



SHEKOU INTERNATIONAL SCHOOL

SECONDARY - NET VALLEY

STUDENT & PARENT HANDBOOK

2026–2027





Contents

Select a title to jump directly to that part of the handbook. Select any document heading to return to Contents.

Handbook sections

1	Principal's Welcome	1	7.1	Overview of Teaching and Learning in the Secondary School	18	8.6.7	What happens in the case of academic misconduct?	37
2	Our Mission and Values	2	7.2	The IB Learner Profile Attributes	18	8.6.8	Misconduct under examination conditions	38
2.1	Our Mission	2	7.2.1	IB learners strive to be	19	8.7	Community expectations and responsibilities	39
2.2	Our Philosophy	2	8	Curriculum	21	8.7.1	Students are responsible for:	39
2.3	Our Beliefs	2	8.1	Secondary School Courses	21	8.7.2	Parents and guardians are responsible for:	39
2.3.1	IB Mission Statement	2	8.1.1	Grades 6-10 School Courses	21	8.8	Social and Emotional Learning	40
2.3.2	School Policies	2	8.1.2	Grades 11-12 School Courses	22	8.9	Homework	40
3	How We Learn at SIS	3	8.1.3	Class List Formation	23	8.9.1	Overview of Homework in Secondary School	40
3.1	Expectations of SIS Students	3	8.2	Curriculum Standards at SIS	23	8.9.2	Middle School Homework Philosophy	41
3.2	Expectations of SIS Teachers	4	8.2.1	Middle Years 6 – 10	23	8.9.3	High School Homework Philosophy	42
3.3	Expectations of SIS Parents	4	8.2.2	Grades 11 and 12	23	8.10	Language Learning and Home Languages	43
4	What to Do If You Need Help at School	5	8.3	Assessment and Feedback	24	8.11	Mentor Program	43
4.1	Complaints Procedure – IB Programmes	6		Advance notice and success criteria	24	8.12	Reporting and Conferencing	44
5	School Hours & Calendar	7		Number and scheduling of summative assessments	24	8.12.1	Written reports and early notice of concern	44
5.1	Overview of the School Day in the Secondary School	7		How semester grades are determined	25	8.12.2	Conferences	45
5.2	Daily Schedule (Middle & High School)	7	8.3.1	Late, Missed, or Incomplete Assessments	25	8.13	Week Without Walls	45
6	Who's Who in the Secondary	9		Academic recovery and resubmission	28	9	Student Life	46
6.1	Secondary Leadership Team	9	8.4	Honours and High Honours at SIS	28	9.1	Assemblies	46
6.2	Office Management	9	8.5	Secondary Promotion Philosophy and Practices	29	9.2	Co-Curricular Activities (CCAs)	46
6.3	Counselling Team	10	8.5.1	Diploma Programme	30	9.2.1	Overview of Athletics and CCAs in the Secondary School	46
6.4	Middle-Level Leaders	10	8.5.2	Recommendation Process	31	9.2.2	Middle School Interscholastic Athletics	49
6.4.1	Learning Leads	10	8.5.3	Middle Years Programme	31	9.2.3	High School Interscholastic Athletics	51
6.4.2	Grade Level Leads	11	8.5.4	SIS Diploma and Carnegie Credits	33	9.3	Attendance, Punctuality and Absences	53
6.5	Faculty	12	8.6	Academic Integrity	34	9.3.1	Late Arrival to School	53
	Language & Literature	12	8.6.1	Overview of Academic Integrity in the Secondary School	34	9.3.2	Illness at School	53
	Language Acquisition	13	8.6.2	What is academic integrity?	34	9.3.3	Leaving School during the Day	54
	Individuals & Societies	14	8.6.3	How do students demonstrate academic integrity?	34	9.3.4	School-related Absences	54
	Sciences	15	8.6.4	Citations	35	9.3.5	Late to Class (Tardy)	54
	Mathematics	15	8.6.5	Academic Integrity and Artificial Intelligence	35	9.3.6	Truancy (Unexcused Absence)	54
	Arts & Design	16	8.6.6	What is academic misconduct?	36	9.3.7	Secondary Attendance Policy	54
	Physical & Health Education	16						
	EAL	17						
	Learning Support	17						
	Library	17						
6.6	Student Support Team	17						
7	Teaching and Learning	18						



Contents — Continued

9.3.8	Attendance Expectation for Participation in Athletics and CCAs	55	9.17.1	Overview of Library services in Secondary School	65	10.4	Possible Emergency Events	73
9.4	Behaviour Expectations	56	9.17.2	Library Hours	65		Possible School Emergency Responses	74
9.4.1	Overview of Behaviour Expectations in the Secondary School	56	9.17.3	Loan Periods	65	10.5	Emergency Communication	74
	Caring Community Member	56	9.17.4	Overdue/Lost and Damaged Materials	65		Reunification of Students and Parents After an Emergency Event	75
	Engaged Learner	57	9.17.5	Privileges	65	10.6	Emergency Frequently Asked Questions	75
	Principled Learner	57	9.18	Lift Use	65		What is emergency preparedness?	75
	A School Free of Tobacco, Alcohol, Drugs and Weapons	57	9.19	Lockers	66	10.7.1	How do I get information about an emergency?	76
	Shared Spaces, Shared Responsibility	57	9.20	Lost and Found	66	10.7.2	How do I find out if school is closed due to bad weather or another emergency?	76
9.4.2	Unacceptable Behaviours and Interventions	57	9.21	Parking, Traffic and Use of Vehicles	66	10.7.3	What Is a Lockdown?	76
	Level 1	58		E-Bikes and Helmets	66	10.7.4	What Is Remain in Place?	76
	Level 2	58		Parking and Drop-Off	66	10.7.5	In the Event of a Lockdown or Remain in Place Situation, Can I Pick Up My Student at School?	76
	Level 3	58	9.22	Parent Support Association (PSA)	66	10.7.6	Who can pick up my student during an emergency?	76
9.5	Bullying Prevention	58	9.23	Safeguarding	66	10.7.7	What if my student rides a school bus or taxi?	77
9.6	Transportation	59		Overview of Student Safety and Child Protection in the Secondary School	66	10.7.8	Can I contact my student while at school during an emergency?	77
9.6.1	Buses	59	9.23.1	Child Protection	67	10.7.9	What happens if my student is off campus, on a school bus, on a field trip or participating in sports or after-school or weekend activities during an emergency?	77
9.6.2	Bicycles and E-Bikes	59	9.23.2	Student Leadership - StuCo	68	10.7.10		
9.7	Communication	59	9.24	Student Supplies	68			
9.8	Communication Guidelines	60	9.25	Technology Use Expectations	69			
	Contact the Teacher	60	9.26	Uniform Expectations	69			
	Contact the Mentor	60	9.27	Overview of Uniforms in the Secondary School	69			
	Contact an Administrator	60	9.27.1	What are the SIS uniform expectations?	69			
	Contact the Business Office	60	9.27.2	Secondary School Uniform Options (Grades 6-10)	70			
9.9	Counselling	61	9.27.3	Tops	70			
9.9.1	Social and Emotional Wellbeing	61		Bottoms	70			
9.9.2	Career and University Advice and Support	61		PHE Kit	70			
9.10	Data, Privacy, and Platform Use	62		Hats	70			
9.12	Facilities	62	9.27.4	Footwear	71			
9.12.1	Campus Layout	62	9.27.5	What is business casual for Grade 11 and 12 students?	71			
9.12.2	After school and weekend use of secondary classrooms and other areas	62		Not permitted with business casual attire	71			
9.13	Field Trips and Day Trips	63	9.27.6	Sun Protection	71			
9.14	Gecko Core Expectations	63	9.27.7	Casual Dress Days	71			
9.14.1	What's Gecko Core Time for?	63	9.28	Visitors	72			
9.14.2	What am I expected to do during Gecko Core?	63	9.29	Withdrawals	72			
9.15	Food and Drink	64	10	Safety Information	73			
9.15.1	Lunch	64		Overview of Emergency Procedures in the Secondary School	73			
9.15.2	Snacks	64	10.1	Safety Drills	73			
9.15.3	Allergies	64	10.2	Building Evacuation Drill Procedure	73			
9.16	Health Services	64						
9.17	Library	65						

Appendices

A1	2026-27 Academic Year Calendar	78
A2	Bus Expectations	79
A3	Responsible Use Policy (RUP) and Device Agreement	80
	SIS Digital Responsible-Use Policy (RUP)	80
	Device Agreement	82
A4	Academic Integrity Agreement	83
A5	Warning Signals	84
A6	Heat Index, Cold Weather, and Air Quality	86
	Heat Exhaustion	87
	Treatment for Heat Exhaustion	87

Principal's Welcome

Welcome to SIS Secondary and to the opportunities that await our students, families, and faculty. I love how we do school at SIS: students are encouraged to do their best academically, to care for one another, and to branch out by challenging themselves through the many co-curricular activities available across the school.

As a division, we will continue developing the MYP and DP through clear divisional goals. We will increase the effectiveness of assessment through heightened validation, reliability, and alignment. We will support student development through a self-management continuum. We will also increase the robustness of our faculty collaborative norms, yielding tighter programme implementation and increased student achievement.

Co-curricular activities, or CCAs, are an important part of the SIS experience because they support holistic student development. Through the arts, athletics, service, leadership, clubs, and other enrichment opportunities, students discover new interests, build confidence, develop friendships, and learn habits that complement their academic growth.

Parents are essential partners in creating the vibrant school culture that makes SIS such a welcoming and dynamic community. I encourage you to take part in school events, join our ParentEDU opportunities, and connect with the SIS Parent Support Association (PSA). Your involvement strengthens the experience of every student.

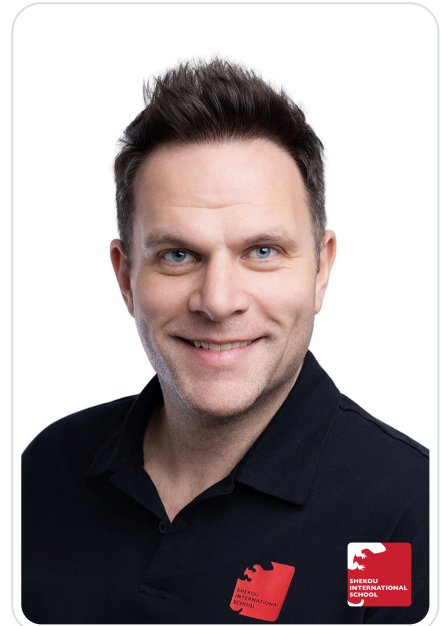
I look forward to connecting with each of you throughout the year ahead. Go Geckos!

Warm regards,



Matthew Doige

Secondary Principal



Matthew Doige

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 the organization 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 on the school [Policies and Practices website](#).



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.

3.1 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.



Students collaborate as part of the SIS learning community.

3.2 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.

3.3 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 student gets sufficient sleep.
- Providing a distraction-free study environment.
- Encouraging your student 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.

4

SECTION 4

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**

YOUR VOICE MATTERS

Five ways to make suggestions at SIS

- START BY TALKING**
Talk to the right person
Classroom teacher, Mentor, or Gecko Core teacher
- STUDENT VOICE**
Speak with Student Council or a school leader
Student Council representative, programme coordinator, or Secondary Assistant Principal
- BE CLEAR**
Share details and constructive thoughts
Explain what could make SIS better and what would help you do your best.
- BE PATIENT**
Good solutions can take time
Your ideas matter. Some issues are complicated and need careful action.
- IF YOU ARE NOT HAPPY WITH THE RESULT**
Speak with the Secondary Principal, then the Head of School
Ask for help with the next appropriate step.

Be Safe. Be Respectful. Be Responsible.

How students can share suggestions safely, respectfully, and responsibly.

4.1 Complaints 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:

IB Programme complaints contacts

- **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.

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 Secondary Principal, and then to the Head of School if needed.

IB feedback and concerns

More detail about expressing your feedback or concerns to the IB can be found on the IB feedback and concerns page: <https://www.ibo.org/contact-the-ib/feedback-and-concerns/>



Students and families are encouraged to raise questions and concerns through respectful, supportive conversations.

School Hours & Calendar

5.1 Overview of the School Day in the Secondary School

The school day begins at 8:15 AM. Students should arrive at Net Valley by 8:05 AM. Students in all grades finish at 3:35 PM. The secondary school operates on a six-period day within a 10-day timetable. On regular days, classes are 55 minutes long with five minutes allocated for transitions. Assembly days use the adjusted schedule shown below.

5.2 Daily Schedule (Middle & High School)

 NET VALLEY DAILY SCHEDULE — 2026-27 —	
Time	Timetable
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 – 1:40	Lunch Break
1:40 – 2:35	Period 5
2:40 – 3:35	Period 6

Shekou International School – est. 1988

 |  ASSEMBLY DAY SCHEDULE
— 2026-27 — | | |---|-------------| | 8:15 – 9:00 | Period 1 | | 9:05 – 9:50 | Period 2 | | 9:50 – 10:15 | Nut. Break | | 10:20 – 11:05 | Period 3 | | 11:10 – 11:55 | Period 4 | | 12:00 – 12:40 | Period 5 | | 12:45 – 1:15 | Lunch | | 1:15 – 1:40 | Lunch Break | | 1:40 – 2:25 | Period 6 | | 2:30 – 3:15 | NV Assembly | | 3:20 – 3:35 | Mentor Time | Shekou International School – est. 1988 |

2026-27 Net Valley daily and assembly day schedules.



**Geckos are always on time
for school and classes!**

5. SCHOOL HOURS & CALENDAR — CONTINUED

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: Current Academic Year Calendar, which is also available on the school website > Quick Links > Calendar.



