



TEDA
International School
Tianjin • China

Primary K-5 Parent Handbook

2026-2027

A WELCOME FROM THE PRIMARY ADMINISTRATIVE TEAM

Dear Parents,

Our students represent more than twenty countries and bring with them a wide range of educational experiences. While our approach at TIS may differ from what you or your child have previously encountered, you will find that our programs are grounded in well-established, research-based educational practices. We are committed to delivering a high-quality international education that prepares students to become thoughtful, capable global citizens.

TEDA International School offers a unique environment where families from diverse cultural and national backgrounds can connect, encouraging the development of mutual respect, understanding, and cooperation—qualities essential in today's interconnected world.

We believe that parents play a vital role in this journey, as they are a child's first and most influential teachers. This handbook is designed to support a strong partnership between home and school, helping you to engage fully in your child's learning experience. We are dedicated to working collaboratively with you to ensure a meaningful and rewarding educational experience for all.

As you explore this handbook, you will gain a clearer understanding of how our school operates and what supports our daily success. Above all, we prioritize your child's health, safety, and overall well-being. Should you have any questions or require assistance, please feel free to contact the relevant offices listed in this handbook.

Please note that the school reserves the right to make adjustments or changes as necessary at any time.

Sincerely,

Christopher Randall

Primary

Primary Contact Information:

Primary Office Direct 6517-2709

Primary Office Email teda.primary@tedais.org

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INTRODUCTION

TIS PHILOSOPHY AND MISSION

TEDA International School is founded on the guiding belief that education is both a pathway for realizing individual potential and a powerful force for the transformation of society. Our students are regarded as rich sources of unique talents, each possessing gifts of immeasurable value. At TEDA International School, we believe that education enables every child to reveal these innate strengths so that both the individual and the wider community may benefit.

Rooted in our core values of being connected, curious, courageous, and caring, we recognize each child as a fundamentally social being, capable of building meaningful and harmonious relationships with others. We embrace the principle that all individuals are worthy of dignity and respect, regardless of background, origin, socio-economic status, or ethnicity. Through a nurturing and inclusive environment, students develop a strong sense of identity, purpose, and self-worth as they grow into interconnected, capable, and contributing members of society.

Guided by our motto, “Empowered to become the citizens the world needs,” we are committed to fostering learners who are not only academically prepared but also socially responsible, compassionate, and ready to make a positive impact on the world.

CORE VALUES

There are 4 school-wide core values that guide all components of the TIS curriculum, instruction, and assessment programs at all grade levels. The core values lay the foundation on which all curricular, co-curricular and extracurricular programs are built at TIS. The four core values are:

Connected: We build connections through inclusivity, awareness, and effective communication.

Curious: We demonstrate curiosity through being reflective, creative and inquisitive.

Caring: We demonstrate caring through acts of empathy, respect, and altruism.

Courageous: We demonstrate courage through acts of integrity, boldness and perseverance.

LIFE SKILLS

Our school believes that character education is an important component of an instructional program that addresses the needs of the whole child. TIS Primary focuses on Social and Emotional Learning skills as part of its character education program. Through a monthly focus and regular learning activities, children are taught the importance of each of being caring, connected and courageous.

Month	TIS Core Value	Monthly Focus
August	Connected	Identity and belonging
September	Connected	Diversity and respect

October	Connected, Caring	Friendship skills
November	Caring, Courageous	Understanding feelings
December	Caring, Connected	Dealing with conflict
January	Courageous, Caring	Courageous choices
February / March	Caring	Managing emotions
April	Connected, Caring	Service to others
May	Caring	Caring for myself
June	Connected, Courageous	Adapting to change

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

TIS supports the rights of children to have the freedoms listed in the UN Convention on the Rights of the Child. TIS also believes that a safe learning environment is essential for all children, and work to support that belief. We ensure that children have access to information and material from a diversity of national and international sources. The school takes measures to encourage regular attendance at school, and our discipline policies are consistent with maintaining the child's human dignity. This handbook has numerous sections which support Article 29 regarding the education of the child.

ACCREDITATION

TEDA International School receives accreditation from the Western Association of Schools and Colleges (WASC).

CLASSROOM TEACHERS

Our teachers and co-teachers are professionally trained and committed to the academic, emotional and social wellbeing of each child. We value each member of the team and expect that our students will be equally respectful and attentive to both. Parents who have questions or concerns about any area of their child's school life are encouraged to make an appointment with the class teachers. Appointments can be made either directly with the teacher or via the Primary Office on 65172709.

SCHOOL CONTACT INFORMATION

Main Reception: 22-6622-6157 or 22-6622-6158

Primary Office (Primary): 22-6517-2709 / teda.primary@tedais.org

Secondary Office (Middle and High School): 22-6622-6298

Need assistance with:	Primary	Middle/High School
Absence or illness	WeChat message to teacher or call Main Reception	Secondary Office
Classroom or academic concern	Classroom teacher by Seesaw family app or appointment	Classroom teacher by email (Secondary Office)

Medical or health issue	➡	Health clinic (Main Reception)	Health clinic (Main Reception)
Update contact information (phone, email, ID, passport)	➡	Admissions	Admissions
Food service or cafeteria	➡	Business Office (Call Main Reception)	Business office (Main Reception)
Financial issues	➡	Finance Office (Call Main Reception)	Finance Office (Main Reception)
Bus service	➡	Transportation Office (Call Main Reception)	Transportation Office (Call Main Reception)
Parent ID cards	➡	Records Manager (Call Main Reception)	Records Manager (Call Main Reception)
School safety issues	➡	Facilities (Call Main Reception)	Facilities (Call Main Reception)

ADDITIONAL RESOURCES:

Health Clinic/Nurse (Meili Zhang): Contact Main Reception

Admissions: 22-6622-6297 or teda.admissions@tedais.org

Guidance Counselor – Primary (Joanna Cui): Contact Main Reception

Academic Advisor and Secondary Counselor (Du Han): 22-6622-6295

Library: 22-6622-6291

STUDENT LIFE

SCHOOL AND HOME COMMUNICATIONS

TIS is an active community. There are various ways in which we communicate with parents you can stay informed about the life of our school.

- TIS website (www.tedais.net)
- TIS Weekly Bulletin (English, Korean, Chinese)
- Parent-Student Handbooks
- TIS WeChat channel where we share daily updates on student learning
- Class WeChat groups
- School-home communication journals – each child has one. Please read each night.
- Seesaw Family app to receive announcements and communicate individually with the teacher.

PHONE CALLS

Primary students are not encouraged to bring personal phones to school. If parents require their child to have a phone at school, the phone will be kept in the teacher's desk during school hours. The child will be responsible to collect the phone from the teacher at the end of the day.

If a student needs to contact their parents, the classroom teacher or Primary Office will assist the student to make any necessary phone calls. All emergencies regarding student welfare will be handled by the classroom teacher along with the guidance counselor or the primary principal.

PARENT-SCHOOL LEADERSHIP COMMUNICATION PROTOCOL

When parents need to meet with school leaders, such meetings will typically be carried out with individual families. Whole, grade level meetings and/or large group meetings are not appropriate to discuss confidential student issues and typically do not provide the best dynamics for achieving solutions to problems or challenges. Therefore, TIS faculty, staff and/or members of the school's leadership team will not take part in non-school initiated group meetings by stakeholders who wish to register complaints about individuals or question procedures or actions of the school.

