



SCHOOL OF THE NATIONS
聯合國學校

**STUDENT AND PARENT
HANDBOOK**

(Note: Certain policies may be modified during significant adverse situations, such as the pandemic. These modifications shall be announced on eClass and will not be reflected in this handbook.)

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‘Knowledge is praiseworthy when
it is coupled with ethical conduct
and virtuous character.’

- Bahá'í Writings

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GENERAL SECTION

A 1 INTRODUCTION TO THE HANDBOOK

The purpose of this handbook is to provide the school community with a comprehensive list of policies and procedures that govern the day to day running of the school. We hope this will ensure that our families have a better understanding of how we function and know what to do if they have a specific query or concern.

As this handbook is updated annually, we look forward to regular feedback from you to help improve future editions. If you feel that there are other questions that are not addressed in this handbook, please contact the school with your suggestions or ideas.

Our curriculum is based on a “best practice” educational framework that aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through understanding their dual purpose.

One of our defining attributes is our strong belief in educating the whole child and focus on character development. We are committed to fostering the development of responsible and caring future world citizens.

Daily life in school involves raising student’s awareness and appreciation for the SON Learner Profile attributes and attitudes. These are the foundational steps in creating internationally minded individuals.

In addition to providing students with a strong academic and spiritual education, we also value and promote active participation in sports and the arts. We come together regularly to celebrate our student’s achievements and share with each other what we have been learning about in our classes.

At School of the Nations, we have an open-door philosophy. Parents¹ are welcome to make arrangements to meet with teachers. Equally, teachers may request additional meetings with parents if they need to discuss the child’s progress or experiences in school. We realize that when having discussions about a child, it can potentially be an emotional time. However, we believe that both parents and teachers always have a child’s best interest at heart. Therefore, we feel it is important to remember that during meetings everyone interacts in a positive, productive manner and that the focus is on target setting and/or best solutions for the child.

We also invite parents to join us on parent visit days to observe the “nuts and bolts” of what happens daily in our classrooms. Please see the parent visit guidelines and keep an eye out for invitation letters.

Parental involvement is always welcome, and it plays a critical role in the children’s development. Throughout the school year, you will receive invitations to participate in your child’s learning experiences by assisting with activities in the classroom, providing additional support to some of our ELL students or helping on field trips. Please contact your child’s teacher if you would like to assist with any activities in the classrooms, whether it be on a regular basis or when you have pockets of time.

Thank you for your support. We look forward to a successful year of learning.

¹ Throughout this handbook, “PARENTS” includes any parent, legal guardian, or person having lawful control of the student.

A 2 SON VISION AND MISSION STATEMENT

As an integral component of the educational programs of the Badi Foundation, School of the Nations is dedicated to nurturing the physical, intellectual and spiritual development of children and youth, and developing their capabilities to contribute to the well-being of their families and communities.

Founded in 1988, we educate students from kindergarten through secondary, employing curricula that develop character and build capacity for service while promoting academic excellence, along with internationally recognized programmes such as International Baccalaureate (IB) and International General Certificate of Secondary Education (IGCSE).

The school seeks to contribute to the development of the Macau Special Administrative Region through engagement with the broader community, including school exchanges, seminars and the service of its teachers and students. School of the Nations also serves as a resource for the advancement of educational processes in the Peoples' Republic of China through exchanges with schools and education bureaus.

A 3 THE SON LEARNER PROFILE

School of the Nations seeks to prepare world citizens who will become active, positive and conscientious participants in the advancement of society and in their own development. To achieve this, the learner must strive to acquire different elements of identity. Each identifying element is composed of a set of attitudes, qualities, understandings, skill and habits. A partial set of these is indicated for each element.

The SON student, without regard for nationality, religion, gender, age, culture, or social level, endeavours to be a:

Seeker of Truth (ST): The SON learner strives to become free from prejudice, unquestioning imitation and personal ambitions and actively seeks to independently investigate and understand issues for themselves.

Knower of Self (KS): The SON learner is continuously pursuing self-development and knowledge of the self is a perquisite. The learner must work to identify their talents, strengths, weaknesses and faults and then work systematically at all times to improve. At the same time the learner must avoid focusing on the faults of others.

Pursuer of Excellence (PE): The SON learner will devote their full strength to acquire both inner and outer perfections of character, knowledge, wisdom, perception and eloquent speech.

Committed Contributor to Social Progress (CP): The SON learner will subordinate personal concerns and opinions to the needs of society and, thinking of the welfare of others actively search, without consideration of personalities, for ways to contribute to the progress of all humanity.

Promoter of Unity and Justice (PJ): The SON learner will transcend the stage of doing others no harm and actively promote unity and justice as prerequisites for overcoming the ills of society.

Practitioner of Moderation (PM): The SON learner will strive towards moderation in all areas of life while avoiding excesses, radicalism and violence whether in actions, lifestyle, expression, dress or recreation.

Upholder of High Standards of Morality (UM): The SON learner considers excellent character and high resolve to be the main source of happiness, honour and prosperity. Words and actions must coincide if the learner expects efforts towards social and personal progress to be effective.