Secondary students together during a learning exhibition at Net Valley.

6

SECTION 6

Who's Who in the Secondary

6.1 Secondary Leadership Team

Photo	Role	Name	Email
	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
	Data Lead	Thomas George	tgeorge@sis.org.cn
	Director of Athletics & Activities	Thomas Mathews	tmathews@sis.org.cn

6.2 Office Management

Photo	Role	Name	Email
	Office Manager	Peggy Han	phan@sis.org.cn
	Front Desk/Office Assistant	Leah Li	lili002@sis.org.cn
	Principal/Office Assistant	Anna Li	ali@sis.org.cn

6.3 Counselling Team

Photo	Role	Name	Email
	College & Career Counsellor	Pamela Tan	ptan@sis.org.cn
	High School Counsellor	Francesca Ferrari	fferrari@sis.org.cn
	Middle School Counsellor	Jennifer Kerns	jkerns@sis.org.cn

6.4 Middle-Level Leaders

6.4.1 Learning Leads

Photo	Area	Name	Email
	Language & Literature	Claudia 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	Pascale Blandin de Chalain	pblandindechalain@sis.org.cn
	Physical & Health Education	Vlada Milisevic	vmilisevic@sis.org.cn
	Arts & Design	Tyler Wells	twells@sis.org.cn
	EAL	Jacky Mateo	jmateo@sis.org.cn
	Learning Support	Corinne Norris	cnorris@sis.org.cn

6.4.2 Grade Level Leads

Photo	Grade	Name	Email
	Grade 6	Nicole Warmerdam	nwarmerdam@sis.org.cn
	Grade 7	Hayden Nelson	hnelson@sis.org.cn
	Grade 8	Haneen Hamadeh	hhamadeh@sis.org.cn
	Grade 9	Yi Ting Cao	ytcao1@sis.org.cn
	Grade 10	Jia Yin Seow	jseow@sis.org.cn
	Grade 11	Ian Ketcham	iketcham@sis.org.cn
	Grade 12	Kamel Dallal Assafo	kdallalassafo@sis.org.cn



Secondary students connect and build community through shared learning experiences.

6.5 Faculty

Language & Literature

Photo	Name	Subject	Email
	Bahar Aksahin	MYP English Language & Literature	baksahin@sis.org.cn
	Cecilia Li	MYP Chinese Language & Literature	cli001@sis.org.cn
	Claudia Freaney	DP English A: Language & Literature	cfreaney@sis.org.cn
	Denise Wang	MYP Chinese Language & Literature; DP Chinese A: Language & Literature	dwang2@sis.org.cn
	Erin Garnhum	DP School-Supported Self-Taught Language; DP Theory of Knowledge	egarnhum@sis.org.cn
	Ivan Ozbolt	MYP French Language & Literature; MYP French Language Acquisition	iozbolt@sis.org.cn
	Jessica Duguet	MYP French Language & Literature; MYP French Language Acquisition; DP SSST/Pamoja	jduguet@sis.org.cn
	Paul Griffiths	MYP English Language & Literature; MYP English Language Acquisition	pgriffiths@sis.org.cn
	Rosemary Stadholm Doyle	MYP English Language & Literature; DP English A: Language & Literature	rstadholmdoyle@sis.org.cn
	Scott Eyler	MYP English Language & Literature	seyler@sis.org.cn
	Yueying Pan	MYP Chinese Language & Literature	ypan@sis.org.cn

Language Acquisition

Photo	Name	Subject	Email
	Alexa Su	MYP Chinese Language Acquisition; DP Chinese B - Mandarin	asu@sis.org.cn
	Cansu George	MYP English Language Acquisition	cgeorge@sis.org.cn
	Dani Priambodo	MYP Chinese Language Acquisition	dpriambodo@sis.org.cn
	Ivan Ozbolt	MYP French Language & Literature; MYP French Language Acquisition	iozbolt@sis.org.cn
	Jessica Duguet	MYP French Language & Literature; MYP French Language Acquisition; DP SSST/Pamoja	jduguet@sis.org.cn
	Jing Tang	MYP Chinese Language Acquisition; DP Chinese B - Mandarin	jtang@sis.org.cn
	Katy Black	MYP English Language Acquisition; DP English B	kblack@sis.org.cn
	Nisse Welchman	MYP Individuals & Societies; DP Spanish ab initio	nwelchman@sis.org.cn
	Paul Griffiths	MYP English Language & Literature; MYP English Language Acquisition	pgriffiths@sis.org.cn
	Yi Ting Cao	MYP Chinese Language Acquisition	ytcao1@sis.org.cn

Individuals & Societies

Photo	Name	Subject	Email
	Christos Potamianos	MYP Individuals & Societies	cpotamianos@sis.org.cn
	Hayden Nelson	MYP Individuals & Societies; MYP Physical & Health Education	hnelson@sis.org.cn
	Ian Ketcham	DP Business Management; DP Economics; DP Theory of Knowledge	iketcham@sis.org.cn
	Jason Jenson	MYP Individuals & Societies; DP Business Management; DP Economics	jjenson@sis.org.cn
	Nicole Warmerdam	MYP Individuals & Societies	nwarmerdam@sis.org.cn
	Nisse Welchman	MYP Individuals & Societies; DP Spanish ab initio	nwelchman@sis.org.cn
	Peter Kimball	MYP Individuals & Societies; DP Psychology; DP Theory of Knowledge	pkimball@sis.org.cn
	Thomas George	Learning Lead	tgeorge@sis.org.cn



Students share their learning with faculty and the wider SIS community.

Sciences

Photo	Name	Subject	Email
	Jia Yin Seow	MYP Science	jseow@sis.org.cn
	Matthew Noyek	MYP Science; DP Biology	mnoyek@sis.org.cn
	Natalie Bogdanoff	MYP Science; DP Chemistry	nbogdanoff@sis.org.cn
	Patrick O'Connor	MYP Science	poconnor@sis.org.cn
	Richard Winstanley	MYP Science; DP Environmental Systems & Societies; DP Theory of Knowledge	rwinstanley@sis.org.cn
	Scott Cameron	MYP Science; DP Physics	scameron@sis.org.cn

Mathematics

Photo	Name	Subject	Email
	Darcie Dow	MYP Mathematics	ddow@sis.org.cn
	Kamel Dallal Assafo	MYP Standard Mathematics; DP Mathematics: Analysis & Approaches; DP Mathematics: Applications & Interpretation; DP Theory of Knowledge	kdallalassafo@sis.org.cn
	Maria Filimonenko	MYP Mathematics	mfilimonenko@sis.org.cn
	Mary O'Connor	MYP Mathematics	moconnor@sis.org.cn
	Pascale Blandin de Chalais	MYP Extended Mathematics; DP Mathematics: Analysis & Approaches	pblandindechalain@sis.org.cn
	Thomas George	DP Mathematics: Applications & Interpretation	tgeorge@sis.org.cn

Arts & Design

Photo	Name	Subject	Email
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	Chris Bashford	MYP Visual Arts; DP Visual Arts	cbashford@sis.org.cn
	Haneen Hamadeh	MYP Music	hhamadeh@sis.org.cn
	Jackilyne Mateo	MYP Theatre	jmateo@sis.org.cn
	Rakesh Kodwani	MYP Design	rkodwani@sis.org.cn
	Tyler Wells	MYP Design; MYP Visual Arts	twells@sis.org.cn
	Yvonne Sewell	MYP Theatre	ysewell@sis.org.cn

Physical & Health Education

Photo	Name	Subject	Email
	Alasdair Downie	MYP Physical & Health Education	adownie@sis.org.cn
	Ellie Lingenfelder	MYP Physical & Health Education	elingenfelder@sis.org.cn
	Hayden Nelson	MYP Individuals & Societies; MYP Physical & Health Education	hnelson@sis.org.cn
	Vladimir Milicevic	MYP Physical & Health Education	vmilicevic@sis.org.cn

EAL

Photo	Name	Email
	Bruce Kim	bkim1@sis.org.cn
	Christos Potamianos	cpotamianos@sis.org.cn
	Jackilynne Mateo	jmateo@sis.org.cn
	Matheus Figueiro	mfigueiro@sis.org.cn

Learning Support

Photo	Name	Email
	Corinne Norris	cnorris@sis.org.cn
	Wally Mann	lmann@sis.org.cn

Library

Photo	Name	Role	Subject	Email
	Fannie Lee	Librarian - Circulation	MYP Virtual High School	flee01@sis.org.cn

6.6 Student Support Team

The Student Support Team (SST) is a multidisciplinary team that brings together representatives from English as an Additional Language, Learning Support, Counselling, and school leadership. The team works with teachers, students, and families as appropriate. The SST supports students through inclusive classroom practices, consultation, assessment, targeted interventions, and individual support planning.

Families who have concerns about a student's learning, language development, social-emotional wellbeing, or access to the curriculum should begin by contacting the student's teacher or Mentor. The school will involve the appropriate SST members when further consultation or support may be helpful.

Teaching and Learning

7.1 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 Programme (PYP). It continues through the skills continuum of the IB Middle Years Programme and the content-rich Diploma Programme (DP) and SIS courses in Grades 11-12, preparing students for life beyond school.

As an IB World School, SIS is committed to providing a concept- and inquiry-based international education that supports success as a young person and beyond. SIS High School courses also provide academic credits towards the SIS High School Diploma. SIS is accredited by the Western Association of Schools and Colleges, and the school provides multiple pathways for applications to universities and programmes around the world.

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



Learning at SIS is active, collaborative, and shaped through dialogue.

7.2 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."

SOURCE International Baccalaureate Organization (IBO) (Undated)

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 the IB Learner Profile is a set of human qualities that we strive to instil in all our learners from Nursery to Grade 12.

The SIS curriculum fosters the development of the IB Learner Profile attributes and Approaches to Learning. It highlights the importance of nurturing dispositions such as curiosity and compassion, as well as developing knowledge and skills.

7.2.1 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.	- Ask questions and do not give up easily - Ask questions to clarify 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.	- Learn more about self, others, and the world - Demonstrate an understanding of key concepts and ideas in a variety of subject areas - Use knowledge to make connections between different subjects and real-world issues - Deepen understanding 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.	- Build on prior knowledge 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 ideas and arguments.
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.	- Express feelings and thoughts across the curriculum - Communicate ideas clearly and effectively in writing and speech - Listen actively and respond respectfully and thoughtfully - Use a variety of communication methods, including technology and multimedia.
Principled 	We act with integrity, honesty, fairness, and respect for the dignity and rights of people everywhere.	- Act honestly, even when it is difficult - Take responsibility for choices and consequences - Show respect and empathy - Treat everyone fairly and equitably.

Learner Profile Attribute	Description	Indicators
Open Minded 	We critically appreciate our own cultures and histories, as well as the values and traditions of others. We seek and evaluate a range of points of view and grow from the experience.	- Listen to others' ideas - Consider different perspectives - Revise views when presented with new evidence - Appreciate diversity - Embrace new experiences with an open and positive attitude.
Caring 	We show empathy, compassion, and respect. We commit to service and act to make a positive difference in the lives of others and in the world around us.	- Help and consider others - Show empathy and concern - Act to support those in need - Treat everyone with respect and kindness - Recognize the connections between people and communities.
Risk Takers 	We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and strategies, remaining resourceful and resilient through challenge and change.	- Try unfamiliar approaches - Take calculated risks - Treat mistakes and setbacks as opportunities to learn - Demonstrate resilience and perseverance when facing obstacles.
Balanced 	We understand the importance of balancing the intellectual, physical, and emotional aspects of our lives to support well-being for ourselves and others. We recognize our interdependence with other people and the world.	- Use time wisely - Participate in varied activities - Balance academic and personal commitments - Make time for physical activity, rest, and relaxation - Attend to intellectual, physical, and emotional well-being.
Reflective 	We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and areas for growth in order to support learning and personal development.	- Reflect on actions and learning - Identify strengths and areas for growth - Set goals and action plans - Seek feedback and use it to improve performance and decision-making.



Students develop the Learner Profile by sharing, reflecting on, and discussing their learning.

8.1 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 the SIS High School Diploma. SIS is accredited by the Western Association of Schools and Colleges, and the school provides multiple pathways for students applying to universities and post-secondary programmes around the world.

8.1.1 Grades 6-10 School Courses

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

Course	Classes per cycle
Group 1 Language & Literature	7
Group 2 Language Acquisition	7
Group 3 Individuals & Societies	7
Group 4 Sciences	7
Group 5 Mathematics	7
Group 6 The Arts	7
Group 7 Physical & Health Education	7
Group 8 Design	7



Students demonstrate understanding by communicating and applying their learning.

8.1.2 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	6

- Grade 11-12 students can elect to take two Group 1 subjects as part of the bilingual Diploma Programme.
- Grade 11-12 students can elect to take an additional Group 3 or Group 4 subject as a substitute for a Group 6 subject.
- The Core Group is elective for Grade 11-12 students pursuing a flexible pathway.

The Core Group includes Gecko Core, university counselling, Creativity, Activity, Service (CAS), Extended Essay, and Theory of Knowledge.



Students share ideas and explore learning across the SIS Secondary curriculum.

8.1.3 Class List Formation

Each year, the school carefully creates class lists to support balanced and positive learning environments for all students. The process involves collaboration among teachers, Grade Level Leads, counsellors, Learning Support specialists, EAL teachers, and the Student Support Team.

When forming classes, staff consider multiple factors, including academic balance, learning-support and language needs, social dynamics, and overall class composition. Draft lists are reviewed and refined to ensure that classes are balanced and supportive of all learners.

Because multiple factors must be considered across the entire grade, requests for specific teachers, classmates, or class changes generally cannot be accommodated.