PARENT PARTNERSHIP AND CODE OF CONDUCT

TEDA International School (TIS) recognizes that a strong partnership between school and home is essential for student success. Parents, students, and school staff each play an important role in creating a positive, respectful, and productive learning environment.

TIS values open communication, mutual respect, and a shared commitment to the academic and personal development of every student. This partnership is grounded in professionalism, trust, and a focus on solutions.

Parent Responsibilities

To support their child's success and the broader school community, parents are expected to:

- Ensure their child attends school regularly, arrives on time, and is prepared for learning
- Support school policies and procedures as outlined in this handbook
- Maintain open and respectful communication with teachers and school staff
- Monitor their child's academic progress, wellbeing, and use of technology
- Encourage responsible behavior consistent with the school's Core Values
- Inform the school of any concerns that may affect their child's learning or wellbeing

Respectful Communication

TIS is committed to clear and constructive communication. Parents are expected to:

- Address concerns through appropriate school channels (teacher → counselor → principal)
- Communicate in a respectful and professional manner at all times
- Allow time for staff to respond to inquiries during working hours
- Focus on resolving issues collaboratively and constructively

Public discussions of school-related concerns—particularly through social media, messaging platforms, or parent groups—are discouraged, as they may lead to misinformation, escalation, or breaches of confidentiality.

Appropriate Use of Social Media and Messaging Platforms

The use of WeChat and other platforms is common within the community; however, parents are expected to:

- Refrain from posting or sharing complaints, accusations, or confidential information about the school, staff, or students
- Avoid engaging in discussions that may harm the reputation of individuals or the school community
- Respect student and staff privacy at all times

Concerns should be addressed directly with the school so they can be resolved appropriately and effectively.

Respect for the School Community

Parents are expected to model the values of respect, integrity, and responsibility by:

- Treating all students, staff, and other parents with courtesy and dignity
- Respecting cultural differences within the international school community
- Supporting school decisions once they have been communicated and explained
- Following campus procedures related to access, safety, and school operations

Disruptive, aggressive, or inappropriate behavior by any member of the parent community may result in restrictions to campus access or further action as determined by school leadership.

Working in Partnership

When concerns arise, TIS is committed to working collaboratively with families. Parents can expect that:

- Concerns will be listened to carefully and treated with respect
- The school will aim to resolve issues in a timely and fair manner
- Decisions will be made in the best interests of students and the school community

Parents are encouraged to approach concerns with a mindset of partnership and problem-solving.

PARENT COOPERATION IN SCHOOL MATTERS

From time to time, the school may require a parent or guardian to attend a meeting with teachers, counselors, administrators, or other school officials regarding matters related to a student's academic progress, wellbeing, behavior, attendance, safeguarding, or continued enrollment.

Parents are expected to respond to school communications and participate in such meetings in a timely manner. The school will make reasonable efforts to contact parents through available communication channels and to arrange a mutually suitable meeting time.

If a parent or guardian repeatedly fails to respond to school communications, refuses to participate in required meetings, or otherwise prevents the school from addressing significant student-related concerns, the school may take measures that include temporarily restricting the student's attendance in classes, activities, or other school programs until the required meeting has taken place.

Decisions regarding such restrictions will be made by school leadership and communicated to the family in writing.

COMMITMENT TO SCHOOL VALUES

By enrolling their child at TIS, parents agree to uphold the school's mission, values, and expectations. A unified approach between home and school plays a critical role in maintaining a positive, safe, and academically focused environment for all students.

PARENT-TEACHER COMMUNICATION

Seesaw

Seesaw is an online companion tool that parents and teachers can use to interact with and communicate about student work. The extent of this tool being used will differ for each class. Through this application, parents can connect with teachers via messaging and expect responses within 24 hours. If messages are received on a weekend, a response will be provided on the next business day. More information will be provided by your homeroom teacher.

Class WeChat Group Policy

WeChat is an efficient means of communication between the class teachers and parents. Each class has a WeChat group for use by the primary caregiver/guardian to post and reply to general classroom procedures

and activities, including homework. It is our goal to maintain a respectful WeChat environment. Wechat is also used for official messaging in regard to government regulations during the pandemic.

Please note:

- Messages received after 5 PM will be responded to the following day within 24 hours. If messages are received on a weekend, a response will be provided on the next business day
- Class WeChat groups are not used for personal messages to other parents or the staff
- Please do not use individual student names other than reporting absence or tardy
- Adding Non-Parents to WeChat Groups: If a non-parent (e.g., Ayi or Driver) needs to be added to a class WeChat group, both the primary caregiver and the additional adult must visit the Primary Office together to sign a permission form before access is granted. – Please note, no students will be added to the Wechat group.

Conversations with the Teacher

For other matters regarding your child's academic progress or wellbeing, please contact the classroom teacher directly, via Seesaw or email, or by phoning the Primary Office to make an appointment. It is best to make an appointment so that your conversation is given full attention and does not interrupt daily classroom learning.

If your concerns continue, the Primary Principal is available to meet with parents whenever necessary. As a school, we welcome conversations with individual families, no matter how difficult the topic is, as it provides an opportunity for deep reflection and school improvement. Please be mindful that the Core Values that we teach the children are the same Core Values that guide conversations with all adults and children within our school community; connection, caring, curious and courageous. As adults and role models for children, we must be committed to open and honest communication that is respectful and focused on building trust. In this way, we strengthen our partnership together.

PARTNERING WITH PARENTS

TEDA International School is a multi-cultural community, and we value the unique cultural heritage of each child. We believe that children progress best when we work together. We encourage you to take an active role in your child's learning at school and at home.

Workshops and Training

Throughout the year, TIS Primary will host regular events for parents on a range of topics to do with child development, transition and learning. All parents are invited to suggest topics of interest to the Primary Office.

PARENTS AND FRIENDS ASSOCIATION (PFA)

The PFA has built a strong tradition of active participation in the school community. Parents and teachers are automatically members of the PFA and are invited to participate in a range of social, informational and fund-raising activities. Please contact the PFA pfa@tedais.org for more information on the services they provide.

VOLUNTEERS

Volunteers are always needed and welcome for a variety of purposes, including helping in the library, reading with students, supporting language learners, and helping with classroom activities, clubs and co-curricular activities. If you are interested in assisting at the school, please call the primary office on 65172709 and leave details.

SCHOOL HOURS AND THE CALENDAR

The school day for students is from 8:00am to 3:05pm. Classes follow a regular 5-day rotation. Primary students have a 20-minute recess mid-morning, a 50-minute lunch break.

The regular school year is comprised of two semesters of two terms each. The school calendar may be accessed online at www.tedais.net. School holidays, parent meetings, report cards and other important information are noted on the school calendar, and it should be referred to regularly. While every effort is made to avoid changes to the calendar, changes are sometimes necessary and parents will be notified as soon as possible. Information regarding the school community and any changes are regularly updated on the school website.

