

Shekou International School

**Parent Handbook
Primary School
2022-2023**



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Welcome

Dear Primary parents and family members,

It gives me great pleasure in welcoming you to the new academic year here at SIS. We have moved into our new G1 to 5 campus, SIS @The Bay and will be settling in with the students and exploring our new spaces.

Our new campus gives us more control over our facilities, and we should be in a better position to host community events throughout the year.



The primary school is a special place and one that is filled with learning and happiness. Students at this age have naturally curious minds and enjoy coming to school. Our aim is to nurture our students so that they continue to find joy in learning and develop the dispositions of the IB Learner Profile. In partnership with parents, we grow our students into responsible citizens who are capable, and more importantly, want to make a difference in the world.

This handbook provides you with a set of practices that you should spend some time familiarizing yourself with. As the long-established school in Shenzhen, this is our 34th year, our practices are continuously refined so that our partnership remains strong, and our time can be dedicated to working with your children.

We wish you all a successful year.

Best wishes,

Harish Kanabar

Head of School

hkanabar@sis.org.cn



Hello, Geckos!

Dear SIS Families,

Welcome to the school year, 2022-23! We start the year with our strengthened curricular programmes through the introduction of the Chinese Bilingual Programme (CBP) for G1 to 5. The CBP is in addition to our regular international programme and the French International Programme (FIP). All three will be under the umbrella of the IB's Primary Years Programme.

To our new families, welcome to the SIS Community. Please take the time to read our Parent Handbook and learn about basic expectations and procedures at SIS. To our returning families, please review this year's handbook and get updated on important information and services in our school.

Your children's teachers are the direct contact for any questions or concerns about your child's school life. We also have support staff that can help you with other services we offer at SIS. You will find their contact information on this handbook. Please be guided by the communication protocol as outlined [here](#).

As always, the primary leadership team is here to serve your needs. Please do not hesitate to contact us for inquiries and to seek support.

We look forward to another productive and learning-filled year with you.

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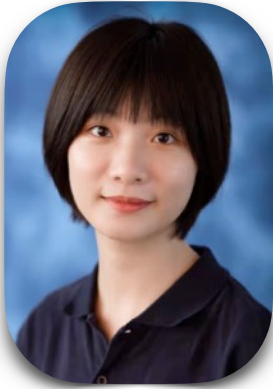


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Overview of SIS



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

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

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

The oil sector now represents a fraction of the clientele alongside other multinational corporations. A wide variety of international companies have moved into the Shenzhen area in more recent years and Shenzhen is now one of the largest and most innovative cities in the world. Agreements with some of these new companies resulted to the addition of the French International Programme and a German Heritage Language Acquisition Programme.

The school is fully accredited through the Western Association of Schools and Colleges (WASC). It is also an authorized IB World School through the Primary Years Programme for Prek to grade 5 and the Diploma Programme for grades 11-12.

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





SIS Mission Statement

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

Beliefs

We believe that...

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

IB Mission Statement

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

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

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



The IB Learner Profile attributes

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

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

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

IB learners strive to be:

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

General Information

School Hours



Drop-off time is from 7:30 at The Bay campus, while it is from 7:40 in the Jingshan campus. Students line up and head to classrooms at 7:50 am, and classes begin at 8:00 am. Students in all grades finish at 3:00pm.

Parents must report to the office when picking up children before the regular dismissal time. As noted on the school calendar, when half-day early release days are scheduled, students are dismissed at 11:30 AM. ([See Appendix 1: 2022-23 Academic Year Calendar](#)).

Attendance



Parents should notify the office and/or their child's homeroom teacher of absences or tardiness by telephone or e-mail before 8:30 AM on the day in question. Parents may also send prior written notification and should include the date, time, and reason for absence or tardiness. In the event a call is not received, the office will contact you at home. This safety measure reconfirms the whereabouts of your child.

Early Primary (Nursery to Kindergarten) contact Anna Xu
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Email: axu@sis.org.cn

Upper Primary (Grades 1 to 5) contact Sonja Zheng
Phone: 755-2669-3669 ext. 7100

Email: szheng@sis.org.cn

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

A primary student should be in attendance 90% of the total number of school days to be eligible for promotion into the next grade. Participation in school trips is considered to be in attendance.

For students who enrol after the start of the school year, attendance at the previous school will be counted.

Absences for family convenience, vacation travel, home leave, or non-school holidays are strongly discouraged due to their effect on school progress. Parents are asked to establish travel schedules that ensure continuity and maximum educational growth. It is difficult and sometimes impossible to make up for missed lessons, as classroom instruction is instrumental. Therefore, detailed lesson plans will not be prepared for leaves, but alternate assignments might be suggested. If this appears rigid, we hope it is understood that our enthusiasm and concern for the progress of each student is the basis for this request.

Any request for leave that is not medically related should have prior approval by the school administration.

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

Parents must notify the school if they will both be out of town. A guardian should be appointed in case of illness or emergency, and the school must be notified of the guardian's name and contact information. Please complete the Temporary Change of Guardian Forms available from the SIS office.

Books and Supplies



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

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

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

School Lunches

Jingshan: Nursery – Kindergarten

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

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

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

The Bay: Grade 1 – Grade 5

Each grade level has an allocated lunch period. Please check your child's schedule for the exact time. Students eat in the cafeteria and can eat school lunch or a lunch from home. If a lunch is being provided from home and isn't brought into school by the student, it should be delivered to The Bay office with a clear label indicating the student's name and class.

School Meal Providers

SIS works with two lunch service providers. NomNom, an outside lunch service provider, operates the school cafeteria at the Jingshan campus. Students can pre-order a hot lunch buffet, a Korean lunch box, a vegetarian lunch box. For more information, you can email them at sis@nomnomnom.cn

Integrated Service Solution (ISS) provides breakfast, lunch and snacks for students in The Bay campus. Students can pre-order one or more of the meals offered by ISS. You can email ISS through public-canteen@cn.issworld.com

For additional information please see [Appendix 9: Nom Nom Lunch Information](#) for the Jingshan campus and [Appendix 10:ISS Meal Information](#) for The Bay campus. You can also check our [school website](#).

Uniform



Students will be expected to wear a clean SIS uniform on a daily basis, mixing and matching the top and bottom pieces as they wish. Individual pieces of the uniform can be replaced as necessary. Personal colorful leggings are not encouraged.

On PE days, students will wear their PE kit. Over the course of the year, as the weather becomes cooler students may wish to wear the school track suit.

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

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

Tops

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

Bottoms

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

PE Kit

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

For additional information including pricing, please visit:

<https://www.sis-shekou.org/parent/uniforms>



Dismissal



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

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

For students in grades 4-5 only: If you live in close proximity to The Bay campus and would like your child to leave the campus independently, please contact the Assistant Principal. Together you will risk assess their dismissal routine and a written permission from the parents will be required.