Families who have important information relevant to their student's learning or wellbeing are encouraged to share it with the school before the class-placement process begins.

8.2 Curriculum Standards at SIS

8.2.1 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 \(ACTFL\)](#)
- [English language development - 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 Standards](#)

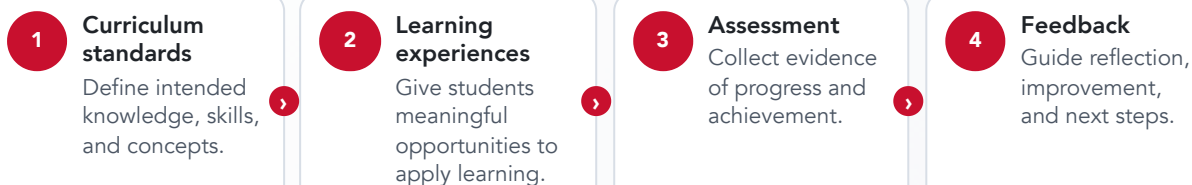
8.2.2 Grades 11 and 12

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.

How learning connects at SIS



8.3 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.

Advance notice and success criteria

For each summative assessment, task information describing the assessment or required product will be published in Toddle at least two weeks before the due date. The task information will explain how the assessment aligns with the stated learning objectives. The task sheet and rubric or other clearly defined success criteria will also be made available in advance so that students understand how their achievement will be assessed.

Number and scheduling of summative assessments

Each MYP course will include at least two summative assessments per semester. Each DP course will include at least three summative assessments per semester, one of which will be a semester examination or an IB Diploma Programme component, such as an Internal Assessment or Individual Oral. No course will include more than six summative assessments in one semester.

Except during Diploma Programme examination weeks, a student will not be scheduled for more than two summative assessments in one day or eight in one week. Grade Level Leads monitor grade-level assessment calendars with student wellbeing in mind.

How semester grades are determined

Semester grades represent a student's demonstrated level of achievement against the relevant course standards and criteria. They are based on valid evidence of learning rather than effort, behaviour, task completion, or a numerical average of assessment scores.

In the MYP, teachers use summative evidence from the IB MYP subject criteria to determine a best-fit level of achievement. Formative evidence is used for reporting only when summative evidence is unavailable and in accordance with the approval requirements in the Secondary Assessment Practices.

In the Diploma Programme and SIS Programme, grades are cumulative and reflect a teacher's holistic professional judgment of the student's representative level of achievement over time. Teachers consider relevant summative evidence, which may include evidence from previous semesters, and apply the appropriate IB assessment objectives or criteria, grade descriptors, and grade boundaries. A semester grade is not determined by a single assessment or by averaging or weighting task grades.

Completion of independent practice or homework is an Approach to Learning and is not used as evidence for an academic grade. Approaches to Learning are reported separately and do not contribute to academic honours.

Toddle and Turnitin

Toddle is SIS's record of student learning and is used to communicate assessment information to students and parents. Summative tasks, grades, and feedback will be recorded in Toddle. Wherever possible, students in Grades 6–12 submit summative assessments through Toddle with the Turnitin integration selected.

Students use Toddle to access task information and files, submit work, review grades and feedback, and communicate electronically with teachers. Parents use Toddle to monitor assessment progress and communicate with the school regarding attendance and contact information.

Teachers provide feedback on summative assessments through Toddle within two weeks of submission. Feedback may be visual, audio, or written and will identify strengths, areas for growth, and actionable next steps. Students are expected to reflect on the feedback and use it to improve their learning.

Further details are set out in SIS Policy Manual 250-2: Secondary Assessment Practices.

8.3.1 Late, Missed, or Incomplete Assessments

If you miss or may miss an assessment: Tell your teacher as early as possible and follow the relevant extension or absence process. For medical absences, provide the documentation required by the school. For programme-specific matters, contact the relevant Programme Coordinator.

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 who know that they may be unable to complete an assessment by the due date should inform the relevant teacher at least three days in advance. At the teacher's discretion, a 24- to 48-hour extension may be granted. Where the request relates to a medical reason, a parent or guardian should provide written communication to the school. Programme Coordinators and counsellors may help the student and teachers manage outstanding work where appropriate.

If an assessment is not submitted by the due date and no extension has been granted:

- A Pastoral Note for non-completion will be recorded, and the student will be assigned a mandatory completion session.
- The mandatory completion session will take place at lunchtime or after school and is the student's final opportunity to complete and submit the assessment.
- The assessment must be submitted at the end of the mandatory completion session.
- If the assessment is still not submitted after the mandatory completion session, the teacher will inform the Learning Lead and MYP Coordinator.

Personal Project

All Personal Project criteria draft dates published in Toddle are treated as summative due dates. Requests for an extension must be submitted to the MYP Coordinator using the Personal Project extension process.

If a draft is not submitted on time and an extension has not been approved:

- The MYP Coordinator will record a Pastoral Note for non-completion.
- The student will attend a mandatory completion session scheduled by the MYP Coordinator.
- The draft must be submitted at the end of that session.
- Feedback will be provided on any draft that is submitted.

If the final Personal Project report is not submitted, the MYP Coordinator will record a Pastoral Note and assign a mandatory completion session. The student will also meet with the MYP Coordinator and Assistant Principal to agree on a work plan and complete the Personal Project.

In the Diploma Programme/SIS Programme

If an assessment is not submitted by the due date and no extension has been approved:

- A Pastoral Note for non-completion will be recorded, and the student will be assigned a mandatory completion session.
- The mandatory completion session will take place at lunchtime or after school and is the student's final opportunity to complete and submit the assessment.
- The assessment must be submitted at the end of the mandatory completion session.

Internal SIS exams — absence and re-sits

Exams scheduled during the DP1 December and June examination periods and the DP2 December and mock examination periods may be re-sat for a summative grade only when the student's medical absence is supported by a doctor's note. A summative re-sit is not automatic: it is offered at the subject teacher's discretion and is possible only if the teacher creates a new examination paper. The new paper must assess the same objectives and be comparable in scope, level, and conditions to the original examination.

One re-sit session, with a maximum duration of 2 hours and 15 minutes, will be provided during the afternoon of the final day of the examination session. If a summative re-sit is not offered, the student may complete the same paper as their peers formatively during this session; a formative re-sit does not generate a new summative grade. Where relevant, the teacher may also consider other summative evidence from the semester when determining a term or predicted grade.

DP assessments missed because of school-organised trips

Students who will miss a scheduled DP assessment because of a school-organised activity, such as ACAMIS or MUN, must alert their subject teacher in advance. The subject teacher will consult the Diploma Coordinator and, where necessary, the trip chaperone. One of the following arrangements will be used:

- **Summative assessment during the trip:** Where suitable supervision, timing, and a quiet testing space can be provided, the student may complete the assessment summatively while travelling.
- **Formative assessment on return:** If suitable summative conditions cannot be provided during the trip, the student may complete the assessment formatively at a later date to preserve learning continuity and assessment integrity. A formative completion does not generate a summative grade.
- **Alternative assessment:** With the teacher's agreement, the student may complete a different task that assesses the same learning objectives and standards under appropriate conditions.

Any alternative arrangement must remain aligned with the relevant assessment objectives and may be developed in consultation with the Diploma Coordinator.

Extensions for official DP assessments

Requests to extend draft or final deadlines for an official Internal Assessment, Individual Oral, or Extended Essay must be referred to the Diploma Coordinator. Students must apply through the applicable IA or Extended Essay extension process. Subject teachers cannot approve these extensions independently.

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.

Academic recovery and resubmission

Students receive multiple opportunities throughout a course to demonstrate their knowledge, skills, and conceptual understanding. For this reason, SIS does not ordinarily offer extra credit or reassessment.

An exception applies only to students in Grades 9 and 10 who both receive a semester grade below 3 and are credit-deficient because of a summative assessment. In these circumstances, the student may be permitted to resubmit all or part of that assessment. Diploma Programme Internal Assessments may not be resubmitted, in accordance with IB assessment procedures.

8.4 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	<u>MYP:</u> • At least 52 points for total MYP final subject report points • No more than one subject score of 5 • No subject scores of 4 • Semester 2 IDU grade is 6 or above Additional requirement for Grade 10: Semester 1: • The Personal Project Learning Goal and Product is approved • The Personal Project overall status is on-track Semester 2: • Personal Project grade is 6 or above <u>DP:</u> • Total points between 39 and 42 • No subject scores of 4 or below • Requirements for TOK, EE, and CAS are met

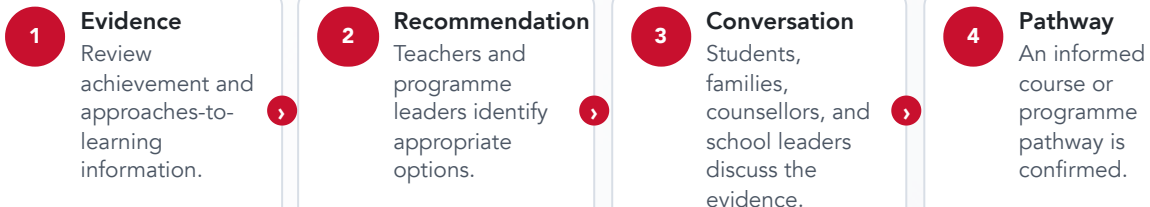
Award	Requirement
Honours	<u>MYP:</u> • At least 48 points for total MYP final subject report points • No more than two subject scores of 5 • No subject scores of 4 • Semester 2 IDU grade is 5 or above Additional requirement for Grade 10: Semester 1: • The Personal Project Learning Goal and Product is approved • The Personal Project overall status is on-track Semester 2: • Personal Project grade is 5 or above <u>DP:</u> • Total points between 36 and 38 • No subject scores of 4 • Requirements for TOK, EE, and CAS are met

8.5 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 postsecondary 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, counsellor, the relevant programme coordinator and the Assistant Principal to discuss options.

Making informed pathway decisions



8.5.1 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	Requirements for maintaining the full IB Diploma pathway: • cumulative total of 28 or higher across the six subject grades • total of 13 or higher across Higher Level courses • total of 10 or higher across Standard Level courses • grade of 3 or higher in every subject • “On Track” status in the Core Academic Probation indicators: • cumulative subject-grade total of 24–27 • total of 12 or lower across Higher Level courses • total of 9 or lower across Standard Level courses • grade of 2 or lower in any subject • “Not On Track” status in the Core Mandatory pathway change indicators: • cumulative subject-grade total below 24 before Core points • failed multiple subjects • grade of 3 or below in any Higher Level course • not on track in the Core	Parent meeting Academic Probation where required Mandatory Support Plan with clear academic targets Continuation under probation or an appropriate alternative pathway, depending on the evidence
Grade 11 Semester 2 Progress Report and subsequent Grade 12 progress reports	Review improvement and the conditions established after the Grade 11 Semester 1 Report, including: • subject grades • Approaches to Learning • “On Track” status in the Core	If sufficient improvement has not occurred or the established conditions are no longer met, SIS may mandate a pathway change to the SIS Diploma or Diploma Programme Courses pathway, where relevant

Maintaining the conditions above is a minimum requirement for continuing in the full Diploma Programme until IB Diploma Programme examination registration in Grade 12. Any clear indication that a student is not meeting these conditions—including a subject grade of 2 or lower on a term report or non-submission of a required assessment component—will result in intervention by the school.

- **A total of 27 or below** on a relevant Progress Report, Semester Report, or set of Predicted Grades will trigger a pathway meeting with the Programme Coordinator and may result in a mandated pathway change.
- **A total of 28 or 29** will trigger a pathway meeting with the Programme Coordinator to discuss recommendations concerning the student's pathway or specific course selections.

SIS does not register a student for a Higher Level examination in a subject for which the student is predicted to receive a grade of 1, 2, or 3.

8.5.2 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. The recommendation is based on the knowledge, skills, and Approaches to Learning the student has demonstrated.

Registration in a Diploma Programme course requires the following minimum subject grades:

- **Higher Level:** a grade of 5 or above. A grade of 4 or lower does not meet the requirement for registration in an HL course.
- **Standard Level:** a grade of 4 or above. A grade of 3 or lower does not meet the requirement for registration in an SL course.

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.

8.5.3 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

Milestone	Conditions	Support
Semester 1 Report	The following results trigger support intervention, a parent meeting, and Academic Probation: - cumulative subject-grade total of 28 or lower - grade of 2 or lower in all subjects	Support intervention Parent meeting Academic Probation
Semester 2 Progress Report & Semester 2 Report Card	Review improvement and the conditions established after Semester 1, including: - grades - Approaches to Learning “On Track” status with the Personal Project	Where sufficient improvement has not occurred: continued 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 graduation requirement. Students should also complete all Service as Action learning-outcome reflections.	Where requirements have not been met: parent meeting Academic Probation Completion Plan

The same Diploma Programme registration requirements apply to Grade 10 course selection:

- A minimum grade of 5 is required to register for a Higher Level course.
- A minimum grade of 4 is required to register for a Standard Level course.

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	The following results trigger support intervention, a parent meeting, and Academic Probation: - cumulative subject-grade total of 28 or lower - grade of 2 or lower in all subjects	Support intervention Parent meeting Academic Probation
Semester 2 Progress Report & Semester 2 Report Card	Review improvement and the conditions established after Semester 1, including: - grades - Approaches to Learning “On Track” status with Service as Action learning-outcome reflections	Where sufficient improvement has not occurred: continued 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	



SIS celebrates the growth, achievement, and pathways of every student.

8.5.4 SIS Diploma and Carnegie Credits

SIS High School students earn Carnegie credits towards the SIS High School Diploma. Students generally earn one credit for successfully completing a full-year, two-semester course. Some programme components may earn a half credit.