ATTENDANCE

Consistent attendance at school is crucial for optimal learning. It is important to attend school every day and to be on time so that students can participate fully in the opening activities which begin immediately after the 8:00 arrival. Arriving late can be disruptive. Parents are expected to ensure that their child attends school regularly, arrives on time, and remains for the full school day. Students who arrive later than 8:00am will be noted as tardy. If your child will be absent for the day, please notify the homeroom teacher via the class WeChat group or email. If for some reason your child will be absent from school for three (3) or more consecutive school days, parents are requested to inform the primary office directly (Phone 65172709) and notify the homeroom teacher. Teachers may be able to prepare homework assignments in advance of excused absences.

Parents are advised that students may not leave during the school day or be dismissed from school early for any reason without an authorized form signed by both the homeroom teacher and parents. Medical, dental and legal appointments or family responsibilities should be arranged for after school hours whenever possible. Holiday time should be arranged according to the school calendar, which is available from the Office or on the school website, www.tedais.net.

ARRIVAL AND DISMISSAL PROCEDURES

The TIS Campus opens at 7:45am each morning. Students arriving prior to 7:45am are asked to wait outside the front gate or in the reception area until that time. Students may enter the building and go directly to their classroom.

The school gate closes at 8:10am. Students who arrive after this time will enter the school through Reception.

TIS issues ID cards to a maximum of four designated adults per family for the purpose of accessing the campus and collecting children from school. An ID card will be provided for each designated adult. ID cards are not transferable. All Parents/designated adults must show their ID card to enter through the school gate or through

reception. Parents without an ID card must sign in through reception regardless of arrival time and will be issued a temporary Parent Card which must be worn on campus and returned to the receptionist when leaving.

Children will not be released to an adult who does not have an ID card. This is a safety requirement of our school and your cooperation is appreciated. In the event that a non-designated adult (without a TIS Parent ID card) is requested by a family to collect a child from school, the family is required to notify the relevant Classroom/Homeroom teacher ahead of time. The collecting adult will need to show personal identification to the receptionist and to wear a temporary Visitor Card.

If you need to take your child off campus during school hours, we require you to notify the classroom teacher in advance and complete the leave authorization form which is to be signed by both the homeroom teacher and the parent. Your child's safety is our utmost concern.

After school, students who are not attending clubs or special activities are expected to leave the school grounds promptly unless they are being directly supervised by a parent/guardian. The nurse's clinic closes at 4:45 pm each afternoon so families are respectfully asked to leave the school campus by that time.

Grades 1-3 will be dismissed from in front of the Primary buildings. K students will be picked up by the parent or designated adult directly from inside the entry of the building at the end of the school day (3:05pm). Primary grades K-3 may not go home unescorted and will only be released to the custody of a designated adult who has an appropriate ID card. Grade 4 and grade 5 students may go home unescorted if parents have given permission in writing to the Primary Office at the start of the school year and if the student lives nearby. Any daily change of circumstances should be communicated with the homeroom teacher.

K-5 students who are not picked up by 3:10 PM will wait in the Reception area. After 4:00 PM, students will continue to wait in Reception until a parent or guardian arrives.

SUPERVISION BEFORE AND AFTER SCHOOL

The school is responsible for students from 7:45 a.m.-3:05 p.m. each school day and also for students who are attending a school-sponsored club, activity or sports event after school, usually until 4:00pm. Supervision is not provided outside of those times.

BUS SERVICE

Bus transportation service is available to students for an additional fee. Students will need to be registered with the Transportation Office before they can use the bus. Further details, including information about the bus fees, are available from by email tina@tedais.org or phone call via 66226157 ext. 6201.

Buses make one pick up in the morning and two after school at 3:15pm and 4:15pm drop off. Primary students who return home by bus will be escorted to the bus by the bus monitor. Students will not be allowed to leave the bus once they are aboard. The school bus will continue on the same route even if the regular students are not on the bus for some reason. Students will not be given permission to get off at a stop other than the one selected by their parents. Students grade K-3 who regularly take the school bus will not be given permission to go home by means other than the school bus unless parents have notified the school in writing.

All students are required to wear safety belts in the bus and must always remain seated. A polite and courteous manner is expected from bus students. Failure in this regard may result in a student being excluded from riding the bus.

CUBBIES

Primary School students have cubbies to store outdoor clothing etc., but most belongings, notebooks, etc. are kept in the classrooms. Outdoor clothing, umbrellas and backpacks can be left outside the classroom on the shelves and hangers provided.

VALUABLE POSSESSIONS / LOST AND FOUND

The school is not responsible for lost or stolen articles. Valuable possessions **must not be brought to school**. Toys, electronic devices such as iPad, and other unnecessary items should also be left at home. Provisions have been made for storing students' personal property in the PE area during PE classes/extracurricular activities.

SCHOOL TECHNOLOGY USE

The purpose of this Acceptable Use Policy (AUP) is to ensure that technology used at the school is being used for learning in a safe, relevant and appropriate manner. The use of technology at school is defined as the use of computers, phones, software, networks - including WIFI, and any other digital devices while on school grounds, whether they are personal or owned by the school.

TIS students will use digital information and tools from a variety of sources, including the Internet and other technologies to support and extend their learning and ability to succeed in a world where technology is ubiquitous.

Guiding Principles

- The use of technology at school is a privilege, not a right.
- Technology is to be used in a responsible, ethical, and legal manner.
- All technology use must support educational objectives and be in accordance with the TIS Parent-Student Handbook and as well as our Core Values.
- The teacher determines what technology will be used in the classroom.

Failure to respect the AUP guidelines may result in limited access to technology resources for a specified period of time. Parents will be contacted if this is the case.

LUNCH AND SNACKS

All students are issued with a lunch card, which is the only payment method accepted in the cafeteria. For younger students (Kindergarten to Grade 2), meal cards are kept safely by the cafeteria, while students in Grades 3–5 are responsible for their own cards. If a card is lost, a replacement can be arranged for a small fee.

For Kindergarten to Grade 2 students, parents may pre-order both morning snacks and lunch on a regular basis through the cafeteria WeChat group. Orders must be submitted on time using the provided QR code forms. Any changes or cancellations for the same day must be communicated through the WeChat group before 8:00 a.m.,

and changes apply to full-day meals only. Parents should also inform the school in advance if their child will be absent for an extended period. Students may also bring a packed lunch and snack from home if they prefer.

Students in Grades 3–5 may purchase a light snack during morning recess, although this is not intended to replace lunch. The cafeteria provides both set meals and à la carte options at the same price, allowing students to choose freely. Students may also bring their own lunch. If meals are dropped off from home, they must be clearly labelled with the student's name and grade and delivered to the front desk at least 30 minutes before lunchtime.

The cafeteria operates on a monthly billing system. All meal charges are recorded and billed at the end of each month, with payment due the following month. Parents can request a record of their child's transactions from the cafeteria and should monitor WeChat group announcements for billing updates.

Students are supervised by staff during mealtimes to ensure safe and respectful behavior. They are expected to be courteous to cafeteria staff and to clean up after themselves by returning trays, disposing of waste, and leaving their eating area tidy.

Filtered drinking water is available across the school, and all students should bring a reusable water bottle each day. Kindergarten students attending after-school activities are encouraged to bring a healthy snack. To support healthy habits, candy and chewing gum are not permitted on campus.

