areas, stop any assembly</p> <p>4. All functional departments should prepare for a typhoon.</p>
	<p>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</p> <p><i>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).</i></p>	<ol style="list-style-type: none"> 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。 <p>1. Emergency status of typhoon preventing. Stay in-doors or safe places to avoid typhoon.</p> <p>2. Reinforce the harbour.</p>
	<p>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</p> <p><i>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).</i></p>	<ol style="list-style-type: none"> 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。 <p>1. All businesses should be suspended. (Except for emergency rescue and disaster relief, mass transportation, hospitals, water, electricity and gas services)</p> <p>2. All departments should be connected and ready to start the emergency rescue plan.</p>

When tropical storms affect Shekou, the following arrangements from the Shenzhen Municipal Government will apply. This means that the **Yellow** warning for typhoons or the **Red** warning for heavy rains will require SIS to close.

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

暴雨预警信号 Rainstorm Warning Signals

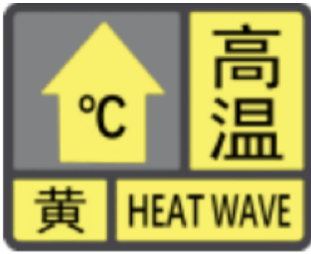
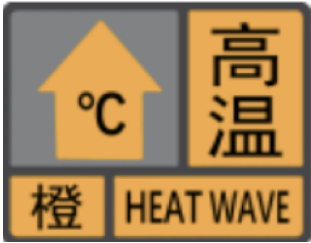
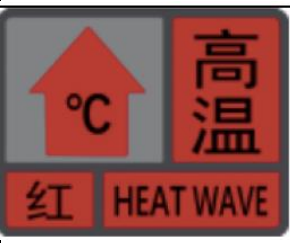
图标 Icon	含义 Meaning	防御措施 Prevention Measures
	<p>6小时内可能或者已经受暴雨影响。</p> <p>Heavy rain may develop within 6 hours, or the heavy rain is likely to continue.</p>	<ol style="list-style-type: none"> 及时通知易受暴雨影响的户外工作人员； 有关部门密切注意暴雨可能造成的城市内涝、山体滑坡等灾害。 <p>1. Inform outdoors working staff about raining situation.</p> <p>2. All functional departments carefully pay attention to any disaster affected.</p>
	<p>3小时内可能或者已经受暴雨影响，降雨量50毫米以上。</p> <p>Heavy rain has fallen in some areas, exceeding 50 millimetres in the past 3 hours, and is likely to continue.</p>	<ol style="list-style-type: none"> 低洼、易受水浸地区注意做好防涝工作； 建议暂停易受暴雨侵害的户外作业。 <p>1. Watch carefully for low-lying and water logged areas</p> <p>2. Suggested to stop affected outdoor work</p>
	<p>3小时内可能或者已经受暴雨影响，降雨量100毫米以上</p> <p>Heavy rain has fallen in some areas, exceeding 100 millimetres in the past 3 hours, and is likely to continue</p>	<ol style="list-style-type: none"> 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； 临时避险场所开放，危险地带人员撤离； 各职能部门做好相关防御准备。 <p>1. Preschools, Elementary, Middle and High schools are closed. Students who are attending need to be taken care of.</p> <p>2. Release people from dangerous area, stop any assembly</p> <p>3. All functional departments are getting prepared for typhoon preventing.</p>

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

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

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

Heat Index

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

HEAT EXHAUSTION

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

There are two types of heat exhaustion:

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

Treatment for Heat Exhaustion




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

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

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

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

Cold Weather Index

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

Air quality and outdoor activities

PM2.5 Reading	36-75	76-115	116-150	Above 150
ACTIVITY	51 to 100 MODERATE	101 to 150 UNHEALTHY FOR SENSITIVE GROUPS	151 to 200 UNHEALTHY	201 to 300 VERY UNHEALTHY
Recess	No Restrictions	Make indoor space available for children with asthma or other respiratory problems.	Any child who complains of difficulty breathing, or who has asthma or other respiratory problems, should be allowed to play indoors.	Restrict outdoor activities to light to moderate exercise.
P.E.	No Restrictions	Make indoor space available for children with asthma or other respiratory problems.	Any child who complains of difficulty breathing, or who has asthma or other respiratory problems, should be allowed to play indoors.	Restrict outdoor activities to light to moderate exercise not to exceed one hour.
Scheduled Sporting Events	Individuals who are unusually sensitive to ground-level ozone should limit intense activities.	Individuals with asthma or other respiratory or cardiovascular illness should increase rest periods and reduce activities to lower breathing rates.	Consideration should be given to rescheduling or relocating event.	Event should be rescheduled or relocated indoors.
Athletic Practice & Training (2 to 4 hrs)	Individuals who are unusually sensitive to ground-level ozone should limit intense activities.	Individuals with asthma or other respiratory or cardiovascular illness should increase rest periods and reduce activities to lower breathing rates.	Activities over 2 hours should decrease intensity and duration. Add rest breaks or substitutions to lower breathing rates.	Sustained rigorous exercise for more than one hour must be rescheduled, moved indoors or discontinued.

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