Gifts



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

Birthday Parties

Birthdays are special. Students may celebrate their birthdays during school by bringing a simple treat (cake, cupcake, etc.) for their class. Individual cupcakes are preferred. **Arrangements for these birthday celebrations need to be made in advance with the classroom teacher.** Presents, toys, decorations and “treat bags” may not be brought to the classroom.

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



Lost and Found

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

Mobile Phones/Smart Watches

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

Students should not be using smart watches during school hours.

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



Tutors

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



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

Use of School Name and logo



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

Withdrawals

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

Student Recommendation request for withdrawals

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

Social Media and Student Privacy Protection



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

School Services

SIS Primary Libraries

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

Library Hours and Supervision

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

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

Loan Period

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

Library Book Bags

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

Lost and Damaged Materials

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



Transportation

A transportation service is available to all students from PreK-1 to Grade 12 who live within the Shekou area and the wider Shenzhen City. For costs involved with these services please contact the main office at Jingshan. Due to limited seating and for insurance purposes, only students may ride the bus with the exception of chaperones on class field trips. Students subscribed to either service must adhere to the established rules for riders.

These are:

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

For students who violate the rules above, ridership privileges may be suspended temporarily. There is no refund of fees under such circumstances. Please see [Appendix 2: Bus Expectations](#).

Please check [Appendix 4: Bus Routes 2022-23](#) or through our school website at <https://www.sis-shekou.org/parent/bus-info>.

Bus-related communication come through our bus coordinator, Laurie Chen. Any inquiries can be sent by email at lchen@sis.org.cn.

Safety Reminder

Please have your children use a helmet when riding bicycles. Younger children will also need proper seat belts when riding cars.



Positive Student Behaviour



Shekou International School affirms its position that a safe place for learning will be provided for all enrolled students and has developed policies to address student discipline. The purpose of all such policies is the progression of an educational programme that fosters a fair and stable environment for learning. **Be Safe, Be Respectful and Be Responsible** is our guide for all expected behaviour across the school. Please see [Appendix 5 for specific expectations](#) across different areas of the school.

Student Responsibilities

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

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

As an SIS student, you have the right to:

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

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



Positive Behavior Support

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

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



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

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

The school is committed to the building of a strong home/school relationship in the belief that parents are integral partners in the process of their child's personal and social growth. For behaviour definitions please refer to [Appendix 7: SIS Behavior Definitions](#).

Bullying Prevention

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



Student Support Team

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

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

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

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

School Counsellors

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

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

- Preventative Guidance Lessons
- Responsive Guidance Lessons
- Individual Counselling

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

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

Kg-2 Counsellor

Olivia Lin- olin@sis.org.cn, 2669-3669 ext. 7406

G3-5 Counsellor

Kyle Giesbrecht - kgiesbrecht@sis.org.cn,
2669-3669 ext. 7109



Social Emotional Learning

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

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

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

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

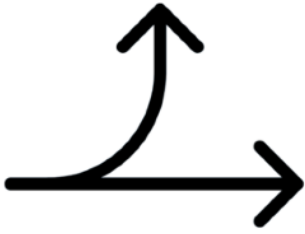
Learning Innovation

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



Device Expectations

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

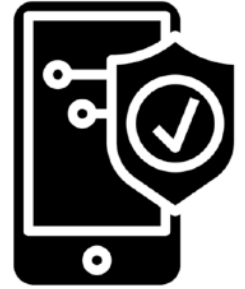


Students are expected to care for their device and are responsible for all damage that falls outside of the Apple warranty. Students use the device as a tool for their learning and are expected to adhere to classroom guidelines set by the teacher. Please see [Appendix 6: SIS Digital Responsible-Use Policy\(RUP\)](#) for clear device use expectations.

Online Safety Protocols

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

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



Social Media

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



Curriculum

Primary Years Programme (PYP)

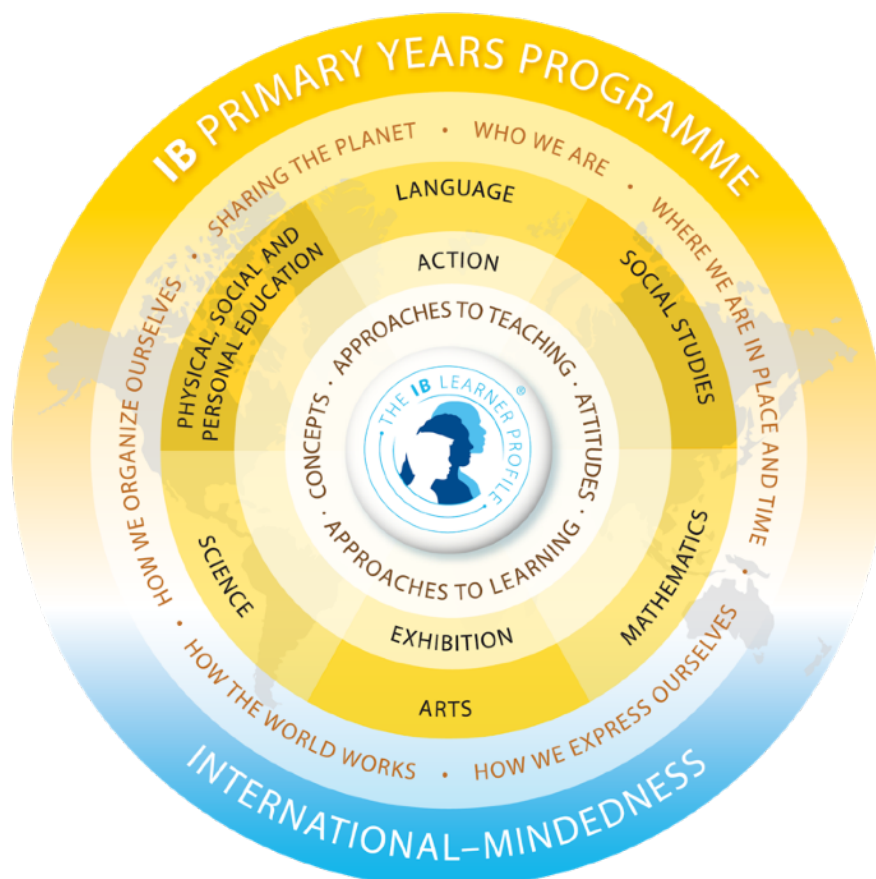
The Primary Years Programme (PYP) is an international curriculum framework for children in the 3-12 year age range encompassing both the academic and non-academic areas of school life. Our commitment towards a future-focused and globalized learning has led SIS to becoming one of the close to 5,000 IB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