For any questions or feedback, parents can contact the Cafeteria Coordinator, Ms. Tina Yang, at tina@tedais.org or by phone at 66226157 (Ext. 6201). The school welcomes feedback to help continue improving the cafeteria service.

ORDERING FOOD FROM OUTSIDE THE SCHOOL

Students are not permitted to order food deliveries from outside the school.

FAMILY VISITORS

Family is important. If you have family visits from abroad, please contact the Primary Office for permission to visit the campus and participate in activities as appropriate. We welcome visitors to the school who can contribute to the program in some way. All visitors to the school must enter via the front office, sign in and receive a visitor's pass which must be worn on campus and returned to the receptionist when leaving. Casual visitors are discouraged as their presence may disrupt the daily program.

BIRTHDAY PARTIES/INVITATIONS

Birthday celebrations are encouraged, however it is expected that parents will consult with the individual classroom teachers well in advance to arrange a suitable day to bring cake or treats to share during morning or lunch recess or after school hours. Please note that this might not necessarily be on the birthday date. Birthday celebrations will not be held during class time.

We request that when birthday invitations are distributed at school, they include all the students in the class. Other acceptable options would be all boys or all girls, or a small number of students that is no larger than

half the class. It is very hurtful to a young student if they are one of a small number who are excluded from a birthday celebration.

If birthday parties are held on campus, the organizer is responsible for:

- Requesting permission from the Primary Office prior to the event
- Completing the necessary facilities request/use forms from Logistics Department
- Making sure that school rules are followed
- No children in 'off limits' areas (see section on student safety)
- No student access to indoor playground
- Ensuring that students' behavior is respectful of each other and the environment
- Cleaning up after the event, both indoors and outdoors

STUDENT SERVICES

INSTRUCTIONAL SUPPORT SERVICES

TIS provides support for any student who needs additional help in a specific area of learning. The first steps are for the teacher to discuss the situation with the parents and to notify the Student Support Panel. Following consultation, the Student Support Panel will make detailed recommendations for support. These recommendations might take the form of support for language, academic studies, developmental, behavioral or emotional needs depending on the situation, and might be scheduled either during class time or after school. All decisions regarding support will be communicated to parents and interviews arranged if deemed necessary.

In some cases, staff will work with parents to develop a Student Support Plan. Once a support plan is implemented, it is essential that parents work cooperatively with the school to fulfill the interventions and adaptations required (See Learning Support Manual). If parents are unable to follow the school's requirements or if the student's circumstances are deemed outside the scope of the school's resources, the school may exit the student.

The school's Learning Support staff are available to assist students, teachers and parents in providing the best possible support for learning. Both the Counselor and the Learning Support teacher are part of the Student Support Panel and can be contacted via the Primary Office.

GUIDANCE COUNSELOR

The school's Guidance Counselor is available to counsel students and parents on academic or personal issues that influence behavior at school. The Counselor works with administration, faculty, and parents to assist in maintaining the physical, emotional, and social wellbeing of our students. The counselor assists students in defining goals; and directs programs that help students develop values, conflict resolution strategies, social skills, and needed study habits.

LANGUAGE SUPPORT

All students who enroll at TIS will complete a language assessment so that, from the first day of classes, each student can receive an appropriate level of language support. The school uses a variety of strategies and learning programs to support language development. The English Language support teacher will communicate with the family on a regular basis, especially in situations where the language level is quite low. Students may be required to participate in additional language support classes depending on their level and their progress. Learning a new language takes time and effort. In our experience, a strong partnership with parents and consistent home support reduces anxiety for students and helps them to progress well.

STUDENT ACTIVITIES

AFTER SCHOOL CLUBS AND ACTIVITIES

After School clubs and activities (3:05pm-4:00pm) provide our students with an opportunity to experience new and different sports and skills they may not encounter in the regular school program. They also create a stronger sense of community as the children work with others. TIS is grateful to our parent volunteers who give freely of their time and energy to assist with after school clubs. Any parent who has a special skill is welcome to offer a club after discussion with the Primary Principal.

Each term there is a variety of after-school clubs and students are invited to participate. Some examples of after school clubs are baseball, golf, badminton, soccer, sewing, chess, pottery, story-art, cooking, African drum, and dance. Clubs that are held off campus, have a professional coach or require special materials/equipment will usually incur a fee.

Students will be invited to submit their preferences for clubs prior to the start of the club season. There is sometimes a cap on the number of attendees for particular clubs so students will not always be able to attend their first choice.

Participation in extra-curricular activities is a privilege. Students who consistently do not conform to the Primary School Code of Conduct or consistently fail to complete their required classwork will forego the privilege of participating in extracurricular activities (see Section Student Conduct).

EXTRACURRICULAR COMMUNITY SERVICE PROGRAMS

TIS is committed to teaching students from an early age the value of serving others because it's the right thing to do and not for personal gain. Each class is tasked with finding ways to serve others in the school and local community, and the wider community throughout China. Kids helping kids creates the potential for a lifelong habit.

EXTRACURRICULAR ACADEMIC & LEADERSHIP PROGRAMS

The Primary Leadership Club consists of students from each class who are nominated to be part of the Leadership Club. These students learn about being leaders through leading assemblies, monitoring the cafeteria, creating ideas to change and improve the school and inspiring other students through their enthusiasm and example.

SPORTS TRIPS

Students who participate in after school sports clubs will have the opportunity to compete against students from other International Schools in Tianjin.

FIELD TRIPS

TIS Primary offers a range of field trips each year to connect classroom learning to the local community. In addition, we provide the opportunity for students to develop skills in outdoor education. School rules apply as normal on Field Trips. Students will be asked to acknowledge the Primary school code of conduct and parent

permission is mandatory. All students participating in a field trip must ride the designated transportation from and to school. Parents may be invited to attend as chaperone at the teacher's request. The teacher will distribute specific guidelines for chaperones prior to a field trip.

WEEK WITHOUT WALLS

Each year, Grade 4 & 5 students participate in an annual outdoor education experience called Week Without Walls (WWW). WWW is a highlight of the school year and gives students the opportunity to develop leadership skills, participate in new and challenging activities, camp overnight and learn about China's vast geography, culture and heritage. WWW is part of our school program, and all students are expected to attend. Information sessions will be scheduled in the month prior to WWW. School rules apply as normal on WWW. Students will be asked to acknowledge the Primary school code of conduct and parent permission is mandatory.

STUDENT CONDUCT

Our students conduct philosophy centers on supporting students in their learning of self-discipline and appropriate decision-making as an educational process. Our student-centered approach is based on the ethical and moral principles of honesty, integrity, equity, inclusivity, personal responsibility, tolerance, and compassion.

Students and all community members are expected to conduct themselves in responsible, respectful, and honest ways at all times. If students fail to achieve these expectations, there are corrective steps that teachers and administrators will take to address these behaviors to preserve a safe, productive, and orderly learning environment for all students and staff.

The disciplinary framework described below is intended to serve one or more of the following basic purposes:

- To protect a member of the TIS community from having his or her rights infringed upon by others;
- To help a student make responsible decisions about behavior which may affect the student's own life and/or the rights of others;
- To aid in the effective operation of the TIS community and the school's learning environment;
- To protect the reputation of the school, our students, and the TIS community.