Students must earn a minimum of 24 credits to receive the SIS High School Diploma. Completion of the MYP Personal Project and the Diploma Programme Creativity, Activity, Service (CAS) Project is required for graduation. Theory of Knowledge (TOK) and the Extended Essay (EE) are required for students pursuing the full IB Diploma but are not required graduation credits for students following an alternative SIS pathway.

Students transferring into SIS High School must provide an official transcript. The school reviews prior coursework and determines the credits that can be transferred. In appropriate circumstances, specific graduation requirements may be waived for transfer students entering during High School.

SIS is accredited by the Western Association of Schools and Colleges (WASC). Students who meet SIS graduation requirements receive the SIS High School Diploma. Further details, including the graduation credit matrix and pathway requirements, are provided in the current SIS Secondary Programme of Studies.

8.6 Academic Integrity

8.6.1 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.

8.6.2 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).

8.6.3 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 with the librarian, who can help with research processes and citation styles.
- Using turnitin.com to help verify the originality and integrity of work.

Academic integrity in practice

1

Create

Produce work that authentically demonstrates your learning.

2

Attribute

Credit the words, ideas, images, data, and tools you use.

3

Verify

Check citations, sources, and the originality of your work.

4

Ask

Speak with your teacher whenever expectations are unclear.

8.6.4 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.

8.6.5 Academic Integrity and Artificial Intelligence

If you are unsure whether AI use is allowed: Ask your teacher before using AI for the task.

Be ready to explain what tools you used, how you used them, and what parts of the work are your own. If AI use is permitted, follow the teacher's instructions and cite or acknowledge assistance as required.

"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.

8.6.6 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.

Common forms of academic misconduct

1

Plagiarism

Presenting another person's work or ideas without acknowledgement.

2

Collusion

Working together when a task is required to be completed independently.

3

Unauthorized assistance

Using people, services, materials, or AI tools without permission.

4

Duplication

Submitting the same work for different components or subjects.

5

Fabrication

Using false, invented, or manipulated data or evidence.

6

Examination misconduct

Possessing, sharing, or receiving unauthorized information during an examination.

8.6.7 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. 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 session.

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 p54)

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.

8.6.8 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.

8.7 Community expectations and responsibilities

8.7.1 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.

8.7.2 Parents and guardians are responsible for:

- Understanding IB policies, procedures, and subject guidelines in the completion of coursework or examination papers by their students.

- Supporting their students' understanding of IB policies, procedures, and subject guidelines.
- Understanding school internal policies and procedures that safeguard the authenticity of their students' work.
- Supporting their students 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 students.
- Abstaining from giving or obtaining assistance in the completion of work to their students.

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

8.8 Social and Emotional Learning

Our Social and Emotional Learning (SEL) program (see Sections 8.10 and 9.12) 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.

8.9 Homework

8.9.1 Overview of Homework in Secondary School

Shared responsibility for homework

T
Teacher

Set purposeful work, communicate expectations, and provide feedback.

S
Student

Plan, complete, and submit work responsibly and ask for help when needed.

P
Parent/Guardian

Provide an appropriate study environment, encouragement, and connection with school.

SIS Home assignments are your student'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 student is not handling his or her responsibilities well, please contact your student's teacher or mentor. Parents are a critical factor in a student'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 student 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.

8.9.2 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 student.
- 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, depending on grade level and the 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 student's classes and assessment information that will help you support your student's learning.
- Maintain the connection between home and school through Toddle, emails, meetings and conferences.
- Provide resources, assistance, and encouragement as needed.

8.9.3 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 student.
- 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 student's classes and assessment information that will help you support your student's learning.
- Maintain the connection between home and school through Toddle, emails, meetings and conferences.
- Provide resources, assistance, and encouragement as needed.

8.10 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.

8.11 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.



Mentoring strengthens connection, communication, and student wellbeing.

8.12 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:

Reporting and conferencing cycle

1

Progress report

Provides a mid-semester update on learning.

2

Conference

Creates time for students, families, and teachers to discuss progress.

3

Semester report

Summarizes achievement against course standards and criteria.

4

Ongoing communication

Keeps conversations active whenever support or clarification is needed.

8.12.1 Written reports and early notice of concern

Families receive progress reports through Toddle in October and March and semester reports in December and April/May.

Progress reports include an MYP criteria grade, a DP/SIS overall subject grade, or NA where there is insufficient evidence for the relevant reporting standard. Reported criteria grades are based on summative assessment evidence. When a reported grade is 3 or below, the report comment will identify:

- What the student has yet to master in the relevant standard or standards;
- Strategies that have been used and what has worked for the student; and
- The student's next steps for learning and growth.

Semester reports provide an overview of achievement across all subjects and an indication of the student's Approaches to Learning.

Reports are only one part of the school's communication with families. Teachers will contact parents or guardians and the relevant student-support team in a timely manner when a student is unlikely to earn course credit or shows a sudden, significant adverse change in engagement or achievement. Students and families should receive advance notice and an opportunity to respond before a final loss-of-credit decision is reported.

8.12.2 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.

8.13 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.

9.1 Assemblies

SIS assemblies are arranged by division on a monthly basis to celebrate student accomplishments, enrich student learning, and provide opportunities for student leadership.

At the conclusion of each semester, we host assemblies to celebrate Honours and High Honours students. At the end of the year, we host an assembly to celebrate student success through the IB Learner Profile attributes, athletics, and other areas of school life.



Student life at SIS is enriched by shared experiences and a strong sense of community.

9.2 Co-Curricular Activities (CCAs)

9.2.1 Overview of Athletics and CCAs in the Secondary School

Co-Curricular Activities Program Philosophy

Shekou International School (SIS) believes that participation in co-curricular activities is an essential part of a student's educational experience. The program provides students with opportunities to develop existing skills, explore new interests, and grow physically, socially, emotionally, and cognitively. Aligned with the SIS mission, the co-curricular program offers a balanced and sustainable range of experiences in a supportive environment, helping students become principled, active, and globally minded individuals.

Types of Co-Curricular Activities

At SIS, co-curricular activities are designed to offer a balanced and meaningful range of opportunities for all students. Activities fall into three broad categories:

Core Activities

Core activities are central to the SIS co-curricular program and reflect the school's values, mission, and learning priorities. They are an essential part of the SIS experience and are closely connected to learning, wellbeing, and community engagement. Many SIS athletics teams and major programs fall into this category.

Aligned Activities

Aligned activities contribute positively to the school community and support SIS values. They enhance the overall program, provide meaningful opportunities for participation and development, and may vary from year to year based on student interest and staff expertise.

Peripheral (Passion) Activities

Peripheral activities provide students with opportunities to explore new interests. They are often based on student, staff, or community passions and may change as new ideas are introduced. These activities encourage creativity, curiosity, and innovation.

CCA Overview

CCAs are staff- and Community Partner-led activities designed to provide structured, supervised opportunities for students after school. Students may also lead activities with the support of a staff sponsor. Activities are offered across a wide range of interests and abilities and are designed to be inclusive, engaging, and developmentally appropriate.

CCA Guidelines

- Activities with low enrolment may be cancelled.
- Most activities are led by one supervisor.
- Group sizes are managed to ensure student safety and the quality of the experience.
- Some activities have limited spaces because of available resources and supervision.

Co-Curricular Strands

All CCAs fall within one of the following strands:

Strand	Purpose	Examples
Arts & Creative Expression	Creative and cultural development	Musical Theatre, Chinese Painting
STEM & Innovation	Inquiry, design, and problem-solving	VEX Robotics, Fun Science
Language & Communication	Communication and multilingual development	Debate, Speech & Drama
Sports & Physical Well-being	Physical activity, teamwork, and health	Taekwondo, Lacrosse
Leadership & Service	Responsibility and community involvement	STUCO, Learning Link
Cultural & Global Engagement	Global awareness and intercultural understanding	Exchanges, cultural clubs
Critical Thinking & Strategy	Analytical and strategic thinking	Chess Club
Life Skills & Practical Learning	Real-world and practical competencies	Cooking, creative workshops

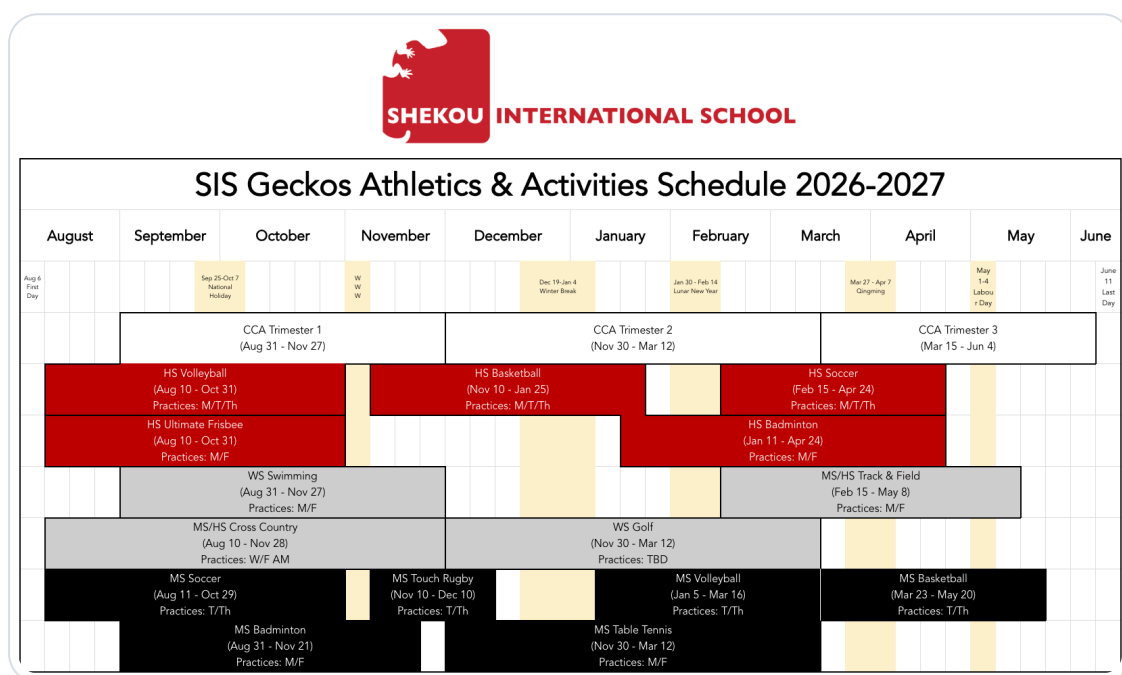
Staff members are encouraged to share their passions with students through CCAs.

CCA Schedule

The 2026-27 CCA trimesters are:

- **Trimester 1:** August 31-November 27
- **Trimester 2:** November 30-March 12
- **Trimester 3:** March 15-June 4

Middle and High School CCAs are offered on Monday, Tuesday, Thursday, and Friday from 3:35 p.m. to 4:35 p.m. Late buses depart at 4:40 p.m. and 6:00 p.m.



SIS Geckos Athletics & Activities Schedule 2026-27.

CCA Sign-Up Process

- Approximately three weeks before each trimester, CCA information is shared with parents and students.
- Approximately two and a half weeks before each trimester, registration opens in SIS Connect. Parents may select up to three preferences per day. Selecting three preferences is strongly recommended to support accurate allocation. The initial confirmation email acknowledges the submitted preferences but does not confirm final placement.
- Approximately two weeks before each trimester, final CCA allocations are communicated by email.
- After allocations have been issued, parents may submit Join Requests for additional CCAs. If the Join Request option is not visible, the activity is full.
- No changes may be made after Week 2 of the CCA trimester.
- All CCAs have maximum enrolment limits. Once an activity reaches capacity, no further registrations will be accepted.

Community Partners

Community Partners are fully screened before they are permitted to work with SIS students on campus. They receive access only to the parent contact information and student name and grade needed to operate the activity. Payments for Community Partner activities are made directly to the provider. Providers will contact participating families no later than the end of the second week of the CCA cycle.

9.2.2 Middle School Interscholastic Athletics

The Middle School Athletics program provides students of all genders with opportunities to participate in a range of sports throughout the school year. When team selection involves cuts, coaches clearly communicate the selection criteria to students in advance.

SIS participates in three regional conferences:

- **Shenzhen International Schools Athletic Conference (SISAC):** a Shenzhen-based league that provides weekly fixtures for Middle School core sport teams.
- **Pearl River Conference (PRC):** a Guangdong-based league that provides mid-season exchanges and end-of-season tournaments.
- **Southern Delta Region Conference (SDRC):** a regional league involving schools from Shenzhen, Hong Kong, and Guangzhou.

SIS also participates in invitational events through the Association of China and Mongolia International Schools (ACAMIS).

Core Sports Seasons

- **Soccer:** Fall
- **Touch Rugby:** Late Fall
- **Volleyball:** Winter
- **Basketball:** Spring

Seasons typically run for eight to ten weeks and offer multiple games, exchanges, and tournaments.

Team Structure

Most core sports offer A and B teams. A teams represent SIS in SISAC and SDRC at a higher level of competition. B teams provide development opportunities and compete in B-level fixtures.

Competition Structure

- SISAC includes weekly league games and an end-of-season playoff for the top four teams.
- PRC uses a mid-season exchange to determine seeding for an end-of-season tournament. Both events are normally held on Saturdays.
- SDRC provides the highest level of Middle School core sport competition and culminates in a three-day, season-ending tournament.

Performance Sports

Badminton, Cross Country, Golf, Swimming, Table Tennis, and Track & Field are offered as performance sports with more flexible seasons. Students may attend meets and tournaments through SISAC, PRC, ACAMIS, and other events across China.