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

Our partnership with the IB allows SIS the following benefits:

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

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



Approaches to Teaching (ATTs)

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

Our approaches:

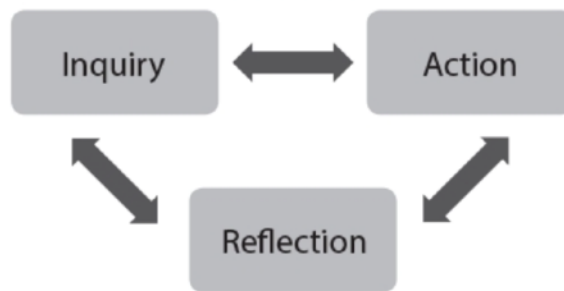
Transdisciplinary learning: We develop our curriculum grounded in central ideas and concepts, linking the relationship between disciplinary and transdisciplinary learning in order to support, enrich and connect learning. There are four to six transdisciplinary themes that will be explored by students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

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

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


Approaches to Learning (ATLs)

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




We teach:

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


Approaches to Learning


SOCIAL SKILLS

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




RESEARCH SKILLS

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




THINKING SKILLS

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




COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



APPROACHES TO LEARNING

MISO

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



Creative Design Process

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



Curriculum Standards at SIS

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

- Language - [Common Core State Standards \(CCSS\)](#)
- World Languages - [American Council on the Teaching of Foreign Languages Standards \(ACTFL\)](#), [WIDA](#)
- Mathematics - [Common Core State Standards \(CCSS\)](#)
- Science - [Next Generation Science Standards \(NGSS\)](#)
- Social Studies - [Career, College and Civic Life Standards \(C3\)](#)
- PE – [SHAPE standards](#)
- Visual and Performing Arts – National Core Arts for [Music](#) and [Visual Arts](#)
- Early years - [Te Whariki](#), [SIS Early Years Literacy Continuum](#), [SIS Early Years Numeracy Continuum](#), [N-PK2 Developmental Continuum](#)

Student Portfolios

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

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

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

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



Three Inspiring Programmes. One Caring Community.

We are proud to offer SIS families three programme choices for students in grades 1 to 5.

1. International Programme
2. French International Programme
3. Chinese Bilingual Programme

All three programmes will be following the selected academic standards and implemented using the IB Primary Years Programme (PYP) framework. The distinguishing feature of each programme is the additional inquiry in languages, i.e. French for FIP and Mandarin for CBP.

No one programme is superior to the others. Each is designed to prepare our grade 5 students to transition to any international school. For FIP and CBP students, we aim for a more balanced language Programme which can open a pathway for students to work towards a Bilingual Diploma, if taking the IBDP courses.

In each grade level, we will provide collaborative learning activities across the three programmes. Students will have integrated lunch and recess times, engage in joint field trips, and combined After School Activities.

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

French International Programme Coordinator

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

Chinese Bilingual Programme Coordinator

Venus He - vhe@sis.org.cn

Language Learning at SIS

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

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

Additional Languages

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

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



Support for Language Learning

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

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

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

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



Home Language

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

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

We know that the ability to acquire proficiency in an additional language is heavily dependent on the level of proficiency in a child's home language. For this reason, we believe that all students' home language ability should be promoted and continually improved so that it may positively impact learning an additional language.

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

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

Homework

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

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

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

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

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

Kindergarten Homework Philosophy

The Purpose of Homework is to:

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

The Nature of Homework is to:

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

Teacher's responsibility is to:

- provide feedback
- inform students and parents of homework procedures for each grade level
- promote homework as a valuable tool for student self-responsibility and organisation
- kindergarten students are expected to read with their parents
- organise age-appropriate reading expectations at home

Student's Responsibility for Homework is to:

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

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

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

Grades 1-5 Homework Philosophy

The Purpose of Homework is to:

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

The Nature of Homework is to:

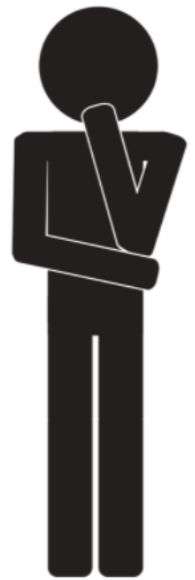
- be significant and focused on products or performance
- be developmentally appropriate and structured to meet the unique needs of each individual student,
- be achievable by all students
- reinforce concepts taught in class and not be new material to the student
- provide another form of informal assessment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

The Teacher's Responsibility for Homework is to:

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

The Student's Responsibility for Homework is to:

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



Assessment and Reporting

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

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

Reporting and Conferencing

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

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

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

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

B. **Conferences** – Throughout the year and depending on the age group, various conferences will take place. Please take note of the dates which will be shared in school news and emails. Although these special days are important, they should in no way limit conferences between teachers and parents whenever there is a need to communicate.

- Meet the teacher afternoon;
- Back to school presentations at the start of the year to learn more about expectations within the grade and class;
- Intake conferences for N-Kg;
- Teacher/parent conferences at the start of the year for you to learn how your child is settling into the new year and some observations from the teacher;
- Three-way conferences that allow you and your child to reflect and set some goals;
- Student-led conferences which allow your child to showcase academic involvement and successes;
- Telephone/email conferences as a quick check on a child status or to clarify communication;
- Problem-solving conferences to address specific problems or serious concerns. This conference should be scheduled so that the teacher, parents and student have sufficient time to address the issue completely.

C. **Portfolio** – Students use Seesaw as their platform for highlighting their learning. Parents are able to view and comment on their child's portfolio posts. We ask that parents provide positive and encouraging feedback to support their child's documentation of learning.

School Without Walls (Field Trips)

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

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

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

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



Distance Learning Programme

Since the global pandemic, SIS has developed a distance learning programme from Kindergarten to Grade 5 that may be implemented at a short notice. We use a **blended model** that includes a combination of **synchronous and asynchronous learning experiences** mixed throughout the day. This gives students a mix of different types of experiences on-screen and off-screen, appropriate for the age group they belong to. They also engage as a whole group, in a small group, and independently throughout their school day.

Please ensure that you are prepared in the event a switch to distance learning is required, for either a few days or a longer term experience. [Here is SIS's comprehensive guide to distance learning](#). More information about the daily schedule particular to your child's class will be shared with families if or when we switch to an online delivery of instruction.

After School Activities

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

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

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

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

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

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

Primary Sports Teams

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



Communication

Classroom Communication

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

Please call between 7:30 - 3:30 using the numbers below:

Jingshan Campus: 2669-3669 ext. 6100

The Bay Campus: 2669-3669 ext. 7100

Communication Guidelines

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

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

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

To assist with helping you answer the question *who should I contact?* please see [Appendix 4: Communication Pathways](#).