TIS relies on the professional judgment of its teachers and staff to respond in a fair and consistent manner. We believe that initial responses to inappropriate behavior should help students learn from their mistakes. When negative behavior is repetitive or substantially disruptive, school administrators become involved in the process of determining the most appropriate consequences.

Parents are important participants in the process of providing support for students who are encountering behavioral challenges at school. We believe that a strong relationship between school and home is the best means to support positive change. We invite parents to openly communicate with the class teacher if there are any issues or problems that need to be resolved.

DISCIPLINARY FRAMEWORK

During primary years, children are learning how to manage their own emotions and how to behave appropriately in the school environment. This can be quite different from the home environment in many ways, and most children will find it challenging at some time. We work together to help children understand the value of developing positive relationships and personal responsibility for behavior.

There are many strategies that we use to promote positive behavior. These include:

- Monthly focus on social-emotional learning
- Routines that support positive behavior
- Regular classroom discussions about positive behavior (daily circle time and class meetings)
- Class agreements clearly posted in classrooms
- Explicit encouragement and reminders
- Explicit teaching of problem-solving and solution-finding skills

Desired positive behaviors	Behaviors that children display that need solutions
• Work to exemplify the core values • Be sensitive to others in language choices • Respect school property, the school uniform and school employees • Respect each other, use the right words to solve problems • Use an appropriate voice level in public areas • Come prepared for learning: bring everything you need • Make safe choices – no running inside the building • Care for the environment	• Being disruptive in class • Habits of persistent bossiness, arguing or criticism • Name-calling, swearing, using unkind or mean words to others • Blaming others • Not following instructions • Holding grudges and ‘paying back’ • Refusal to participate or complete work • Bullying behavior • Using physical actions to hurt or threaten another person or fighting • Damaging school property or the property of others

When a student makes a choice that is not positive, we see this as an opportunity for the student to learn. Often there will be a natural consequence to an undesired behavior, and it is important that the students understand and acknowledge the connection between their behavior and the consequence. When an external consequence is deemed necessary, the student will be included in the process of identifying a solution and repairing any damage caused by the problem. The disciplinary framework is strongly focused on working with students to find a solution and for students to become responsible for present and future behavior.

Mistakes are an opportunity to learn	Focus on solutions that are helpful, not hurtful
When students make mistakes, they will be encouraged to: • examine the effect of their behavior on others • identify appropriate consequences that facilitate positive, personal growth ○ decided collaboratively with the student ○ aim to solve/fix the problem ○ aim to change the thinking behind the action ○ include an apology	We teach students how to find solutions to: • manage their emotions • problem-solving with other students • stay focused on their work • process day to day interactions

Teachers will communicate with parents so that the student is supported by changing their behavior both at home and at school. When a student has ongoing challenges with a particular behavior, the following may apply.

1. Parents will be notified either verbally or in writing and a daily behavior plan may be put in place.

2. If a behavior plan is deemed necessary, parents will be required to be active participants in the process of change.
3. The principal will be informed of any student who has ongoing challenges with a particular behavior.
4. Ongoing behavior and academic issues will be documented
5. Unsafe or defiant behavior that interrupts learning will be directed immediately to the principal and may result in the following:
 - Student and parent conference with the principal
 - Short-term in or out-of-school suspension (up to 3 days)
 - Loss of privileges such as participation in special activities
 - School service activity
 - In school suspension
 - Out of school suspension
 - Academic or behavior probation
6. Serious incidents that endanger others or demonstrate continuing disrespect for the learning environment may result in the student not being permitted to return for the following school year

BEHAVIOR PROBATION

Students may be placed on Behavior Probation as a result of a major disciplinary violation or multiple disciplinary violations over a period of time. The policy on student probation is established to provide students and their families with the opportunity to return to acceptable behavioral standards. Parents will be informed in writing when their child is placed on behavior probation and will be required to attend a meeting with the administrative team. A contract will be developed which provides the students with a roadmap for removing the probation status. Failure to meet the terms of this contract may result in expulsion or not being readmitted to the following school year. **Note:** Students on Behavior Probation are ineligible to represent the school in the extracurricular program.

DETENTION

This consequence requires students to spend time either during recess, lunch or after school with a teacher or administrator to reflect on a particular behavior and to offer reassurances that similar behavior will be avoided in the future. Parents will be notified if a student has detention.

IN-SCHOOL SUSPENSION

This consequence requires students to spend time in school, completing work in a supervised setting without attending classes or interacting with their peers.

OUT-OF-SCHOOL SUSPENSION

This consequence requires students to complete classwork in a supervised setting at home with time to reflect on the need to change behavior.

HONOR CODE

TIS Primary is committed to training students to be honest and have integrity in their academic endeavors. These individual qualities are highly valued and help to build positive and strong habits for life-long learning. Students will understand that behaviors such as lying, stealing, cheating, or plagiarism are not desirable. Students are expected to take full responsibility for their learning in the following ways:

- Say no to cheating, plagiarizing, lying, and stealing.
- Do their own work themselves, in class and in assessments.
- Provide details of any borrowed information or ideas (cite sources).
- Inform the teacher if there is a problem.
- Cooperate fully and honestly if there is an issue.

Teachers will support students in the following ways:

- Take appropriate preventive measures to alleviate the possibility of cheating.
- Be specific about how students may collaborate.
- Teach and periodically review correct use of documentation.
- Review relevant aspects of the Honor Code as needed.
- Take immediate action when there is an issue.

Disciplinary consequences for Honor Code violations:

- Teachers will counsel the student
- Student's grade may be penalized and/or work redone
- Parents will be contacted, and the incident may be recorded in the student file
- The issue will be reported to the principal
- Repeated offenses may result in academic probation

ANTI-BULLYING

Bullying of any type is not acceptable at TEDA International School. We have high expectations of student behavior. If these expectations are not met and bullying does occur, we will address the issue according to the process outlined below.

TEDA International School takes any allegation of bullying very seriously and all cases are investigated thoroughly. No report of bullying, or indeed unpleasant behavior towards others, will ever be ignored. The terms 'bully' and 'bullying' are sensitive and will be used with caution until an incident has been properly and fully investigated.

Definition: Bullying is defined as repeated, intentional behavior that misuses power to cause physical, emotional, or psychological harm. It may involve individuals or groups and can occur in person or online.

For students who have been bullied: Where appropriate the process of restorative justice will be applied to bring sustainable closure to the bullying. Support and monitoring will continue until the student is confident that the bullying has stopped.

For the students that have bullied: The consequences of their actions and of them repeating their actions will be made clear based on the disciplinary framework above. The process of restorative justice will be applied wherever possible to allow the bully to make amends for his/her actions. Parallel to this, opportunities will be given for the student to discuss with a staff member what has happened and why it has happened. A dialogue with parents will be established to ensure that the student is aware of the consistent message about behavioral expectations at school and at home.

For Parents of students that have been bullied or that have bullied: Parents will be notified if their child has been bullied or has been bullying others. Parents should be familiar with school procedures for dealing with bullying, as well as the signs to look out for if their child is being bullied. If parents believe their child is being bullied, they should contact the school counsellor.