Participator in Group Actions and Decision Making (PD): The SON learner realizes that wisdom comes from combining the experiences, views and knowledge of others. Continuous effort is made to acquire the necessary skills for effective consultation with others.

Well-Wisher of Mankind (WM): The SON learner will regard humanity as a single body, and their own self as just another member of the whole, and know that if pain or injury afflicts any member of that body, it must inevitably result in suffering for all the rest.

A 4 SCHOOL APPROACH

- To explore all curriculum areas through a range of techniques including inquiry-based learning
- To ensure effective assessment strategies to report and record progress
- To develop in our students the qualities, attitudes, and characteristics of the SON Learner Profile
- To enhance student learning through the use of technology
- To actively promote our school spirit to enhance and celebrate student learning

A 5 RESPONSIBILITIES

The school community includes students, parents, teachers, administrators and staff. All the members of the community are responsible for cooperating together to provide an appropriate educational atmosphere conducive to encouraging lifelong learning and development. To achieve this each person has certain responsibilities and accepts to conform to the rules and regulations necessary to maintain order and efficiency in the community.

A 5.1 Teacher Responsibilities

Our academic staff are internationally qualified, experienced and dedicated teachers who continue to develop their skills and talents through professional development and professional learning communities to help ensure that your child receives an excellent education. Teachers have the responsibility to:

- Perform teaching and extracurricular duties with appropriate preparation;
- Teach the school curriculum;
- Serve as appropriate role models for the students, in accordance with standards of the teaching profession;
- Use discipline management techniques outlined in the school discipline management plan;
- Promote good student discipline by modelling regular attendance and punctuality;
- Comply with school policies, rules and regulations, and directives;
- Maintain an orderly classroom atmosphere conducive to learning;
- Establish open lines of communication with parents, students, and other staff members, as well as participate in meaningful parent teacher conferences;
- Encourage students to strive towards self-discipline

A 5.2 Parent Responsibilities

For the student's success parents are encouraged to:

- Make every effort to provide for the physical and emotional needs of the student(s);
- Encourage the student's daily attendance, and promptly report absences and tardiness to the school;
- Keep informed of school policies and academic requirements of school programmes;
- Support student(s) in pertinent school-related activities/organizations;
- Be sure student(s) is/are appropriately dressed at school and school-related activities;
- Discuss school reports and assignments with student(s);
- Maintain up-to-date homework, and emergency telephone numbers and other pertinent information at the school;
- Promote high expectations for your student's behaviour, school achievement, and homework;
- Participate in school activities including parent-teacher conferences.
- Establish and maintain open lines of communication between home, school and teachers and,
- Regularly check school communication and homework assignments (if applicable) on eClass.
- Monitor the duration and nature of their children's online activities at home
- Attend meetings deemed essential by school administration. If repeated requests are ignored, the school administration may reserve the right to prohibit the child from attending school.

A 5.3 Student Responsibilities

Student responsibilities for achieving a positive learning environment at school or school-related activities shall include (not in order of priority):

- Attending all classes, daily and on time;
- Being prepared for each class with appropriate materials and assignments;
- Being properly attired;
- Being informed and adhering to the rules and regulations established by the school;
- Exhibiting respect towards the rights and dignity of other students, staff and teachers;
- Using language which is kind, respectful and decent;
- Conducting themselves in a responsible manner;
- To refrain from libellous remarks, obscenity, and violence in verbal, physical and written expression;
- To assist in maintaining a safe environment for all staff, teachers and peers;
- To use English and Mandarin while at school;
- To solve problems through talking and discussions;
- Obeying all school personnel, school rules, safety rules at school-related activities and on the bus;
- Conveying information to parents about academic and extracurricular requirements, school policies, and the academic progress (including eClass posts, teacher messages, test results, report cards, etc.);
- Respectfully bringing any concerns or issues to the attention of the teachers or administrators;
- To use appropriate online etiquette.

A 5.4 Student Integrity

All homework, assignments, tests and exams are expected to represent the student's own effort. Parents and tutors may assist the student to understand assignments but should not dictate answers. All forms of cheating on tests or exams, plagiarism and other forms of deception to obtain credit without effort are universally recognized as improper conduct. Such conduct is not acceptable and marks will not be awarded for work that does not represent the students' personal effort.

A 6 EQUAL OPPORTUNITY

School of the Nations will not discriminate against anyone on the basis of race, religion, nationality or sex. Any person who has a concern regarding discrimination should bring the matter to the attention of the Director.

A 7 COOPERATIVE DISCIPLINE

At School of the Nations, we take the Cooperative Discipline approach to classroom management. This approach assists students to understand the goals of their behaviour and choose the most appropriate conduct to achieve it. Parents are invited to familiarise themselves with the principles and techniques of this model. The development of correct behaviour can best be achieved when there is close collaboration between the home and the school.

Cooperative Discipline is based on assisting students to feel **connected, contributing** and **capable**. There are a variety of ways in which we can do this both at home and at school. You will note that this is a proactive approach towards student behaviour.