Communication Levels

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

Level 1, Whole school: This includes the website and the weekly newsletter from the Head of School.

Level 2, Primary school: Every week, the principal will issue a newsletter to give a high-level overview of the events in the Primary classes.

Level 3, Teacher communication: This includes regular curriculum updates using tools such as WeChat, Managebac, Seesaw and Office 365 Teams to provide greater detail on the class or course. Email and face-to-face communication are also available for families.

Communication Platforms

WeChat: Each class has a WeChat group account created and managed by the homeroom teacher. This platform is mainly for the following purposes:

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



WeChat guidelines for parents

- Only post questions that can benefit the whole group.
- If you have a question or concern about your child, contact the teacher through email.
- Refrain from posting class/group photos of your Moments.
- Ensure your group alias is in English and includes your and your child's names. Example: *Allie (Shaun's Mom)*
- Do not expect immediate replies from teachers when they are teaching. They need to focus on the students at that time.
- Individual learning engagements and student work will be shared through student portfolios, not on class WeChat groups.

Seesaw



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

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

Email and Face-to-face meetings: Contact your teachers for any question about your children's school life. Please check their email addresses on the [Primary Teaching Staff](#) section above.

Parents are Partners

It is our belief at Shekou International School that students benefit most from our programme when parents are involved in the educational process in meaningful ways. We welcome your presence at SIS. Any time you would like to observe a class or activity, please phone the office and make arrangements.

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

Support your children by...

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

Support the school by...

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

It is our pledge to...

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

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

Safeguarding

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

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

Child Protection

In keeping with our core values and vision statements, the Shekou International School has adopted a Child Protection Policy to guide our staff and families in matters related to the health, safety and care of children in attendance at our school. The SIS Child Protection Policy is based

on both international law and on the United Nations Convention on the Rights of the Child of which China is a signatory, and Chinese statutes.

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

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

Parent Support Association (PSA)

All parents of enrolled students are members of the Parent Support Association (PSA). PSA activities help make SIS a better place for students. Parents are encouraged to actively participate in this group and are invited to monthly meetings announced in the weekly newsletter.

For more information contact the PSA Executive Committee Members: psa@sis.org.cn.

PSA Executive Committee - Primary



Nina Zhan
Primary President



Boram Bang
Treasurer



Ivana Mutavdzic
Primary Secretary

PSA Events Coordinator - Primary



Kiki Shen
Jingshan Campus



Ronel Hooton
The Bay Campus

Parent Education Programme (ParentEDU)

SIS provides regular workshops with parents as the intended audience. The topics vary and may be school-wide or particular to certain grade levels. This may include learning and teaching at SIS, assessment of learning, social-emotional development, transitions, student services, and many other topics.

Information about ParentEDU sessions are published in the weekly newsletter.

Student Council (STUCO)

The purpose of the Student Council is *“to improve the welfare of our school and our community by providing means for student expression in school affairs, giving opportunity for student experience in various skills of leadership, and making and interpreting policies concerning school events.”*

Each enrolled SIS student is a member of the organisation. The executive committee is elected by all students from Upper Primary and then selected by the Principal through an interview process. Representatives will be expected to attend the weekly Student Council meetings.

Visitors

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

Health Services

SIS employs two school nurses in each campus. They assess and treat injuries or illnesses whenever possible, and inform parents when necessary. When the situation warrants, students are taken to a nearby hospital. Parents are notified immediately and are able to specify where they would like their child taken.

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



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

Jingshan Nurse - jingshannurse@sis.org.cn, 2669-3669 ext. 6120

The Bay Nurse - thebaynurse@sis.org.cn, 2669-3669 ext. 7120

Allergy Statement

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

The SIS food provider implements a “nut-free” policy in the school’s food service products. However, nut products may possibly be brought to school by individual students in their lunches and snacks or in other items brought to school from home. In severe cases, certain classes might enforce a “nut-free” environment to be observed by all.

Fever

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

Pandemic Protocols

In the event of covid outbreaks in the community, SIS will follow the requirements from the education and health bureau in Shenzhen. Please do the same at home.



Infectious Diseases

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

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

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

Following government guidelines, classes may be closed in the event of an increase in the cases at school.

Emergency Procedures

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

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

Some important features of the SIS plans include:

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



Safety Drills

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

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

Building Evacuation Drill Procedure

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



Possible Emergency Events

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

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

Possible School Emergency Responses

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

Emergency Communication

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



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



Reunification of Students and Parents After an Emergency Event

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

Parents should not expect to take students from the school's care without following the established procedures, nor will students be released to anyone but their own parent or a

representative documented in writing. The school must ensure that all children are accounted for and that they only leave with a parent or other authorized adult.

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

Emergency Frequently Asked Questions

What is emergency preparedness?

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

How do I get information about an emergency?

Whenever possible, emergency messages will be sent to parents via e-mail, SMS text message, SIS WeChat emergency page, and posted on the school's web site at www.sis-shekou.org. In addition, the school may attempt to make contact with parents via the emergency telephone tree.

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

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

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

What is a “Lockdown”?

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

What is “shelter-in-place”?

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

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

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

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

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

Who can pick up my child during an emergency?

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

What if my child rides a school bus or taxi?

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

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

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

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

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



Weather

Air Quality Monitoring

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

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



Severe Weather Protocol

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

SIS Typhoon and Heavy Persistent Rain Procedures

Tropical cyclones (typhoons) normally occur during the months of May to November and are particularly prevalent during September. When tropical storms affect Shekou, the established alert levels and preventative measures from the Shenzhen Municipal Government will apply. This means that the Yellow warning for typhoons or the Red warning for Heavy Rains will require SIS to close. See the [Appendix 11: Warning Signals](#) for the typhoon and heavy rain warning signals issued by Shenzhen.

School Closures

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

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



In case of typhoons or heavy persistent rains, please refer to the storm warning procedures in the [Appendix 11: Warning Signals](#).