<i>What do I do if I am being bullied</i>	<i>What to do if I see someone else being bullied</i>
Tell the person(s) involved they are upsetting or hurting you. If they don't stop walk away and tell a teacher immediately.	Tell them to stop, but only if you feel safe to do so. OR tell a teacher immediately.
Then, go and speak with a trusted adult you feel most comfortable with: Teacher Counsellor Principal Parent	Talk to the person being bullied and ask how you can help. Encourage them to speak to a trusted adult who can take further action such as: Teacher Counsellor Principal Parent
The teachers in collaboration with the relevant administration will plan appropriate action to ensure that the bullying ceases.	Tell the teacher what you have seen.

DRESS CODE

TIS has a school uniform which all students are required to wear during school hours, for special school events, and for designated activities taking place off campus. The wearing of school uniforms emphasizes membership and group identity, fostering a community spirit. The wearing of school uniforms also helps students to realize that a person's unique gifts and personality traits go deeper than their apparel. In our multi-ethnic international school environment, the school uniform diminishes economic, social and cultural barriers between students. Students should be aware that when wearing the school uniform, they represent the values and expectations of TIS and as such should conduct themselves according to the highest standards of courtesy, integrity and social responsibility.

The basic uniform must be purchased upon enrolment or on Orientation Day. Additional pieces may be purchased from the TIS Store, allowing enough choice that everyone should feel comfortable.

The uniform design may not be altered in any way to satisfy individual fashion statements.

Uniforms

- **Pants:** Pants, shorts and skirts must be navy blue and not have any logos, brand names. Yoga pants, or pants in kind are not allowed.
- **Coats, Hats, Scarves & Gloves:** These are outdoor wear, and should not be worn inside the classroom, unless really needed. Scarves, gloves and head coverings should not be worn in class unless by special permission from the principal.
- **Shirts & Tops:** Only TIS Store-bought hoodies, sweaters, shirts, and polo tops are permissible.
- **Footwear & Stockings:** Students may wear running shoes, walking or dress shoes, or regular boots, but not 'flip-flops'. Shoes should protect the feet and have a closed toe, with heels no higher than 3cm. Sensible, close-toed, buckled sandals may be worn in the warmer months. Indoor shoes may be worn in the Kindergarten classroom. Socks of any length, stockings, tights and leggings may be worn. Parents of students who come to school wearing "flip-flops" or inappropriate footwear maybe be asked return with proper, safe footwear.
- **Jewelry:** Jewelry must be conservative and modest. Any jewelry that could cause potential injury is not permitted.
- Primary students may wear **Dragon House shirts** each Friday throughout the year and for other designated days as requested.

P.E. Uniforms

P.E. uniforms can only be worn on days in which the student has PE (twice a week). It consists of 3 pieces: a T-shirt, shorts and long pants to be purchased from the TIS store. P.E. uniforms **MUST** be worn for all P.E. classes. For the safety and comfort of students, we require all students to wear athletic shoes in the Gym. Students are **required to wear athletic shoes** in the Gym.

ACADEMICS

PROMOTION AND RETENTION

Regular promotion from year to year will occur as long as the student demonstrates a good command of the subjects he/she has been studying and is developmentally ready. Grades K-5 Students are rarely held back and the importance of being with a peer and social group takes precedence. In some cases, students may be retained in a grade after consultation with the family, teachers and administration. Age, culture, English level, ability, emotional development and social interaction will all be considered when making the decision about retention.

ASSESSMENT AND REPORTING

Assessment is used as a tool to measure and celebrate student progress. A variety of assessments are used throughout the year:

- Ongoing assessments that create a profile of progress for the teacher
- Regular assessment of basic skills in literacy and numeracy
- Assessment for conceptual understanding as units of work are completed
- Culminating assessments and projects to give children the opportunity to perform and demonstrate their mastery of the learning
- Observations of the children to identify specific strengths and needs, providing an individual focus for each stage of learning
- Assessment of language foundations for ELL students

Report cards

At the end of each term, parents will receive an email link to access the child's TIS Term report card. Families can download the report card as a permanent record of the child's achievement and progress. In addition, parents will have access to the Jumpro.pe Parent Portal at the end of term to view detailed information about individual progress and achievement. If you have difficulty in connecting with Parent Portal or do not receive the link, please contact the Primary Office. Report cards will be withheld if school fees have not been paid or if a student fails to return textbooks and/or student books.

At the end of Term 1 and Term 3, parents will be required to attend a report card conference with the teacher. These conferences are an important means of communication about learning. Where possible, parents are encouraged to provide their own translator for conferences or interviews where the language is other than English or Chinese.

- Term 1: Parents attend a parent teacher conference to discuss individual student progress and to plan for the remainder of the year. Grade 1 to 5 students are to accompany their parents.
- Term 3: Parents attend a student-led conference where students share and demonstrate their growth and achievement.

At the end of Term 2 and Term 4, report cards will include individual comments for literacy, numeracy, social-emotional development and specialist classes. Parents are welcome to arrange an interview at any time of the year to further discuss their child's individual progress and achievement.

Sharing the learning

Throughout the course of the year parents are invited to attend a celebration of learning in the classroom where students will share and demonstrate some of the important skills they have learned. There will also be an opportunity during the term for parents to attend an open learning session where they can be part of a more hands-on learning experience in both homeroom and specialist classes.

School wide assessment

In Terms 1,3 and 4, Grade 1-5 students will complete the Measure of Academic Progress (MAP) to measure individual progress in reading, language usage and mathematics as well as provide comparative data for the school. Progress reports will be shared with parents. Parents are welcome to arrange an interview to further discuss their child's progress report.

WITHDRAWING A STUDENT

For a student to withdraw from TIS and be able to collect school records, students will be required to present a Check-Out Form, which must be signed by those listed to show that all school property has been returned and all fees have been paid.

For any refunds or information about fees, please visit our website under the tab "School Fees". If you require a reference letter for your child, please pass the request to the homeroom teacher with at least two weeks' notice.

LANGUAGE GUIDELINES

TEDA International School is a multicultural and multilingual community in which English is the language of instruction. We acknowledge and celebrate the diversity of language within our community and strive to create an environment where students from every culture at any stage of English language development feel welcome and comfortable. We believe that every staff member and student is individually responsible to be an intentional, critical thinker about when and how they use English and their mother tongue.

This approach encourages students to:

- be intentional in using every opportunity to develop their language skills
- successfully and fully participate in all aspects of learning
- use English as the language of inclusive friendship so that no one is excluded or left out in recreational settings

At the Primary School level, we consider English to be the language of both learning and friendship. Within our multi-lingual community, there are frequently students without a classmate who speaks their language. English therefore becomes the language conduit for developing friendships across cultures and ensures that no one is left out in class, at lunch or on the playground.

We also value the importance of maintaining and building a strong foundation in mother tongue. In play, children naturally use their own language to enjoy social activities. Learning to make intentional language choices so everyone is included is the next step.

Where appropriate, children are encouraged to use their first language in the classroom to access prior learning. We encourage parents to consistently build language skills at home through reading and conversation.

On occasion, students might consistently struggle to make positive and friendly language choices when they are communicating and playing with children who speak a different language. If this is the case, the student will join a lunchtime discussion group focusing on a range of topics related to language and friendship.

TUTORING AND AFTER-SCHOOL HELP

At TEDA International School, we are committed to supporting every student's academic growth through a variety of structured programs.