Planned Middle School Practice Days

MS Sport	Practice Days
MS Soccer	Tuesday and Thursday
MS/HS Cross Country	Wednesday and Friday mornings
MS/HS Swimming	Monday and Friday
MS Badminton	Monday and Friday
MS Table Tennis	Monday and Friday
MS Touch Rugby	Tuesday and Thursday
MS/HS Golf	To be determined
MS Volleyball	Tuesday and Thursday
MS/HS Track & Field	Monday and Friday
MS Basketball	Tuesday and Thursday

Season dates are published in the current SIS Athletics & Activities schedule.

Training and Logistics

Typical Middle School practices last 75 minutes. For off-campus training, buses normally depart at approximately 3:40 p.m. and return at approximately 5:45 p.m. A late bus is available following weekday practices and games that finish before 6:00 p.m.

Middle School Athletics Program Focus

The Middle School Athletics program is designed to:

- Provide age-appropriate participation and skill-development opportunities.
- Support student growth through a positive team environment.
- Encourage lifelong engagement in physical activity.
- Promote teamwork and sportsmanship.
- Support physical, social, and emotional development.
- Build confidence, resilience, and self-awareness.
- Develop fundamental skills and overall fitness.

Objectives of the Middle School Athletics Program

- All interested students are encouraged to participate, provided they meet academic and behavioural expectations.
- Students learn and demonstrate sportsmanship and teamwork.
- Students are challenged to develop individual and team skills.
- Students engage in enjoyable and meaningful physical activity experiences.

9.2.3 High School Interscholastic Athletics

The High School Athletics program provides students of all genders with opportunities to compete across multiple sports throughout the school year, with a primary focus on Varsity-level competition. Tryouts are typically held at the beginning of each season and last approximately two weeks. Roster cuts may be necessary. Where possible, Junior Varsity teams will be formed. Coaches must clearly communicate selection criteria in advance when cuts are expected.

SIS participates in three regional conferences:

- **Shenzhen International Schools Athletic Conference (SISAC):** a Shenzhen-based league that provides weekly fixtures for High School core sport teams.
- **Pearl River Conference (PRC):** a Guangdong-based league that provides mid-season exchanges and end-of-season tournaments.
- **Association of China and Mongolia International Schools (ACAMIS):** a China-wide league that provides an end-of-season travel tournament for High School core sport teams, as well as invitational opportunities for performance sports.

Core Sports Seasons

- **Volleyball:** Fall
- **Basketball:** Winter
- **Soccer:** Spring

Seasons typically run for eight to ten weeks, with opportunities to compete in league games, exchanges, and tournaments.

Competition Structure

- SISAC includes weekly league fixtures and an end-of-season playoff for the top four teams.
- PRC uses a mid-season exchange to determine seeding for an end-of-season tournament. Both events are normally held on Saturdays.
- ACAMIS provides the highest level of High School core sport competition. SIS competes in the Orange Division, with the season culminating in a four-day, end-of-season travel tournament.

Performance Sports

Badminton, Cross Country, Golf, Swimming, Track & Field, and Ultimate Frisbee are offered as performance sports with more flexible seasons. Students may attend competitions and invitational events through SISAC, PRC, ACAMIS, and other events across China.

Planned High School Practice Days

HS Sport	Practice Days
HS Volleyball	Monday, Tuesday, and Thursday
MS/HS Cross Country	Wednesday and Friday mornings
MS/HS Swimming	Monday and Friday
MS/HS Golf	To be determined
HS Basketball	Monday, Tuesday, and Thursday
HS Soccer	Monday, Tuesday, and Thursday
HS Badminton	Monday and Friday
HS Ultimate Frisbee	Monday and Friday
MS/HS Track & Field	Monday and Friday

Season dates are published in the current SIS Athletics & Activities schedule.

Training and Logistics

Typical High School practices last 75 minutes. For off-campus training, buses normally depart at approximately 3:30 p.m. and return at approximately 5:45 p.m. A late bus is available following weekday practices and games that finish before 6:00 p.m.

High School Athletics Program Focus

The High School Athletics program is designed to:

- Provide competitive opportunities aligned with student skill and experience.
- Support development within a structured, team-oriented environment.
- Encourage teamwork, resilience, and sportsmanship.
- Promote physical, social, and emotional growth.
- Build confidence, self-awareness, and overall fitness.
- Develop sport-specific skills and knowledge.

Objectives of the High School Athletics Program

- Students have opportunities to participate in competitive athletics.

- Students demonstrate sportsmanship and teamwork throughout the season.
- Students are challenged to improve their individual and team performance.
- Students develop and refine their skills while engaging in meaningful competition.



Geckos athletics develops teamwork, resilience, and school spirit.

9.3 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 email before 8:00 AM.

Secondary Office: 755-2669-3669 ext. 8406 · lli002@sis.org.cn

9.3.1 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.

9.3.2 Illness at School

A student who becomes ill at school must report to the school nurse, Peggy Han, or Reception if the nurse or Peggy Han is unavailable. Parents/guardians will be contacted when a student needs to go home or seek medical care. The student must be signed out according to school procedures.

Students who leave school because of illness may not return for school-sponsored practices, performances, competitions, or other events that day, except in unusual circumstances approved by a school administrator.

Students who vomit or have a fever may return to school after remaining at home for at least one fever-free day.

9.3.3 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.

9.3.4 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.

9.3.5 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 student'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.

9.3.6 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.

9.3.7 Secondary Attendance Policy

Any absence, whether excused or unexcused, counts towards the attendance review threshold. When a student misses more than seven class periods in any subject during a semester, Secondary Administration will review the student's attendance to determine the appropriate next steps. The review does not create an automatic consequence. Depending on the circumstances, it may result in a meeting with the student and parent/guardian to discuss one or more of the following options:

- Providing further context and evidence regarding the missed time to help determine the school's response and support;
- Specifying conditions for completing missed work;
- Restricting participation in co-curricular activities that would lead to further absence;

- Placing the student on attendance probation and specifying the attendance required for the remainder of the course in order to retain credit;
- Removing the student from the course with loss of credit; or
- Modifying the student's Diploma Programme pathway.

Except in the case of illness or medical leave, students and parents/guardians must complete and submit an extended-leave form for any absence lasting three or more days.

9.3.8 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.

9.4 Behaviour Expectations

9.4.1 Overview of Behaviour Expectations in the Secondary School

Behaviour expectations in the Secondary School are intended to help all students learn in a safe, inclusive, and supportive community of care: Be Safe. Be Responsible. Be Respectful. When inappropriate behaviour occurs, students are expected to reflect on their choices, consider who has been affected, and take appropriate steps to repair harm. Responses and consequences are determined according to the seriousness and context of the behaviour, its impact on others, any relevant pattern, and administrator judgement.

Possible responses include restorative conversations, support or action plans, parent/guardian communication, temporary removal from a class or activity, supervised completion of work outside normal class hours, detention, in-school or out-of-school suspension, or expulsion in extreme cases. Violations involving alcohol, illicit drugs, weapons, or other serious threats to safety may result in serious consequences, including expulsion.

Students and parents/guardians must follow school expectations and regulations. Concerns will normally be discussed with the student first. If the concern continues or is sufficiently serious, parents/guardians will be contacted and may be invited to meet with the school to discuss support, next steps, 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:

Gecko community expectations

1

Be safe

Make choices that protect your own wellbeing and the wellbeing of others.

2

Be responsible

Take ownership of your learning, conduct, belongings, and commitments.

3

Be respectful

Treat people, property, cultures, identities, and learning spaces with care.

Caring Community Member

You show care for others by respecting individual perspectives, identities, cultures, languages, and property. You use inclusive language and contribute to a community in which people feel safe, valued, and that they belong. You also show respect for the school community by following the school's uniform expectations. When wearing the school uniform outside school, you are expected to represent the school positively and behave responsibly.

Inappropriate or intimate public displays of affection are not permitted on school premises. Students are expected to respect personal boundaries and help maintain an inclusive, safe, and supportive environment.

Engaged Learner

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

Principled Learner

You present your own work, appropriately acknowledge and cite the work or ideas of others, and collaborate responsibly when collaboration is permitted.

A School Free of Tobacco, Alcohol, Drugs and Weapons

You must not use or possess tobacco, vaping products, other smokeless nicotine products, alcohol, or illicit drugs at school or during any school activity, and you must not attend school or a school activity while under their influence. You must not bring weapons, dangerous items, or sharp utility tools to school or school activities. If you see or become aware of vaping or another immediate safety concern, report it promptly to the nearest staff member.

Shared Spaces, Shared Responsibility

Bathrooms and other shared spaces belong to everyone. Students are expected to help keep these spaces safe, clean, respectful, and comfortable for all members of the community. Students should use shared spaces for their intended purpose and avoid gathering or behaving in ways that prevent others from using them comfortably.

We look out for one another. If a student sees vaping, unsafe behaviour, damage, or another concern in a shared space, they should move to safety and report it promptly to a trusted adult. Vaping is not permitted at SIS.

Shared spaces are shaped by the choices we make, especially when adults are not present. Taking care of the space and one another reflects SIS expectations to be safe, respectful, and responsible.

9.4.2 Unacceptable Behaviours and Interventions

The following behaviours are unacceptable in the SIS learning community: physical aggression or abuse; aggressive, abusive, discriminatory, or exclusionary communication; disruptive behaviour; endangering oneself or others; inappropriate language; disrespect; property damage; stealing; irresponsible technology use; uniform infractions; truancy; being in an unsupervised or unauthorised area; possession of banned items, including vape products, tobacco products, drugs, alcohol, weapons, or dangerous or hazardous items; and any other action that seriously violates the rights, dignity, or safety of others, significantly disrupts the learning environment, or violates applicable law.

The purpose of the progressive behaviour process is to help students learn from mistakes, repair harm, and develop positive and principled behaviour. The school's response will take account of the seriousness of the incident, its context and impact, any relevant pattern of behaviour, student needs, and administrator judgement. A serious incident may begin at a higher intervention level.

Documentation and responses may include Toddle Pastoral Notes, parent/guardian communication, meetings, restorative conversations, action plans, detention, in-school suspension, out-of-school suspension, or other appropriate support and interventions. Families may ask the Secondary Assistant Principal or Secondary Principal to explain the process, next steps, and review or escalation options for serious consequences.

Level 1

Depending on the seriousness of the behaviour and at the discretion of Secondary Administration, the response may include a restorative conversation and/or parent/guardian contact or meeting. The incident may be recorded as a Toddle Pastoral Note and shared with the student's mentor and parent/guardian. A student-parent/guardian-school conference may be held, and a solutions-oriented action plan may be developed.

Level 2

Depending on the seriousness of the behaviour and at the discretion of Secondary Administration, the response may include a restorative conversation, a parent/guardian meeting, and one to three days of detention, in-school suspension, or out-of-school suspension. The incident will be recorded as a Toddle Pastoral Note and shared with the student's mentor and parent/guardian. A student-parent/guardian-school conference will be held, and a solutions-oriented action plan will be developed, reviewed, or revised.

Level 3

Depending on the seriousness of the behaviour and at the discretion of the Secondary Principal, the response may include a restorative conversation, a parent/guardian meeting, and three to five days of in-school or out-of-school suspension. The incident will be recorded as a Toddle Pastoral Note and shared with the student's mentor and parent/guardian. School leaders and the parent/guardian will meet to discuss an action plan. Professional intervention may be required and may involve the school counsellor, a contracted psychologist, or another mutually agreed educational specialist.

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

9.5 Bullying Prevention

If you have a bullying concern:

- Students should tell a trusted adult as soon as possible. This may be a mentor, teacher, counsellor, Assistant Principal, or Principal.
- Parents should contact the mentor, counsellor, Assistant Principal, or Principal.
- If there is an immediate safety concern, follow the safeguarding route in Section 9.23.
- The school will listen, record relevant information, consider immediate support or safety needs, and follow up according to the behaviour and safeguarding procedures that apply.

Bullying contravenes the SIS central value of Belonging and is considered exclusive behaviour. As part of creating a positive learning environment, bullying is not tolerated and will be addressed through the behaviour procedures above. Bullying prevention and response form 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 positively and appropriately.

At SIS, bullying is unwanted, harmful behaviour by an individual or group that involves a real or perceived imbalance of power and is repeated, or has the potential to be repeated, over time. Bullying may be physical, verbal, social or relational, sexual, or online, and may cause physical, emotional, social, or educational harm to an individual or group.

A serious incident does not need to meet every element of this definition to be reported and addressed under the school's behaviour or safeguarding procedures.

9.6 Transportation

9.6.1 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.

9.6.2 Bicycles and E-Bikes

Students riding a bicycle or e-bike to or from school must follow the age and helmet requirements in Section 9.21, Parking, Traffic and Use of Vehicles.

9.7 Communication

Secondary student communications are shared through Toddle. Students are expected to check Toddle regularly for school information and notices of upcoming events.

The school publishes Gecko News for students and Secondary News for parents/guardians each week. These publications provide information about important events and activities.

Every student also has a school email address for school-related communication. Students are expected to check their email at least daily and communicate in a manner aligned with the school's values. Students should not send mass or group emails without permission and should use school email primarily for school and learning-related purposes. Students must obtain permission before distributing surveys or group communications.

9.8 Communication Guidelines

Toddle is used by teachers to share class information and resources and to support online submission of work. Each class has a Toddle page, which students are expected to check and use regularly.

Toddle is also used to communicate assessment and other school-related information to students and parents/guardians. Results for work that contributes to a student's grades will appear on Toddle, together with teacher feedback intended to support growth and development. Parents/guardians can use Toddle to monitor assessment progress and communicate with the school about attendance and contact information.