Appendix 1: 2022-23 Academic Year Calendar

| | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|--|----|----|----|----|----|----|
| <div> <div>Shekou International School</div> <div>2022/2023 Academic Calendar</div> </div> | | | | | | | <div> <div>Orientation</div> <div>PD Days</div> <div>Public & School Holidays</div> <div>First School Day</div> </div> | | | | | | |
| 2022 August | | | | | | | 2022 December | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | 1 | 2 | 3 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | | | | | | | | |
| 2022 September | | | | | | | 2023 April | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 | | | | | | | 1 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 | 30 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | | | | | | | | |
| 2023 January | | | | | | | 2023 August | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | | | | 27 | 28 | 29 | 30 | 31 | | |
| | | | | | | | | | | | | | |
| 2023 May | | | | | | | 2023 July | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | 1 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 28 | 29 | 30 | 31 | | | | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | | 30 | 31 | | | | | |
| 2022 October | | | | | | | 2023 March | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 | | | | 1 | 2 | 3 | 4 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 26 | 27 | 28 | 29 | 30 | 31 | |
| 30 | 31 | | | | | | | | | | | | |
| 2023 February | | | | | | | 2023 June | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 | | | | | 1 | 2 | 3 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 26 | 27 | 28 | | | | | 25 | 26 | 27 | 28 | 29 | 30 | |
| | | | | | | | | | | | | | |

Appendix 2: Bus Expectations



Expectations for All Students 学生乘车守则

Be on time for the bus
准时上车

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

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

No eating or drinking on the bus
请勿饮食

Use appropriate language on the bus
文明用语

Keep windows closed
不得开窗

Sit in assigned seats
坐在指定座位上

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

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



Expectations for Bus Monitors

校车阿姨工作守则

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

学生上车时在车前等候。

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

学生上车后，如未获得校车阿姨的允许，不得私自下车。

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

帮助较小或其他有需要的学生找到座位坐好，系好安全带等。

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

经过有效登记的学生才能乘坐校车。学生乘车时必须出示乘车卡或者在乘车名单上。

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

校车出发前必须确保所有学生系好安全带。

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

送完所有学生后，务必检查校车以确保没有任何学生或者物品遗落在车上。

Only use cell phone in case of an emergency.

仅在紧急情况下使用手机

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

当校车在行进中，一名校车阿姨需在车头位置，另一名阿姨需在车尾位置。

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

确保学生不高声喧哗。

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

如学生不按照守则执行，及时纠正不规范行为。

Report the following to the school:

及时向学校报告以下行为

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

What should I do if...以下情况如何处理

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

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

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

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

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

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

Appendix 3: Bus Routes



School Bus Routes 2022-23

Route 1

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

Route 2

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

Route 3

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

Route 4

| Stops | AM Departures | PM Arrivals |
|----------------------------------|------------------|----------------|
| 蔚蓝海岸三期 Wei Lan Hai An 3 | 6:55 AM | 4:00 PM |
| 万科蛇口公馆 Vanke Shekou Mansion | 7:05 AM | 3:50 PM |
| 南海玫瑰园三期 Coastal Rose Garden 3 | 7:15 AM | 3:38 PM |
| 太子湾校区 The Bay Campus | 7:30 AM | 3:10 PM |
| 鲸山校区 Jingshan Campus | 7:45 AM | 3:00 PM |

Route 5

| Stops | AM Departures | PM Arrivals |
|--------------------------|------------------|----------------|
| 东海花园 Donghai Garden | 6:40 AM | 3:55 PM |
| 锦绣花园 Jinxu Garden | 6:50 AM | 4:15 PM |
| 碧海云天 Bi Hai Yun Tian | 6:53 AM | 3:45 PM |
| 海韵家园 Sea Taste Garden | 7:18 AM | 3:25 PM |
| 海欣花园 Hai Xin Garden | 7:23 AM | 3:23 PM |
| 双玺花园 Imperial Park | 7:25 AM | 3:18 PM |
| 太子湾校区 The Bay Campus | 7:35 AM | 3:10 PM |
| 鲸山校区 Jingshan Campus | 7:45 AM | 3:00 PM |

Route 6

| Stops | AM Departures | PM Arrivals |
|-------------------------------|------------------|----------------|
| 京基百纳 Kingkey Banner Center | 6:30 AM | 3:50 PM |
| 世纪村 Century Village | 6:35 AM | 3:55 PM |
| 中信红树湾 Mangrove Bay CITIC | 6:40 AM | 4:00 PM |
| 红树西岸 Mangrove West Coast | 6:45 AM | 4:03 PM |

Route 7

| Stops | AM Departures | PM Arrivals |
|--------------------------------|------------------|----------------|
| 阳光海滨花园 Sunny Seaside Garden | 7:10 AM | 3:30 PM |
| 太子湾校区 The Bay Campus | 7:30 AM | 3:10 PM |
| 鲸山校区 Jingshan Campus | 7:45 AM | 3:00 PM |

Route 8

| Stops | AM Departures | PM Arrivals |
|------------------------------|------------------|----------------|
| 三湘海尚 San Xiang Hai Shang | 7:05 AM | 3:33 PM |
| 太古城 Tai Gu Cheng All City | 7:08 AM | 3:35 PM |
| 木棉花酒店 Mumian Hotel | 7:10 AM | 3:38 PM |
| 恒裕滨城 Heng Yu Bin Cheng | 7:12 AM | 3:40 PM |
| 鸿威海怡湾 Hong Wei Hai Yi Wan | 7:15 AM | 3:30 PM |
| 太子湾校区 The Bay Campus | 7:30 AM | 3:10 PM |
| 鲸山校区 Jingshan Campus | 7:45 AM | 3:00 PM |

Route 9

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

Route 10

| Stops | AM Departures | PM Arrivals |
|-------------------------------|------------------|----------------|
| 壹钱(山前/林下) Habitat One | 6:50 AM | 3:55 PM |
| 来福士雅诗阁 Ascott Raffles City | 7:00 AM | 3:45 PM |
| 花园城一期 Garden City 1 | 7:05 AM | 3:40 PM |
| 水湾1979 Shuiwan 1979 | 7:12 AM | 3:25 PM |
| 兰溪谷 Mont. Orchid | 7:18 AM | 3:21 PM |

Route 11

| Stops | AM Departures | PM Arrivals |
|-------------------------|------------------|----------------|
| 雅诗阁美伦 Ascott Maillen | 7:20 AM | 3:20 PM |
| 太子湾校区 The Bay Campus | 7:30 AM | 3:10 PM |
| 鲸山校区 Jingshan Campus | 7:45 AM | 3:00 PM |

Route 12

| Stops | AM Departures | PM Arrivals |
|-------------------------|------------------|----------------|
| 半岛城邦三期 Peninsula 3 | 7:10 AM | 3:25 PM |
| 半岛城邦二期 Peninsula 2 | 7:15 AM | 3:20 PM |
| 太子湾校区 The Bay Campus | 7:30 AM | 3:10 PM |
| 鲸山校区 Jingshan Campus | 7:45 AM | 3:00 PM |