Homework Club

The school offers a Homework Club from Monday to Thursday. This club provides a quiet, structured environment where students can complete their homework under the active supervision and guidance of a teacher. Students must sign up to attend, and in some cases, homeroom teachers may recommend participation to help reinforce academic progress.

Individual Tutoring

While we do not offer individual tutoring services, our highly qualified teachers, co-teachers, and support staff provide in-class assistance tailored to student needs during regular curriculum time. Our goal is to address learning challenges within the classroom setting before considering external tutoring options.

Please note that teachers are not permitted to receive compensation for tutoring students currently enrolled in their classes.

HOMEWORK

In K-5, most homework is for the purpose of practice and review. Teachers assign homework to reinforce skills previously taught, foster habits of independent study, and meet the needs of individual students. In addition, each student should spend time each night reading in English. For young learners in PK-K, this reading can be completed in any language with the help of an adult. Reading should be actively encouraged on a daily basis during school holidays. The table below is a guide to help you manage homework time.

	Reading at home (a minimum of)	Other Homework	Chinese homework (no more than)
Pre-Kindergarten	10-20 minutes daily		
Kindergarten	10-20 minutes daily	10 minutes daily	15 minutes daily (L3)
Grade 1	10 minutes daily	10 minutes daily	20 minutes daily (L2/3)
Grade 2	15 minutes daily	20 minutes daily	20 minutes daily (L2/3)

Grade 3	15-20 minutes daily	30 minutes daily	25 minutes daily (L2/3)
Grade 4	20 minutes daily	30 minutes daily	25 minutes daily (L2/3)
Grade 5	20 minutes daily	30-40 minutes daily	30 minutes daily (L2/3)

TEXTBOOKS, WORKBOOKS AND OTHER SCHOOL SUPPLIES

The school provides students with all textbooks, novels and workbooks needed to complete their studies, but these materials remain the property of the school. As such, they must be treated carefully and returned in the same condition as they were received (with the exception of workbooks of course). If there is damage of any kind to any book, the student will bear the cost of replacement or repair, including shipping and customs fees. Books must be kept neat, clean and free of marks. The school supplies all students with basic classroom materials: folders, notebooks, and an assignment book. A list of additional required supplies for each grade level will be provided prior to the start of school. Packs of grade level supplies can be purchased at the TIS shop in the cafeteria.

LIBRARY USE

As a community school, TIS recognizes that it is not always easy to find suitable English reading material in TEDA and so makes its library resources available not only to students and staff, but to their families as well during the hours of operation listed below. Parents who wish to borrow from the library can do so by using the parent ID card. No materials may be removed from the library without being properly checked out by the librarian. All books must be returned in good condition by their due date or no later than one week before the end of school. Charges will be levied for lost or damaged books.

When returning books, they should be placed on the cart marked for returned books or given to the librarian. They should not be left on the counter. Students should NOT re-shelve books. Books which have been used in the library should be left on the tables for re-shelving by the librarian.

The library is a place for quiet study. Soft voices are used at all times so others are not disturbed. No food or drink is permitted in the library.

The TIS Library Hours are as follows: Monday-Friday: 7:45-16:00

STUDENT AWARDS

Student awards and recognition processes will be reviewed during Semester 1 to ensure they align with our school values and community expectations. Any changes or updates arising from this review will be communicated and implemented in Semester 2.

CLASS DOJO

From the 2026–2027 academic year, Class Dojo at TEDA International School will shift to a whole-class system, with a strong emphasis on teamwork and shared success rather than individual point totals. Instead of collecting points independently, students will contribute to a collective class total, working together towards common goals and rewards.

Classes can earn points in a variety of positive ways, including:

- Demonstrating good listening and positive learning behaviours
- Trying their best and showing perseverance
- Completing classwork or extra challenges
- Reading additional books at school or at home
- Showing kindness, respect, and helping others

This approach encourages a supportive classroom community, where all students contribute and celebrate success together. While points may occasionally be adjusted when behaviour impacts learning, the focus remains on growth, reflection, and learning from mistakes, rather than punishment.

As a class reaches milestones (e.g. 1000 points), students will work together to choose a shared reward, reinforcing collaboration, motivation, and a sense of achievement.

This updated system reflects our commitment to developing positive learning habits, strong character, and a cooperative school culture.

HEALTH AND SAFETY

AIR QUALITY INDEX (AQI)

TIS has established procedures to follow on days when the Air Quality Index (AQI) is at an unhealthy level. On days when AQI readings are above 200, outdoor play will be restricted, and all physical activity will be moved indoors. If readings reach more hazardous levels of 300 or above, outdoor play will be prohibited, and rigorous physical activity will be strictly limited. These procedures are designed to protect student health and are consistent with the established procedures at other international schools in Tianjin and Beijing.

LOCKDOWN PROCEDURES

1. An alarm and verbal announcement, “LOCKDOWN”, will be made to initiate the lockdown procedure over the public address (PA) system.
2. All staff and students who are:
 - In the classroom: stay in the room
 - In the hallways: go to the nearest classroom or office (Staff members should check the halls before locking doors to let anyone nearby into the room.)
 - In the library, PAR, or theater: stay in the room; move away from windows
 - In the Gym: move away from windows and doors
 - In the cafeteria: move away from windows and doors
 - Outside: go to the nearest classroom or office
3. Once inside:
 - Lock all doors; do not let anyone in or out (except emergency personnel)
 - Use window covering to cover windows on classroom/office doors
 - Turn off lights
 - Close windows and blinds/curtains
 - Move away from windows and doors
 - Keep quiet and listen for instructions
4. Staff should make a list of those students in their rooms for later accounting.
5. When danger has passed, an announcement, “ALL CLEAR”, will be made.

EVACUATION DRILL PROCEDURES

Alarm heard when class is in session: Follow the teacher’s instructions and exit by the way indicated. Make sure you walk, not run, to the soccer field. Sit down so that your teacher can count you. It is important that you do not talk but pay attention to the teacher or administrator’s directions.

Alarm heard outside of class (during recess, lunchtime, large group activity or after school): Walk to the field and follow the procedure listed above.

HEALTH AND HYGIENE

Upon admission, every student who attends TIS must complete a health questionnaire. Any chronic illness or condition which may impact learning must be disclosed. Any changes (e.g. new allergies, surgery or illness) should be reported to the school. Students are expected to follow healthy habits of eating, sleeping and exercise in order to have the necessary energy for study. Students who have not had sufficient sleep and are unable to pay attention in class may be sent home. General norms of cleanliness, paying particular attention to hair, nails and clothes are required. Students are expected to maintain an appropriate level of hygiene. Bad hygiene can affect other students, and lead to illness. Teachers, the Counselor or the administration may talk with students who struggle with maintaining good hygiene to find strategies that the student can cope with.

For student well-being, TIS recommends that all students have an annual physical exam performed by their physician for eyesight, hearing and a TB skin test for exposure to Tuberculosis. Admission to TIS is not dependent on the student's immunization history but we recommend that students be immunized for Hepatitis A, Hepatitis B, Diphtheria, Tetanus, Pertussis, Polio, Measles, Mumps, Rubella, Varicella (chicken pox), Meningococcal, and Encephalitis.