Parents/guardians are encouraged to communicate with teachers and other staff by email so that information can be exchanged in a timely way. Staff normally reply within two working days. Urgent information or requests should be telephoned to the school office at +86 755 2669 3669 so the message can be passed on promptly.

To support effective communication, please use the following routes:

Contact the Teacher

Contact the relevant teacher if you have a concern about your student's learning or progress in a particular class.

Contact the Mentor

Contact the mentor if you have a concern about your student's schedule, overall progress, health or home circumstances, friendships, homework, social development, or wellbeing.

Contact an Administrator

Contact an administrator if your concern relates to school policy or procedures, programme offerings, or teaching and learning. Academic and wellbeing concerns should normally be discussed first with the relevant teacher, mentor, Grade Level Lead, or counsellor unless the matter is urgent, involves safety, or requires a different reporting route.

Contact the Business Office

For financial or transportation matters, contact the Business Office at The Bay on +86 755 2669 3669.

When a staff member becomes aware of a concern, they will involve the appropriate people. If a solution is not reached at the first point of contact, families are encouraged to request a meeting with an administrator.



Open communication helps students participate confidently in school life.

9.9 Counselling

9.9.1 Social and Emotional Wellbeing

School life and growing up can be stressful for many reasons, including friendships, family circumstances, transitions, and study pressures. Students are better able to learn when they receive appropriate support with concerns affecting their wellbeing.

SIS counsellors are available to students who are experiencing challenges and may benefit from a supportive conversation. Counsellors can help with concerns including:

- Transitions, homesickness, or preparing to leave SIS;
- Personal, family, friendship, or social difficulties;
- Bullying, conflict, or behaviour concerns;
- Organisation, motivation, workload, and keeping up with schoolwork; and
- Stress, anxiety, low mood, self-harm concerns, eating or sleeping difficulties, or feeling overwhelmed.

Students may contact a counsellor directly or speak with any trusted adult at school, including a teacher, Mentor, counsellor, nurse, Grade Level Lead, or school administrator. Families may contact the counselling team or Secondary Office when they are concerned about a student's wellbeing.

Counsellors treat student information sensitively and share it only as appropriate to provide support. However, confidentiality cannot be promised when a student or another person may be at risk of harm, or when the school is required to act under its safeguarding responsibilities. In these situations, the school will involve the appropriate adults and services to help protect the student and others.

If there is an immediate danger or medical emergency, contact emergency services and inform the school as soon as it is safe to do so.

9.9.2 Career and University Advice and Support

Career and university counselling is available to support students in making choices about university courses, future employment, and subject choices. Counsellors 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 the 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.

9.10 Data, Privacy, and Platform Use

SIS uses student information to support learning, wellbeing, safety, communication, attendance, assessment, reporting, health, activities, and school operations. Information may be recorded in school-approved systems such as Toddle, Microsoft 365 tools, Turnitin, SharePoint forms, health and office records, communication platforms, and other approved learning or operational systems.

Parents/guardians and students should expect school systems to be used for legitimate school purposes, including communication with families, learning feedback, pastoral support, attendance follow-up, behaviour documentation, health support, safeguarding, and required administrative records.

SIS treats student information with care and shares it only with staff or authorised people who need it for an appropriate school purpose. Some information, especially safeguarding, health, counselling, behaviour, assessment, and drug-testing information, may be more sensitive and may have additional access limits under school policy.

Parents/guardians who have a question about student records, platform access, or correction of student information should contact the Secondary Office in the first instance so the request can be directed to the appropriate school owner.

This section should be read alongside the relevant SIS privacy and data policy, Responsible-Use Policy, Child Protection Policy, health procedures, counselling procedures, and Drug Awareness and Testing Policy where applicable.

9.12 Facilities

9.12.1 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.

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

Secondary classrooms and other spaces may be available for approved use outside normal school hours. Students must request permission from a school administrator in advance. Adult supervision is required.

9.13 Field Trips and Day Trips

Class excursions are an integral part of the school's educational programme, and students are expected to participate unless an approved medical, accessibility, safeguarding, religious, or other exceptional circumstance applies. Permission forms and specific information about each trip are sent to families in advance.

9.14 Gecko Core Expectations

9.14.1 What's Gecko Core Time for?

Gecko Core provides structured time for Social and Emotional Learning, self-management and Approaches to Learning development, independent study, student support, and preparation for important programme experiences.

For students in Grades 6–10, Gecko Core may include Social and Emotional Learning, goal-setting, independent study, Week Without Walls preparation, Service as Action, and Personal Project learning.

For students in Grades 11–12, Gecko Core supports Diploma Programme and post-secondary priorities, which may include Theory of Knowledge, the Extended Essay, Creativity, Activity, Service, university and career preparation, independent study, and Social and Emotional Learning.

Gecko Core takes place on Wednesday afternoons during Periods 5 and 6.

9.14.2 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.

9.15 Food and Drink

9.15.1 Lunch

Lunch at SIS is provided by the onsite vendor, ISS World, which offers Western and Asian meals. Information about the service and costs is provided at enrolment and posted on the school website. Students may also bring lunch from home. Refrigerators are available for food storage, and microwaves are available for heating food. Students and parents/guardians may not order food for delivery to the school from restaurants or outside food-service providers.

Food, drinks, dishes, and cups from the cafeteria must remain in the cafeteria. Water in a reusable container is permitted and encouraged in classrooms. Food may be brought into a classroom only with teacher permission or as part of an approved special event.

9.15.2 Snacks

Students are encouraged to bring a healthy snack for break times. Healthy food choices support wellbeing, energy, and attention. To promote sustainability, students and families are encouraged to reduce high-sugar products and single-use plastic where practical. Sugary carbonated drinks and gum are not permitted at school except during specially designated events.

9.15.3 Allergies

Families should consult current information from the SIS food provider about ingredients, allergens, and food-preparation practices. The school cannot guarantee a nut-free or allergen-free campus because individual students may bring nuts or other allergens from home. Families of students with allergies should inform the school nurse and relevant teachers so the school can work with the family to support a safe and healthy environment.

9.16 Health Services

The SIS school nurse assesses and treats injuries or illnesses when required. Parents/guardians will be contacted if a student is too unwell to remain at school or needs assessment or treatment from an appropriate medical provider. Students leaving school because of illness must be signed out according to school procedures.

Teachers may not dispense medication. Students may not bring or keep medication at school without prior approval and completion of the required forms. Families should contact the school nurse or Secondary Office to arrange safe storage and administration of approved medication.

Parents/guardians must notify the school of contagious health concerns. Students who vomit or have a fever may return to school after remaining at home for at least one fever-free day and, where required, providing medical clearance.

9.17 Library

9.17.1 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.

9.17.2 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.

9.17.3 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 siscn.libguides.com

9.17.4 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.

9.17.5 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.

9.18 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.

9.19 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.

9.20 Lost and Found

Lost-and-found boxes are located on each floor. Students who lose an item should check these locations first. Families are encouraged not to send expensive personal items to school and to label belongings clearly with the student's name. Lost-and-found items will be displayed periodically at the Net Valley campus. Unclaimed items will be handled according to the school's current lost-property procedure.

9.21 Parking, Traffic and Use of Vehicles

E-Bikes and Helmets

Under national road-traffic regulations, students must be at least 16 years old to ride an e-bike on the road. SIS requires all students riding a bicycle or e-bike to or from school to wear a properly fastened helmet.

Parking and Drop-Off

There is no surface vehicle parking or drop-off area at Net Valley. Parents and other drivers must use the underground parking area for parking, student drop-off, and student pickup. Families may register their vehicle with the front desk to receive one hour of complimentary parking.

Important safety note: Stopping, parking, or dropping off students on the streets surrounding Net Valley creates a significant safety risk and is prohibited. SIS has asked the traffic police to ticket vehicles that violate this requirement.

9.22 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

9.23 Safeguarding

9.23.1 Overview of Student Safety and Child Protection in the Secondary School

SIS upholds the rights of students. Any form of child abuse, neglect, or other maltreatment is unacceptable. SIS aims to reduce the risk of harm to students and to respond promptly and appropriately to any concern about a student's safety, wellbeing, or protection.

All potential cases of child abuse, neglect, or other maltreatment, regardless of where they may have occurred, will be handled in accordance with the SIS Child Protection Policy.

If you are worried about a student's safety:

- If a student is in immediate danger, contact local emergency services first, then inform the school as soon as it is safe to do so.
- Students should speak to any trusted adult at school. This may include a teacher, mentor, counsellor, nurse, Secondary Assistant Principal, or Secondary Principal.
- Parents should contact the Secondary Principal, Secondary Assistant Principal, or a member of the counselling team. If the concern involves one of those people, contact the Head of School through the school office.
- If you are unsure whom to contact, contact the Secondary Office and say that you need to raise a safeguarding or child-protection concern.

Current handbook contact routes include:

- Secondary Principal: [Matthew Doige – mdoige@sis.org.cn](mailto:mdoige@sis.org.cn)
- Secondary Assistant Principal: [Todd Brink – tbrink@sis.org.cn](mailto:tbrink@sis.org.cn)
- College & Career Counsellor: [Pamela Tan – ptan@sis.org.cn](mailto:ptan@sis.org.cn)
- HS Counsellor: [Francesca Ferrari – fferrari@sis.org.cn](mailto:fferrari@sis.org.cn)
- MS Counsellor: [Jennifer Kerns – jkerns@sis.org.cn](mailto:jkerns@sis.org.cn)
- Office Manager: [Peggy Han – phan@sis.org.cn](mailto:phan@sis.org.cn)
- Front Desk/Office Assistant: [Leah Li – lli002@sis.org.cn](mailto:lli002@sis.org.cn)

SIS requires at least one parent/guardian to be in full-time residence with their student in Shenzhen. Should parents/guardians leave the family residence for any reason, 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 and are expected to be completed before parents/guardians leave the family residence.

9.23.2 Child Protection

In keeping with our core values and vision statements, 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 students in attendance at our school. The SIS Child Protection Policy is based on international law, the United Nations Convention on the Rights of the Child, and Chinese statutes.

The full SIS Child Protection Policy should be read alongside this handbook. It is available through the SIS Policies and Practices page: <https://www.sis-shekou.org.cn/about-us/policies-and-practices/>.

To ensure that our students are safe and well cared for:

- all employees of Shekou International School who work directly with students go through police clearance and, where applicable, an international background check before they are employed by SIS;
- faculty and staff receive annual training on how to interact and communicate with students appropriately, and how to recognise and report issues of abuse and neglect;

- students at SIS receive age-appropriate lessons to help them understand personal safety, their rights, and whom to seek help from when they feel such rights have been violated;
- SIS provides parents with materials and information sessions to help them understand the policy.

When a safeguarding or child-protection concern is raised, SIS will respond in accordance with the Child Protection Policy. At a high level, this may include listening to the concern, recording relevant information, sharing it only with the staff who need to know, providing support to the student, and escalating the matter to school leadership or external authorities where required.

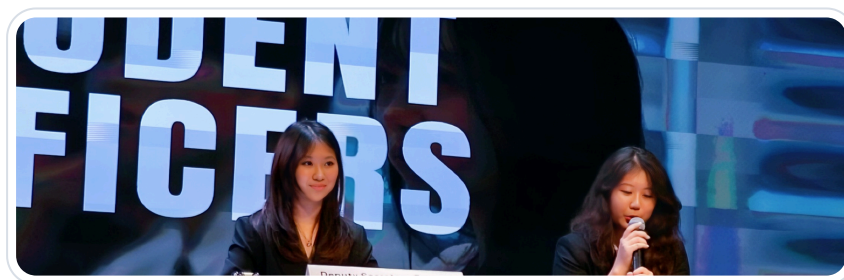
SIS treats safeguarding information sensitively. However, confidentiality cannot be promised where a student may be at risk of harm, where another person may be at risk, or where the school is required to act under policy or law.

At SIS, we strive to work together with parents to ensure our students 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.

9.24 Student Leadership - StuCo

Student Council (StuCo) provides opportunities for students to represent their peers, share student perspectives, develop leadership skills, and contribute to school life. StuCo works with staff to propose, plan, and support events and initiatives that strengthen student wellbeing, participation, service, and community.

Each enrolled SIS student is a member of the student body represented by StuCo. The executive committee is elected by students, and each grade level elects representatives who attend Student Council meetings.



Student leadership creates opportunities for voice, participation, and service.

9.25 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.

9.26 Technology Use Expectations

Students at Net Valley are provided with a school laptop. Access to devices, accounts, systems, networks, and digital resources supports learning and carries responsibilities for safe, respectful, lawful, and responsible use.

Students and families must follow the current SIS Digital Responsible-Use Policy (RUP) and Device Agreement. These expectations apply to school-issued devices and, where relevant, to personal devices used on campus or to access school accounts, networks, platforms, and learning activities. They include expectations for privacy, security, communication, social media, intellectual property, artificial intelligence, and academic integrity.

Personal devices must be put away by 8:05 AM. During the school day, devices may be used only at authorised times and for approved purposes. Nutrition break and lunch are device-free for all Secondary students. During classes and other learning times, devices may be used only for approved academic purposes and according to staff instructions. Non-academic streaming, gaming, and other non-academic device use are not permitted during these times.

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

9.27 Uniform Expectations

9.27.1 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.

All student attire should be clean, functional, appropriate for school, and aligned with the spirit of the SIS uniform. Modest tropical attire is accepted. Clothing must not display inappropriate messages, including references to drugs, alcohol or violence.

9.27.2 What are the SIS uniform expectations?

Everyday attire check

1

Clean and functional

Clothing should be suitable for learning and school activities.

2

Correct school attire

Wear SIS uniform or approved business-casual options for the relevant grade.

3

Appropriate footwear

Choose safe footwear suitable for the school day.