Route 13

| Stops | AM Departures | PM Arrivals |
|----------------------------------|------------------|----------------|
| 中洲万豪酒店 Marriott Hotel Nanshan | 7:30 AM | 3:50 PM |
| 蔚蓝海岸三期 Wei Lan Hai An 3 | 7:35 AM | 3:55 PM |

| Stops | AM Departures | PM Arrivals |
|--------------------------------|------------------|----------------|
| 太古城 Tai Gu Cheng All City | 7:40 AM | 4:00 PM |
| 恒裕滨城 Heng Yu Bin Cheng | 7:45 AM | 4:10 PM |
| 阳光海滨花园 Sunny Seaside Garden | 7:50 AM | 4:05 PM |
| 网谷校区 Net Valley Campus | 8:20 AM | 3:35 PM |

Route 14

| Stops | AM Departures | PM Arrivals |
|-------------------------------|------------------|----------------|
| 碧海云天 Bi Hai Yun Tian | 7:05 AM | 4:00 PM |
| 东海花园 Donghai Garden | 7:15 AM | 4:10 PM |
| 锦绣花园 Jinxu Garden | 7:20 AM | 4:18 PM |
| 天鹅堡 Swan Castle OCT | 7:40 AM | 4:28 PM |
| 世纪村 Century Village | 7:50 AM | 3:52 PM |
| 中信红树湾 Mangrove Bay CITIC | 7:55 AM | 3:50 PM |
| 纯海岸 Chun Hai An | 8:00 AM | 3:45 PM |
| 来福士雅诗阁 Ascott Raffles City | 8:10 AM | 3:40 PM |
| 网谷校区 Net Valley Campus | 8:20 AM | 3:35 PM |

Route 15

| Stops | AM Departures | PM Arrivals |
|-----------------------------|------------------|----------------|
| Jingshan-Net Valley shuttle | | |
| 鲸山校区 Jingshan Campus | 7:40 AM | Route 1 |
| 网谷校区 Net Valley Campus | 3:40 PM | Route 13 |

Route 16

| Stops | AM Departures | PM Arrivals |
|-------------------------|------------------|----------------|
| Jingshan-Bay shuttle | | |
| 鲸山校区 Jingshan Campus | 7:20 AM | 3:20 PM |
| 太子湾校区 The Bay Campus | 7:30 AM | 3:10 PM |

Route 17

| Stops | AM Departures | PM Arrivals |
|----------------------------------|------------------|----------------|
| 伍兹公寓 Woods Apartments | 7:40 AM | 3:45 PM |
| 双玺花园 Imperial Park | 7:43 AM | 3:47 PM |
| 南海玫瑰园一期 Coastal Rose Garden 1 | 7:45 AM | 3:50 PM |

Route 18

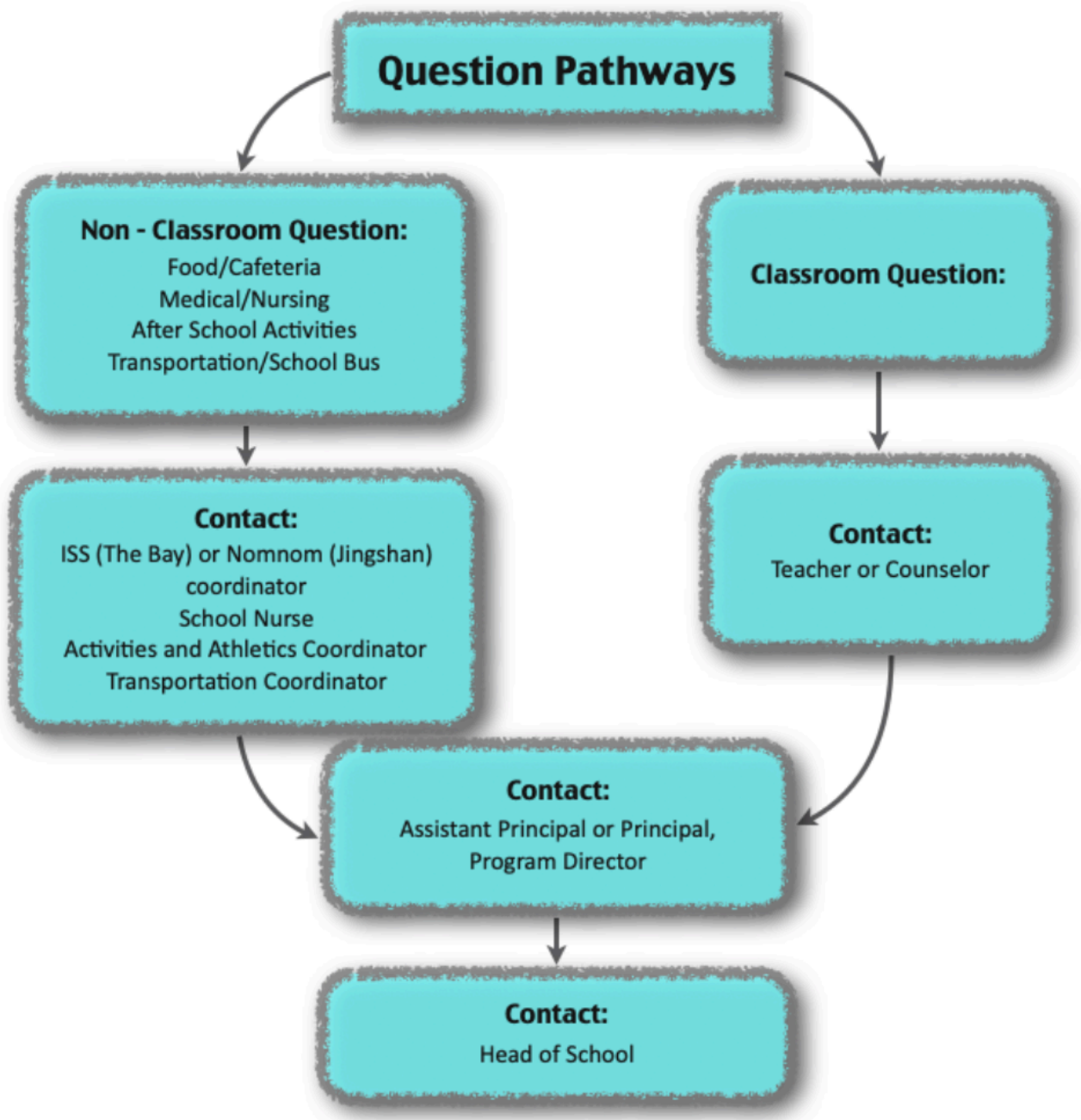
| Stops | AM Departures | PM Arrivals |
|---|------------------|----------------|
| 南海玫瑰园二期 Coastal Rose Garden 2 | 7:47 AM | 3:52 PM |
| 半岛城邦二期 Peninsula 2(Peninsula1/3/CRG 3) | 7:50 AM | 4:00 PM |
| 万科蛇口公馆 Vanke Shekou Mansion | 7:55 AM | 4:05 PM |
| 网谷校区 Net Valley Campus | 8:15 AM | 3:35 PM |

Important:

- * Please call the bus monitors only for emergencies.
- * Students are required to be at the bus stops FIVE(5) minutes prior to the scheduled departure times.
- * Any change of pickup plans, please use the iBusChina app to apply a temporary bus absence and also inform the teachers.
- * The bus arrival times could be different due to traffic reason. Please check the iBusChina app for the real-time locations.