Early in the school year, students in grades K-5 will visit the school nurse for a simple physical exam. This does not replace the recommended annual physical exam by a licensed physician. Parents will be informed by letter if there are any recommendations so that families can consult their child's physician.

ILLNESS AND INJURY

During a government regulated health event, such as a pandemic, additional regulations may apply.

Students with a fever (Temperature ≥ 37.3 degrees), suspicious rash/spots, or a common cold (i.e. sneezing, coughing, runny nose) should stay home and **should not be sent to school** as other healthy students and staff members may be made ill. Students displaying any of the above-mentioned symptoms will be sent to the school nurse and their parents will be asked to collect their child as soon as possible from the nurse's office.

A student who is not well enough to participate in ALL the day's activities, including PE and outside play **should stay home**. A student who has had a fever must be "fever free" without fever-reducing medication and with a normal temperature of 37 degrees or lower for at least 24 hours.

If a child is unwell at school and unable to fully participate in the day's activities, they will be taken to the nurse's clinic for a rest. After 1 hour, the child will either rejoin the class, or the parents will be asked to collect the child. Exceptions are in the case of vomiting, diarrhea (3 times) or fever, when parents will be asked to collect their child as soon as possible from the nurse's office.

Any child who is injured during the course of the day will be taken to the school clinic to receive treatment. For basic injuries such as bumps and grazes, students will be treated and will return to class. In the case of injuries to the neck and above, or more serious injuries to other parts of the body, parents will be phoned as soon as possible so that they can be part of ongoing decisions regarding treatment.

A student who is taking antibiotics for an infection **may only return to school 24 hours after taking the initial dose.** The administration should be informed IMMEDIATELY if a child is kept at home with a contagious illness.

Antibiotics and other long-term medications (ADHD) will be administered only by the school nurse. Students are not permitted to bring to school or to self-administer any medications. Parents are required to provide a doctor's note to the school nurse beforehand if a child requires antibiotics or long-term medication. If a parent wishes to come to school to administer medication to their child/ren, they must inform the nurse and administer the medication in the nurse's clinic. If a child requires other types of medicine during school hours, we suggest that they do not attend school until they have recovered fully. Special cases need to be referred to the Primary Office. Inhaled medications, such as asthma pumps and EpiPens, will be kept in a secure place in the student's home room under the supervision of the teacher.

STUDENT SAFETY

The safety of students takes precedence over all else. Teachers are responsible for the safety and well-being of the students from the time they enter the school until they leave, unless otherwise arranged with the administration. Occasionally non-teaching chaperones and adult volunteers will be given limited responsibility for a particular event. Parents will be informed of any accident which occurs at school.

Duty rosters are arranged for the bus, arrival, recess, lunch and dismissal supervision. All staff members are expected to work together to maintain school discipline at all times on the school grounds. A nurse is available in the school Clinic throughout the day and until 4:30 each day. Suggestions or comments regarding safety issues are most welcome and can be directed to the Building Manager or the Headmaster.

Access to the school campus will be strictly controlled. While TIS will work to provide parents with easy access to their child's classroom and teacher(s), access by drivers, "ayis", visitors, etc. will be strictly limited. Visitors must wear a visitor's tag while on school grounds.

Students participating in sports or other school events involving travel will be brought back to TEDA for pick up unless confirmed parental permission has been received beforehand.

Generally, medicines should not be brought to school or administered by anyone at school. If a child is so ill they require medicine during school hours we suggest that they do not attend school until they have recovered fully. Special needs cases can be discussed with the administration.

SCHOOL LIABILITY / INSURANCE

TEDA International School does not assume financial responsibility for a student's medical emergencies and/or accidents. Parents should be aware that through the regular course of school business and activities, children do become ill and unavoidably accidents do occasionally occur. Financial responsibility for such occurrences does not rest with TEDA International School.

Every parent should have a signed Assumption of Medical Responsibility form on file with the school. In the absence of a signed Assumption of Medical Responsibility form, TIS will assume that it has parent permission to take an injured and/or sick child to the TEDA Hospital to receive needed treatment.

AREAS THAT ARE “OFF LIMITS”

It is important that TIS is a safe environment for all students, and high priority is given to supervising students for the entire time they are on campus. For this reason, certain areas are “off-limits”:

- the roofs of each building
- the area behind the primary buildings, pump house or any other building
- the gym, unless a supervising adult is present
- the indoor playground in the cafeteria
- any area outside the perimeter fences other than the delineated pedestrian zones in front of the school gates, unless getting into or out of a vehicle

INCLEMENT WEATHER AND SCHOOL CLOSING

In case of extreme weather during school hours students will be kept inside for recess and/or lunchtime. If the school needs to be closed for weather related reasons or for any other reason, the school website, www.tedais.net will indicate this.

INDOOR AND OUTDOOR PLAY AREA RULES

Outdoor play is vitally important for child development. Our playground has a range of equipment to develop coordination and balance skills, adventure and creative play, and team sports. Outdoor play provides children with opportunities to develop confidence, stretch their capacity and interact positively with others. We encourage children to play outside every day, weather permitting.

An indoor play area is provided for children from PreK to Kindergarten and requires adult supervision. The fenced outdoor play area is exclusively for the use of PreK students. The remaining play equipment (swings, climbing frames, playscape) outside the fenced area is for students in Kindergarten and higher.

Outside Play

It is expected that students will:

- Play in designated areas only and be clearly visible to staff at all times
- Use equipment for the purpose it was designed
- Use appropriate language during play
- Play sensibly while respecting others (no play fighting)
- Have fun and make safe choices

Inside Play

Primary students may use the gym at recess times if there is bad weather or if the AQI is 200 or above.

Gym Rules

It is expected that students will respect gym rules.

- No kicking of any kind or at any objects (no soccer)

- No running up and down the stairs (bleachers) in the gym except during PE classes or team trainings
- No playing in the storerooms, bathroom/change rooms or seating area
- Play safely and show consideration for others
- Balls or equipment that is to be used outside must be signed out
- No food, or drinks (except water) are permitted
- Gym use is only permitted when an adult is on duty
- No students in the gym without adult supervision
- No electrical items will be allowed without permission from a duty teacher

TIPS TO HELP YOU SETTLE IN WELL

Parents are kindly requested to observe the following:

- If you have a message for your child during school hours, contact reception. The message will be delivered at the first opportunity. **At no time should a Parent or Guardian enter a classroom without permission.**
- Follow the teacher's instruction in regard to morning goodbyes. Your child will settle well if you stick to the routine and there will be many opportunities for you to share in classroom activities and discussion throughout the year.
- Ensure that your child is aware of dismissal arrangements particularly if there is a change. Be on time if the child is to be picked up.
- Seek assistance from your child's teacher should you have any concerns.
- Inform the school if there is a change of circumstances, telephone number, cell phone number or address.
- Ensure as far as possible that absences from school for any reason other than medical are kept to a minimum. The classroom teacher will **only** provide work for a child who is absent for medical or unusual family circumstances.
- When volunteering, respect the need for confidentiality regarding issues involving other children.
- Be a positive role model and spokesperson for TIS by actively discouraging the destructive influences of slander, gossip and back-biting.
- Supervise children closely when on campus outside of class time. This particularly applies to after school. Stay close to your child at all times.