4

Outdoor accessories

Wear hats, caps, or sunglasses outdoors rather than inside the campus.

Students are expected to arrive in clean, functional, and approved school attire each day. Grades 6–10 students wear the SIS uniform. Grades 11–12 students may wear either the complete SIS uniform or approved business-casual attire. Uniform and business-casual items should not be mixed unless a specific exception has been communicated by the school.

Students may combine approved uniform tops and bottoms. On PHE days, students should bring and wear the approved PHE kit as directed. In cooler weather, students may wear approved SIS outerwear. For field trips and other activities, students must follow the attire communicated by the trip or activity leader; this may include an SIS PHE shirt.

Clothing must provide appropriate coverage and allow students to move, learn, and participate safely and comfortably. Attire must not display discriminatory, offensive, violent, drug-related, alcohol-related, or otherwise inappropriate words or images.

Families may request a reasonable adjustment to the uniform expectations when a student has an individual need related to fit, comfort, sensory or medical needs, religious or cultural practices, financial circumstances, or accessibility. Families should contact the student's Mentor to discuss appropriate support.

9.27.3 Secondary School Uniform Options (Grades 6-10)

Tops

- Polos in red, white or black.
- Short-sleeved polos for hot weather and long-sleeved polos 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 one 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 for outdoor use.
- Black baseball cap for outdoor use.

9.27.4 Footwear

SIS does not issue uniform footwear. 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.

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

Grade 11 and 12 students may wear either the SIS uniform or business casual attire. Business casual clothing should present a clean and professional appearance.

Appropriate business casual options include:

- Casual pants, chinos or skirts.
- Dress shirt, collared shirt or polo-styled shirt.
- Sweaters, pullovers, cardigans and blazers.

Not permitted with business casual attire

- 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).

9.27.6 Sun Protection

For health and safety reasons, students are encouraged to wear a hat or cap and use sunscreen when outdoors. The hats and caps listed in Section 9.27.3 are for outdoor use. Caps, hats or sunglasses may not be worn indoors on campus. Religious and ceremonial head coverings are permitted.

9.27.7 Casual Dress Days

On Casual Dress Days, students may wear non-uniform clothing that meets the general expectations in Section 9.27.1.

9.28 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 Student Safety and Child Protection practices.

9.29 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 student'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.



Student life at SIS is shaped by participation, voice, and connection across the community.

10.1 Overview of Emergency Procedures in the Secondary School

Shekou International School maintains an SIS Emergency Practices Handbook that provides detailed guidance for emergencies that may place students or staff at risk.

Emergency responses are adapted to the circumstances. The school's response team assesses the situation, determines the steps to be taken, communicates with students, staff, and parents/guardians, and contacts police, fire, medical, or other emergency agencies when needed.

Important features of SIS emergency preparedness include:

- Prepared procedures for a range of possible emergencies;
- Classroom and office emergency guidance that is reviewed regularly;
- Regular practice of age-appropriate emergency responses with students;
- CPR and emergency first-aid training for most SIS staff;
- Emergency-supply backpacks in each classroom; and
- Automated external defibrillators (AEDs) available on each campus.

10.2 Safety Drills

Students and staff must be prepared to evacuate or follow lockdown or Remain in Place procedures calmly and promptly. Practice drills are held periodically during the school year so that everyone understands the procedures to follow.

10.3 Building Evacuation Drill Procedure

All students and staff must leave the building by the route designated for the room and proceed to the assigned assembly area. Be prepared to follow an alternative route if directed.

- Take all drills seriously and follow staff directions promptly.
- Stay away from buildings until permission is given to re-enter.
- Remain calm and quiet, listen carefully, follow staff instructions, and help others do the same.

10.4 Possible Emergency Events

In an emergency, the school will first work to protect students and staff, communicate verified information to families and the community, and cooperate with local government and emergency agencies. For weather-related events, the school monitors official information and follows local requirements concerning school closure and student safety.

Circumstances requiring special emergency communication may include:

- Extreme weather, such as a typhoon, heavy rain, or other conditions that could result in school closure or early dismissal;
- A natural disaster, such as a flood or earthquake;
- A major accident or injury involving transportation, a school event, or school facilities;
- Fire;
- Civil disorder, violence, or another security threat affecting the campus, transportation, or school activities;
- A bomb or other threat;
- An infectious-disease or public-health emergency; or
- Another unexpected disruption requiring closure, relocation, evacuation, or early dismissal.

Possible School Emergency Responses

- **Early dismissal or closure:** The school adjusts or closes the school day when remaining open is unsafe or impractical.
- **Campus lockdown:** Entry, exit, and movement are restricted while an immediate safety threat is assessed or resolved.
- **Remain in Place:** Students and staff remain safely inside designated spaces when conditions outside make normal movement unsafe.
- **Evacuation or relocation:** Students and staff move to a designated safe location.

Possible school emergency responses

1

Early dismissal or closure

The school adjusts or closes the school day when remaining open is unsafe or impractical.

2

Campus lockdown

Entry, exit, and movement are restricted while an immediate safety threat is assessed or resolved.

3

Remain in Place

Students and staff remain safely inside designated spaces when conditions outside make normal movement unsafe.

4

Evacuation or relocation

Students and staff move to a designated safe location.

10.5 Emergency Communication

During an emergency, SIS will communicate verified information and instructions to families through the SIS Emergency WeChat channel, email, and the school website. Families should follow the most recent official message and avoid relying on unverified social-media posts or informal forwarding.

10.6 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 through the communication methods above 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 students 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. Students will **not** be permitted to leave early with friends, neighbours or others without documented contact between the parent and the school.

Emergency communication and reunification

1

Account for students

The school first confirms student safety and location.

2

Share verified information

Families receive instructions through official SIS communication channels.

3

Follow directions

Families wait for the announced location, timing, and process.

4

Documented reunification

Students are released only to a parent or authorized adult.

10.7 Emergency Frequently Asked Questions

10.7.1 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; and "rally points" on campus where all students and staff would be accounted for. The situation will also dictate how emergency communication should be conducted.

10.7.2 How do I get information about an emergency?

Whenever possible, emergency messages will be sent to parents/guardians via email, the SIS Emergency WeChat channel, and the school website at www.sis-shekou.org.cn. During emergencies, school officials will likely be occupied responding to the situation and may not be able to answer phones immediately. The school will need to keep phone lines open to communicate with outside agencies and police, or for the school to initiate contact with parents once all students are safe and accounted for. If all parents try to call the school asking for information about their own student, it may jam telephone lines and interfere with efforts to make sure all students and staff are safe.

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

When possible, notice of a school closure will be sent through the school's official emergency communication channels by 6:30 AM. School closure for weather events is governed by local-government weather-warning requirements. Families should follow the timing and instructions in the most recent official SIS message.

10.7.4 What Is a Lockdown?

Some emergencies may make it unsafe to evacuate a building or move between locations. In these situations, the school may initiate a lockdown. Students and staff remain in classrooms or other designated locations, entrances are secured, and everyone follows staff and emergency instructions until the school determines that the lockdown can end.

10.7.5 What Is Remain in Place?

Remain in Place is used when conditions outside make normal movement unsafe. Students, staff, and other people on campus remain inside designated spaces and follow school instructions. Depending on the situation, doors and windows may be closed and ventilation systems may be adjusted.

10.7.6 In the Event of a Lockdown or Remain in Place Situation, Can I Pick Up My Student at School?

The school strongly recommends that parents/guardians wait for official instructions rather than coming to campus during a lockdown or Remain in Place response. The school will communicate student-release arrangements through its official channels.

If collection is permitted, families must follow the announced location, timing, access restrictions, and documented reunification process. Students will remain in the school's care until they can be released safely to a parent/guardian or authorised adult.

10.7.7 Who can pick up my student during an emergency?

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

10.7.8 What if my student rides a school bus or taxi?

Students who normally use the school bus or a privately contracted bus or taxi will remain at school until the administration determines that it is safe for buses and 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 any unsafe area or crisis location and contact parents to identify an alternative site where parents can meet the bus and pick up their students, or return to school with the student. If phone contact is not possible, students will return to school on the bus and remain there until reunification with parents can be arranged appropriately.

10.7.9 Can I contact my student while at school during an emergency?

During an emergency, school personnel may be occupied carrying out safety procedures and may not be able to answer individual calls immediately. Telephone and communication capacity must remain available for contact with emergency services and for verified school communication with families.

The school will first account for students and staff, then communicate verified information and instructions through its official channels as quickly as circumstances allow. Families should avoid calling the school unless the matter is urgent or the school has asked them to make contact. If families are directed to collect students, they must follow the announced reunification location and documented release process.

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

The impact of any emergency on students 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 students. The school will keep students in its care until it can be assured that proper communications and connections are available with parents or their designee.

During an emergency

1

Wait for official information

Allow the school time to confirm student welfare and accurate details.

2

Keep communication lines open

Avoid calling the school unless requested or urgently necessary.

3

Follow reunification directions

Use the announced location and documented release process.

2026-27 Academic Year Calendar



2026-2027 SIS Community Calendar

July 2026							
*June 12 - August 5: Summer Holiday							
Mo	Tu	We	Th	Fr	Sa	Su	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			
August 2026							
*August 5: Family Orientation							
Mo	Tu	We	Th	Fr	Sa	Su	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							
*August 6: First Day of Semester 1							
September 2026							
*September 25 - October 7: Mid-Autumn Festival & National Holiday							
Mo	Tu	We	Th	Fr	Sa	Su	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					
October 2026							
Mo	Tu	We	Th	Fr	Sa	Su	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		
November 2026							
* November 2 - 6: Week without Walls / School without Walls:							
Mo	Tu	We	Th	Fr	Sa	Su	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							
* November 9: PD Day (No School for Students)							
December 2026							
*December 18: 11:30am Student Dismissal							
Mo	Tu	We	Th	Fr	Sa	Su	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				
*December 19 - January 3: Winter Break							
January 2027							
Mo	Tu	We	Th	Fr	Sa	Su	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
* January 4: PD Day (No School for Students)							
*January 5: First Day of Semester 2							
February 2027							
Mo	Tu	We	Th	Fr	Sa	Su	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
* January 30 - February 14: Chinese New Year Holiday							
March 2027							
Mo	Tu	We	Th	Fr	Sa	Su	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					
* March 27 - April 5: Spring Break							
April 2027							
Mo	Tu	We	Th	Fr	Sa	Su	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			
* April 6 - 7: PD Day (No School for Students)							
May 2027							
Mo	Tu	We	Th	Fr	Sa	Su	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							
* May 1 - 4: Labour Day Holiday							
June 2027							
Mo	Tu	We	Th	Fr	Sa	Su	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					
* June 9: Dragon Boat Day							
*June 11: 11:30am Student Dismissal							
*June 12: Summer Holiday Starts							

Semester 1: 87 days

Semester 2: 93 days

Total School Days: 180 days

* PD Day: Professional Development Day for Staff

Calendar created on Feb 10, 2026

Official 2026-27 SIS Community Calendar, updated February 2026. The current version is also available on the SIS website.

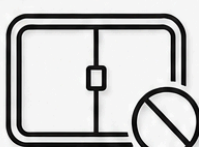
Bus Expectations



Bus Expectations

学生乘车守则



1  Be on time for the bus 准时上车	2  Fasten seatbelt throughout the ride 乘车时系好安全带	3  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
4  No eating or drinking on the bus 请勿饮食	5  Use appropriate language on the bus 文明用语	6  Keep windows closed 不得开窗
7  Sit in assigned seats 坐在指定座位上	8  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	9  Contact monitor in case of any trouble on the bus 任何困难请及时联系校车阿姨

Responsible Use Policy (RUP) and Device Agreement

SIS Digital Responsible-Use Policy (RUP)

SIS DIGITAL CITIZENSHIP

WHEN ONLINE

Safe choices. Respectful connections. Responsible learning.

01

BE SAFE

Keep a healthy balance

Make smart choices

Keep things private

02

BE RESPECTFUL

Be caring in digital spaces

Be careful with tools and devices

Respect intellectual property

03

BE RESPONSIBLE

Stay on task when using devices

Maintain assigned device settings

Use technology creatively for learning

• Pause. Think. Choose well.

SAFE • RESPECTFUL • RESPONSIBLE

SIS expectations for safe, respectful, and responsible online behaviour.

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 guidelines above.

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

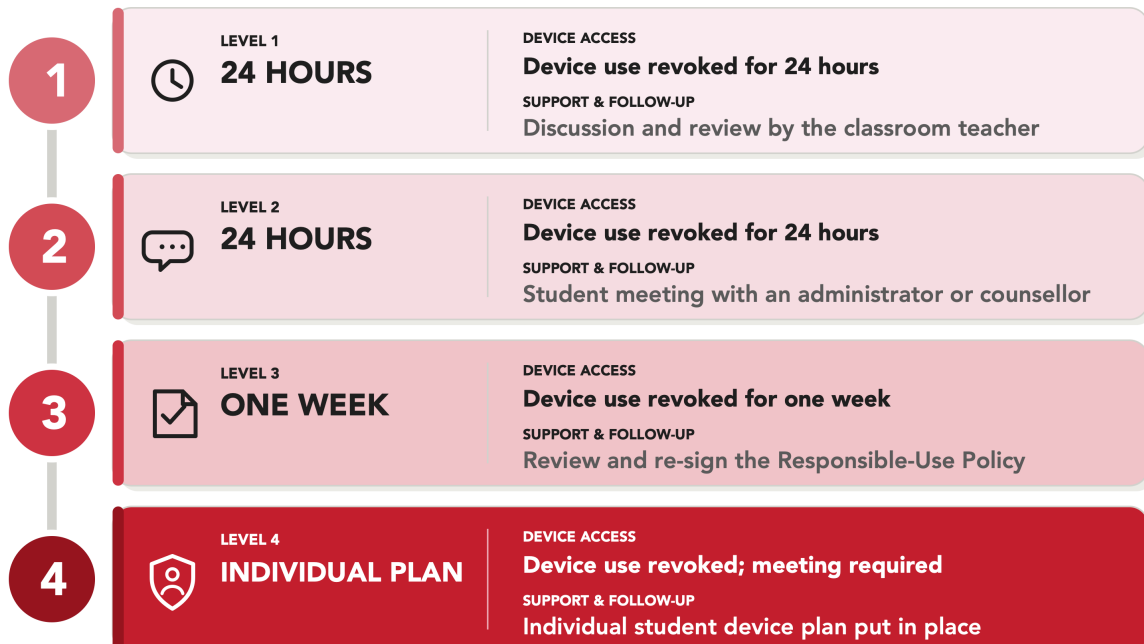
Student Signature: _____ Date: _____

80

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

Responsible Device Use: Response Pathway

Learning-focused responses to breaches of the student device agreement



i Depending on the seriousness of the incident, students may begin at any level.