Appendix 4: Communication Pathways

Communication Guidelines





Office Supervisor
- The Bay Campus
Sonja Zheng
szheng@sis.org.cn
2669-3669 ext. 7100



Office Assistant
- Jingshan Campus
Anna Xu
axu@sis.org.cn
2669-3669 ext. 6100



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



ASA Coordinator
Rhythm Zhou
rzhou@sis.org.cn
2669-3669 ext. 5116



Activités and Athletics Director
Thomas Mathews
tmathews@sis.org.cn
2669-3669 ext. 8615



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

Jingshan Campus

Cafeteria
sis@nomnomnom.cn

School Nurse
jingshannurse@sis.org.cn

IT Help Desk
helpdesk@sis.org.cn

The Bay Campus

Cafeteria
public-canteen@cn.issworld.com

School Nurse
thebaynurse@sis.org.cn

IT Help Desk
helpdesk@sis.org.cn



Head of School 总校长

Harish Kanabar

hkanabar@sis.org.cn

2669-3669 ext. 7502/8617

Mobile: 180-2873-5500

WeChat: hkanabar



Primary Principal 小学及幼儿园校长

Leda Cedo

lcedo@sis.org.cn

2669-3669 ext. 7306

Mobile: 180-2545-7552

WeChat: lcedo



Early Primary Assistant Principal 幼儿园园长

Karen Brown-Miller

kbrownmiller@sis.org.cn

2669-3669 ext. 3201



Upper Primary Assistant Principal 小学部副校长

Rebecca Wallace

rwallace@sis.org.cn

2669-3669 ext. 7505

Appendix 5: Be Safe, Be Respectful, Be Responsible

IN THE HALLWAY

Geckos.... Be Safe


 Have a Safe Body


 Walk


 Face Forward

Geckos.... Be Respectful


 Use a Whisper Voice


 Stop, Look and Listen When others are Speaking


 Respect Personal Space

Geckos.... Be Responsible


 Follow Instructions the First time


 Keep Hallways Clear


 Respect the Environment

ON THE PLAYGROUND

Geckos.... Be Safe


 Follow Instructions the First time


 Report Unsafe Behavior


 Have a Safe Body

Geckos.... Be Respectful


 Take Turns


 Make Play Fun for Everyone


 Make Principled Choices

Geckos.... Be Responsible


 Show Good Sportsmanship


 Agree on Rules Before they Play


 Take Care of Equipment and the Environment

SIS

SIS

WHEN EATING LUNCH

Geckos.... Be Safe


 Walk


 Use Utensils Properly


 Follow Instructions the First time

Geckos.... Be Respectful


 Keep the Area Clean


 Invite Others to Sit with Them


 Are Caring and Say Please and Thank You

Geckos.... Be Responsible


 Are Open Minded and Try New Foods


 Are Balanced and Take Only What They Will Eat


 Use a Partner Voice

SIS

WHEN RIDING THE BUS

Geckos....

Be Safe

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

Be Respectful

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

Be Responsible

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

SIS

GOING HOME

Geckos....

Be Safe

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

Be Respectful

- Use Positive Language
- Are Organized
- Move Quickly

Be Responsible

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

SIS

ARRIVING AT SCHOOL

Geckos....

Be Safe

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

Be Respectful

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

Be Responsible

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

SIS

Appendix 6: SIS Digital Responsible-Use Policy(RUP)

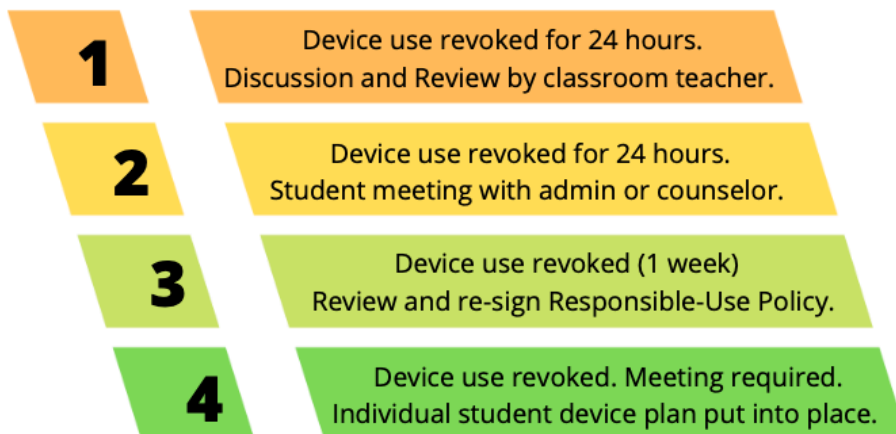
SIS Digital Responsible-Use Policy (RUP)

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



Responsible Use

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



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: _____

SIS Digital Responsible-Use Policy (RUP)

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

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

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

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

Student Signature: _____ Date: _____

Device Agreement

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

Responsible Use

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

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



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

Guardian Name: _____

Guardian Signature: _____

Date: _____

Appendix 7: SIS Behaviour Definitions

BEHAVIOUR ENDANGERING OTHERS: Putting others in danger or peril.

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

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

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

FIGHTING: Aggressive physical contact between students.

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

HARASSMENT: Intentionally aggravating another individual persistently.

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

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

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

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

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

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

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

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

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

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

Appendix 8: Academic Honesty

Academic honesty requires that SIS community members produce work that is their own. In contrast, academic dishonesty is an attempt to claim and show possession of knowledge and skills that one does not possess.

The well-being of the school community depends on each member accepting responsibility for their personal conduct in both social and academic endeavours. In the primary school context, faculty and staff will support learners with skills to discern right from wrong. A student's moral awareness as it applies to the academic environment is the foundation of success at SIS and throughout life.

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

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

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

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

Do your own analysis, hard work and research.