SIS responsible device use response pathway.

Device Agreement

The student agrees to follow all SIS regulations and policies governing use of the device, as well as all applicable laws, including copyright and intellectual-property laws 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.
- Keep the original surface of the device free from stickers or writing until it becomes the property of the student or family.
- Handle the device carefully and protect it from potential sources of damage.
- The student and family assume full financial responsibility for the device if it is lost, damaged, or stolen. The decision to repair or replace a damaged device is at the discretion of SIS.
- Report theft or suspected theft, loss, damage, or malfunction of the device to the divisional principal immediately.
- All content on the device must be appropriate for SIS learners. Inappropriate content is not permitted.
- Upon request, deliver the device to SIS staff for technical inspection, inventory verification, or 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. Families seeking support with parental controls may contact a counsellor or divisional principal.

Parent/Guardian Acknowledgement

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 it is in my possession. I understand that if the device or any accessory is lost, damaged, or stolen, I am responsible for the replacement cost. I will report any hardware or software damage immediately to the principal.

Guardian name: _____

Guardian signature: _____ **Date:** _____

Academic Integrity Agreement

All SIS students and parents/guardians are required to read the SIS Academic Integrity Policy. Students are then asked to sign an agreement stating that they have read and understood the policy and the consequences of academic misconduct.

Student Declaration

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

I agree to follow appropriate academic-integrity procedures when completing my work, and I understand the consequences of academic misconduct.

Student name: _____

Student signature: _____ **Date:** _____

Parent/Guardian Declaration

I hereby declare that I have read and understood Shekou International School's Academic Integrity Policy and will support my student in fulfilling this agreement.

Name: _____

Signature: _____

Date: _____

Warning Signals

Typhoon Warning Signals

台风预警信号



| 含义 Meaning

48小时内可能受热带气旋影响。

It may be affected by a tropical cyclone within 48 hours.

| 防御措施 Prevention Measures

注意了解热带气旋的最新情况，警惕热带气旋对当地的影响。

Keep informed of tropical cyclone in the area. Be aware of the effect it may cause.



| 含义 Meaning

24小时内可能或者已经受热带气旋影响，平均风力6级以上。

It may be affected by a tropical cyclone within 24 hours. Strong winds are expected with a wind force greater than 6 scale (39-49 km/h), or gusts may exceed 7 scale (61 km/h).

| 防御措施 Prevention Measures

1. 做好防风准备，并及时通知户外、高空、港口及海上作业人员；
2. 妥善安置易受大风影响的室外物品。

1. Be prepared for strong wind, and inform all out-door operating personnel
2. Move easily affected outdoors equipment to a safe place.



| 含义 Meaning

24小时内可能或者已经受热带气旋影响，平均风力8级以上

It may be affected by a tropical cyclone within 24 hours. Strong winds are expected with a wind force greater than 8 scale (62-74 km/h), or gusts may exceed 9 scale (88 km/h).

| 防御措施 Prevention Measures

1. 托儿所、幼儿园和中、小学停课，学校和托幼机构应指派专人负责保护到校的学生和入园的儿童；
2. 进入防风状态，停止高空、水上等户外作业，船舶到避风场所避风；
3. 危险地带人员撤离，停止露天集体活动，立即疏散人员；
4. 各职能部门做好相关防御准备

1. Preschools, Elementary, Middle and High schools are closed. Students who are attending need to be taken care of.
2. Stop any high altitude job or jobs on water, keep ships in the port.
3. Release people from dangerous areas, stop any assembly
4. All functional departments should prepare for a typhoon.



| 含义 Meaning

12小时内可能或者已经受热带气旋影响，平均风力10级以上

It may be affected by a tropical cyclone within 12 hours. Strong winds are expected with a wind force greater than 10 scale (89-102 km/h), or gusts may exceed 11 scale (117 km/h).

| 防御措施 Prevention Measures

1. 进入紧急防风状态，市民应留在室内或到安全场所避风；
2. 加固港口设施，防止船只走锚、搁浅和碰撞。

1. Emergency status of typhoon preventing. Stay in-doors or safe places to avoid typhoon.
2. Reinforce the harbour.



| 含义 Meaning

6小时内可能或者已经受热带气旋影响，平均风力12级以上

It may be affected by a typhoon within 12 hours. Strong winds are expected with a wind force greater than 12 scale (118-133 km/h).

| 防御措施 Prevention Measures

1. 建议全市停业（抢险救灾、医疗及保障居民基本生活必需的公共交通、供水、供电、燃气供应等特殊行业除外）；
2. 有关部门准备启动抢险应急预案。

1. All businesses should be suspended. (Except for emergency rescue and disaster relief, mass transportation, hospitals, water, electricity and gas services)
2. All departments should be connected and ready to start the emergency rescue plan.

Rainstorm Warning Signals

暴雨预警信号



含义 Meaning

6小时内可能或者已经受暴雨影响。

Heavy rain may develop within 6 hours, or the heavy rain is likely to continue.

防御措施 Prevention Measures

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. 及时通知易受暴雨影响的户外工作人员； 2. 有关部门密切注意暴雨可能造成的城市内涝、山体滑坡等灾害。 | <ol style="list-style-type: none"> 1. Inform outdoors working staff about raining situation. 2. All functional departments carefully pay attention to any disaster affected. |
|--|--|



含义 Meaning

3小时内可能或者已经受暴雨影响，降雨量50毫米以上。

Heavy rain has fallen in some areas, exceeding 50 millimetres in the past 3 hours, and is likely to continue.

防御措施 Prevention Measures

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. 低洼、易受水浸地区注意做好防涝工作； 2. 建议暂停易受暴雨侵害的户外作业。 | <ol style="list-style-type: none"> 1. Watch carefully for low-living and water logged areas 2. Suggested to stop affected outdoor work |
|--|--|



含义 Meaning

3小时内可能或者已经受暴雨影响，降雨量100毫米以上

Heavy rain has fallen in some areas, exceeding 100 millimetres in the past 3 hours, and is likely to continue

防御措施 Prevention Measures

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. 幼儿园、托儿所和中小学停课，学校和托幼机构应指派专人负责保护到校的学生和入园（托）的儿童； 2. 临时避险场所开放，危险地带人员撤离； 3. 各职能部门做好相关防御准备。 | <ol style="list-style-type: none"> 1. Preschools, Elementary, Middle and High schools are closed. Students who are attending need to be taken care of. 2. Release people from dangerous area, stop any assembly 3. All functional departments are getting prepared for typhoon preventing. |
|--|---|

Heat Index, Cold Weather, and Air Quality

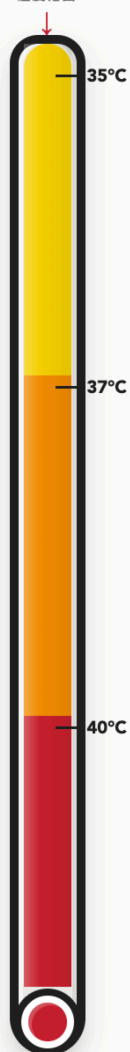
HEAT INDEX

高温指数

Outdoor Activity Guidelines · 户外活动指引



TEMPERATURE RANGE
温度范围



YELLOW · 黄色

35°C to 37°C
35°C至37°C

RECESS

课间休息

Full recess careful monitoring
正常课间休息；密切观察

P.E.

体育课

Full lesson with a reduction in physical activity
正常上课，但减少体育活动量

SCHEDULED SPORTING EVENTS

计划体育赛事

Careful monitoring may require reduced exertion
密切观察；可能需要降低运动强度

ATHLETICS PRACTICE & TRAINING (2 TO 4 HRS)

体育练习与训练（2至4小时）
Reduced practice time and careful monitoring
缩短训练时间并密切观察



AMBER · 橙色

37°C to 40°C
37°C至40°C

RECESS

课间休息

Shortened recess 10 min with careful monitoring and limiting physical exertion
缩短课间休息至10分钟；密切观察并限制剧烈活动

P.E.

体育课

Shortened PE time move indoors if possible
缩短体育课时；条件允许时转至室内

SCHEDULED SPORTING EVENTS

计划体育赛事

Postponed/Cancelled
延期 / 取消

ATHLETICS PRACTICE & TRAINING (2 TO 4 HRS)

体育练习与训练（2至4小时）
Postponed/Cancelled
延期 / 取消



RED · 红色

>40°C
高于40°C

RECESS

课间休息

Indoor recess
室内课间休息

P.E.

体育课

Indoor PE
室内体育课

SCHEDULED SPORTING EVENTS

计划体育赛事

Postponed/Cancelled
延期 / 取消

ATHLETICS PRACTICE & TRAINING (2 TO 4 HRS)

体育练习与训练（2至4小时）
Postponed/Cancelled
延期 / 取消

SIS Heat Index guidance / 高温指数指引.

Heat Exhaustion

Heat exhaustion is a heat-related illness that can occur after exposure to high temperatures, and it is often accompanied by dehydration. Heat exhaustion is related to hot air temperature and 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, immediately notify the nurse and follow these steps:

Respond to heat exhaustion

1

Move and rest

Get out of the heat and rest in an air-conditioned room or the nearest cool, shady place.



2

Rehydrate

Have the patient drink plenty of fluid; cold bottled water or a sports drink is best.

3

Loosen clothing

Loosen or remove any tight or unnecessary clothing.



4

Cool the body

Apply cooling measures such as fans or cold, wet towels.

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

People who have suffered heat exhaustion may be more sensitive to high temperatures. They should avoid hot weather and heavy exercise until a doctor determines that it is safe to resume normal activities.

Cold Weather Index

Shenzhen cold warning signals · SIS outdoor activity guidance



Yellow Cold Warning

Temperature falls $\geq 10^{\circ}\text{C}$ in 24 hours, or daily average $\leq 12^{\circ}\text{C}$

Recess

Full recess with careful monitoring

P.E.

Full lesson with reduced physical activity

Scheduled Sporting Events

Careful monitoring; reduced exertion may be required

Athletics Practice and Training (2 to 4 hours)

Reduced practice time and careful monitoring



Orange Cold Warning

Minimum temperature $< 5^{\circ}\text{C}$, or daily average $< 10^{\circ}\text{C}$

Recess

Shortened recess: 10 minutes with careful monitoring and limited physical exertion

P.E.

Shortened P.E. time; move indoors if possible

Scheduled Sporting Events

Postponed or cancelled

Athletics Practice and Training (2 to 4 hours)

Postponed or cancelled



Red Cold Warning

Minimum temperature $< 0^{\circ}\text{C}$, or daily average $< 5^{\circ}\text{C}$

Recess

Indoor recess

P.E.

Indoor P.E.

Scheduled Sporting Events

Postponed or cancelled

Athletics Practice and Training (2 to 4 hours)

Postponed or cancelled

Shenzhen cold-warning signals and SIS activity guidance.

Air Quality and Outdoor Activities



PM2.5 and AQI response guidelines

 Moderate PM2.5 36-75 · AQI 51-100	Recess No restrictions	P.E. No restrictions
	Scheduled Sporting Events People unusually sensitive to ground-level ozone limit intense activity	Athletics Practice and Training (2 to 4 hours) People unusually sensitive to ground-level ozone limit intense activity
 Unhealthy for Sensitive Groups PM2.5 76-115 · AQI 101-150	Recess Make indoor space available for students with asthma or respiratory conditions	P.E. Make indoor space available for students with asthma or respiratory conditions
	Scheduled Sporting Events People with asthma, respiratory, or cardiovascular conditions increase rest and reduce intensity	Athletics Practice and Training (2 to 4 hours) People with asthma, respiratory, or cardiovascular conditions increase rest and reduce intensity
 Unhealthy PM2.5 116-150 · AQI 151-200	Recess Students with breathing difficulty, asthma, or respiratory conditions play indoors	P.E. Affected students participate indoors
	Scheduled Sporting Events Consider rescheduling or relocating	Athletics Practice and Training (2 to 4 hours) Sessions over two hours: decrease intensity and duration; add rest breaks or substitutions
 Very Unhealthy PM2.5 above 150 · AQI 201-300	Recess Light to moderate outdoor exercise only	P.E. Light to moderate outdoor exercise for no more than one hour
	Scheduled Sporting Events Reschedule or move indoors	Athletics Practice and Training (2 to 4 hours) More than one hour of sustained rigorous exercise: reschedule, move indoors, or stop

Monitoring and communication

SIS continuously monitors outdoor air quality using on-site and official AQI meters, communicates activity protocols directly to staff, and maintains indoor air quality through monitoring and air-conditioning filters.



INTERNATIONAL SCHOOL