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

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

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

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

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

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



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

Appendix 9: Nom Nom Lunch Information (Jingshan)



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

Dear Parent / Guardian,

For your child/children to participate in the school lunch program, please make payment prior to 5pm August 10th, 2022.

| Campus | Annual (179 days) (2022/8/16—2023/6/9) | Term 1 (93 days) (2022/8/16—2023/1/20) | Term 2 (86 days) (2023/1/31—2023/6/9) |
|------------------------|--|---|--|
| Lunch Fee: | RMB 6,623 | RMB 3,441 | RMB 3,182 |
| Meal Selection: | Buffet Covering Asian & Western Food • Korean Lunch Box • Vegetarian Lunch Box • Chinese Lunch Box | | |

Bank Transfer



China Merchant Bank:

Account Details
 Account name: 农农餐饮管理 (深圳) 有限公司
 Account Number: 7559 3170 5310 901
 Bank Branch: 招商银行蛇口分行

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

WeChat / Alipay Transfer



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

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

Terms & Conditions

Commencement

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

Cancellation Policy

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

Absentee Policy

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



尊敬的家长 / 监护人：

为了让您的孩子及时参与到新学期的学校午餐计划，请于2022年8月10号下午5点之前交齐就餐费用。

| 校区 | 一学年(179 天) (2022/8/16—2023/6/9) | 第一学期 (93 天) (2022/8/16—2023/1/20) | 第二学期 (86天) (2023/1/31—2023/6/9) |
|-------|------------------------------------|--------------------------------------|------------------------------------|
| 午餐费: | RRMB 6,623 | RMB 3,441 | RMB 3,182 |
| 膳食选择: | 亚洲和西方特色的自助餐 • 韩式餐盒 • 素食餐盒 • 中式餐盒 | | |

银行转帐

账户信息

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

请务必注意您孩子护照全名、年龄、班级以及选择的午餐类型

微信 / 支付宝 转账



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

请务必注意您孩子护照全名、年龄、班级以及选择的午餐类型

校餐条款及注意事项

开始就餐规定：

1. 收到餐费3天后，农农餐饮管理（深圳）有限公司会给付费学生提供午餐；

取消就餐规定：

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

缺席规定：

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

Appendix 10: ISS Meal Information (The Bay)

SIS Meal Plan - 2022/23 Semester 1

What We Provide

| | Breakfast | Lunch | Morning & Afternoon Snacks |
|---|-----------|-------|----------------------------|
| Unit Price (RMB) | 18 | 38 | 6.8*2=13.6 |
| 2022/23 Semester 1 (94 Days) | 1,692 | 3,572 | 1,280 |

Multiple Choice You Can Have

| | * Small Discount Applicable | Price (RMB) |
|-------------------|--------------------------------|-------------|
| Option 1 | Breakfast + Lunch + 2 Snacks * | 6,400 |
| Option 2 | Breakfast + Lunch * | 5,200 |
| Option 3 | Lunch + 2 Snacks * | 4,800 |
| Option 4-6 | Breakfast/Lunch/2 Snacks only | See Above |

Process for Payment

STEP 1

Confirmation of next semester's student meal needs through family survey, please scan QR code below;

STEP 2

Based on the information collected, ISS uploads the information into the system and sends the payment QR code to the student's family;

STEP 3

Family scan the QR code received and enter the student's full name for payment (Payment amount will be automatically generated) .

Terms & Conditions

Commencement

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

Absentee Policy

- To qualify for an absentee refund, two (2) days notice is required to send to public-canteen@cn.issworld.com, refund can be transferred to next semester or be processed by bank within thirty (30) working days after the application.

Switch / Cancellation Policy

- If your child / children wish to switch /cancel meal options, a notice should be sent to public-canteen@cn.issworld.com two (2) days in advance, refund will be processed within thirty (30) days after the application.



SIS 膳食计划 - 2022/23 第 1 学期

我们提供

| | 早餐 | 午餐 | 上下午点心 (两次) |
|--------------------------|-------|-------|-----------------------|
| 单价 (人民币) | 18 | 38 | $6.8 \times 2 = 13.6$ |
| 2022/23 第 1 学期 (94 天) | 1,692 | 3,572 | 1,280 |

您可以有多重选择

| | * 折扣适用 | 价格 (人民币) |
|----------|-------------------|----------|
| 方案 1 | 早餐 + 午餐 + 上下午点心 * | 6,400 |
| 方案 2 | 早餐 + 午餐 * | 5,200 |
| 方案 3 | 午餐 + 上下午点心 * | 4,800 |
| 方案 4 - 6 | 早餐/午餐/上下午点心 (单选) | 见上 |

付款流程

第 1 步

通过家长的调查问卷确认下学期的学生用餐需求，请扫描下方二维码；

第 2 步

根据收集到的信息，ISS 将信息上传到系统中，并将付款二维码发送给学生的家长；

第 3 步

家长扫描收到的二维码，并输入学生的姓名进行支付（支付金额将自动生成）。

条款及细则

启动

- ISS 将在收到餐费后向学生提供校餐。

缺勤政策

要申请缺勤退款，需要提前两 (2) 天发出邮件给到 public-canteen@cn.issworld.com，退款可以转到下一个学期，或在申请后三十 (30) 个工作日内由银行处理退回学生家庭账户。

变更/取消政策


如果您的孩子希望变更/取消膳食选择，应将提前两 (2) 天邮件通知 public-canteen@cn.issworld.com，退款会在申请后三十 (30) 个工作日内由银行处理退回学生家庭账户。

Shekou
International
School






Appendix 11: Weather Warning Signals

台风预警信号 Typhoon Warning Signals

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




暴雨预警信号 Rainstorm Warning Signals

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

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



Appendix 12: Cold Weather Index

| Activity |  |  |  |
|--|---|---|---|
| Temperature Range | Drop by 10°C and average below 12°C | Drop by another 5°C and average below 10°C | Drop to below 0°C and average 5°C |
| Recess | Full recess careful monitoring and teachers to ensure students have warm clothes | Shortened recess, careful monitoring and teachers to ensure students have warm clothes | Indoor recess |
| P.E. | Full active PE lesson with teachers to ensure students have warm clothes | Shortened PE time with teachers ensuring students have warm clothes Move indoors if possible | Indoor PE |
| Scheduled Sporting Events | Continue as scheduled, teachers to ensure students have warm clothes | Time shortened/ Postponed/ Cancelled | Postponed/ Cancelled |
| Athletics practice and training (2 to 4 hrs) | Continue as scheduled, teachers to ensure students have warm clothes | Time shortened/ Postponed/ Cancelled | Postponed/ Cancelled |

Appendix 13: Heat Index and Air Quality

HEAT INDEX

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

HEAT EXHAUSTION

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

There are two types of heat exhaustion:

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

Treatment for Heat Exhaustion

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

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

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

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

Air Quality and Outdoor Activities

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

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