Serious issues, such as bullying, and specific issues, such as uniform inconsistencies, are dealt with as part of this greater policy of ensuring students feel this sense of connection, capable and contributing members of the school family. Each stage of our procedures includes support and/or consequences and each case is considered within its context. At all times any staff member, teaching or support staff, will involve themselves immediately when issues occur. We are committed to paying close attention to our students' well-being. On the whole, our students are very happy and well behaved. Most incidents requiring behaviour management generally consist of minor reports from students involving their friends. We work with students to teach them conflict resolution techniques and the importance of listening to others and respecting their reasonable requests.

We take all issues brought to our attention very seriously and deal with them in the best way that helps all involved. School is a place where students learn many individual and group social skills. It is a place and time for them to learn what is and is not appropriate behaviour. To best help students, we always work with parents, so we will keep you informed of any concerns, expecting support and follow-up at home when serious issues are reported. In the same way we ask that parents inform us of any concerns that their child may feel more comfortable sharing at home so we are able to effectively deal with their situation at school.

A 8 STUDENT UNIFORM

We strictly enforce our uniform policy and will ask students to call or return home if their uniform is not complete or neat. Students are expected to report to school in proper school uniform.

A 8.1 School Uniform

During the interim period (2022-2024 academic years) when students are allowed to choose between the old school uniform or the new one, please note that when choosing the old uniform all the expectations that relate to that uniform are in force.

The following is for the new uniform:

Should always be complete and neat in appearance while coming to school, during school, and when returning home.

- Changing between casual wear and uniform is not permitted in the school.
- Special attention should be paid to ties when required.
- Any additional clothing may be worn underneath uniforms as long as it is not visible or modifies the colour of the uniform.
- Stained or torn items should be replaced.
- Make-up and nail polish are not allowed.
- The standard for student uniform skirt length must be “reaching the top of students’ kneecaps”. Kindly make sure you purchase the correct skirt size – keeping in mind that students grow during the year.
- The uniform can be purchased from Fat Lei Retrosaria Companhia Limitada 法利洋服行有限公司 (Address: Rua de Fernao Mendes Pinto, 17 R/C, Edf. Weng Lei, 1-Andar-A, Macau. 澳門飛能便度街 (生果街) 17號永利大廈1樓A座, Tel: 2821 7362)

Further information and pictures of school uniform may be sought from the School Reception.

A 8.2 Socks and Shoes (Except for Kindergarten)

- With regular school uniform: Shoes must be leather black dress shoes (Not sports style shoes, canvas shoes or ballet-style shoes). Socks must be white, plain (without logo or patterns), ankle length.
- With PE uniform: white socks and sports shoes that are predominantly white.

A 8.3 Hair

Hair should be neat and kept out of the eyes at all times. It should be of a natural colour and not bring undue attention to the student. Students may wear bands or hair ties of black colour only.

A 8.4 Accessories and Jewellery

Excessive jewellery is not allowed. The following are acceptable:

- one simple wrist watch (no smartwatches, excessively gaudy or expensive ones)

- one medic alert bracelet, if required
- one plain ring
- one religious necklace worn under the shirt and out of sight
- one pair of simple sleeper earrings or studs for pierced ears at the ear lobe (for girls only)
- other piercings or tattoos are not allowed

A 8.5 Casual Day Dress Code

Casual dress may be worn on days allotted as "casual dress days". Students should continue to dress respectably and remember that their dress should not serve as a distraction to teaching or learning.

The following requirements should be adhered to; otherwise students will be required to change before they can attend classes:

- Students should wear neat, clean, and comfortable clothing appropriate to their age, the school setting, and the weather.
- Students should wear appropriate tops that cover undergarments and midriffs. Tank tops, spaghetti straps and halter-tops are not permitted.
- Students can wear pants, shorts, a skirt, or a dress. Shorts, skirts, and dresses must be appropriate in length. The bottom of the hem must touch the top of the student's kneecap while the student is standing upright.
- Leggings, tights and yoga pants may be worn only under dresses, skirts or shorts.
- Clothing should not be ripped, torn or have any inappropriate or offensive messages or graphics.
- Hats may not be worn inside the school building.
- The same requirement regarding hair, accessories, jewellery, make-up and nail polish still pertains.

Students should come to school in their regular uniform if they cannot follow the casual day dress code.

A 9 STUDENT ATTENDANCE

Regular school attendance increases the likelihood of student academic success, encourages students to be academically current in classes, develops student responsibility, and prepares students for attendance expectations in their future careers. The following guidelines pertain to students:

- Students are expected to attend all classes regularly and on time.
- Students are expected to remain in the school from the time of arrival until dismissal. Students are not allowed to leave the premises at recess or lunch or any other time without permission from their Administrator. IBDP students' privileges and responsibilities regarding this policy are stated in the Middle School and Secondary section of this handbook.
- Parents should try their best to arrange all medical, dental and legal appointments or family responsibilities after school hours.
- Family vacations should be arranged according to the school calendar.
- Punctuality is important. As Kindergarten and Primary students are dependent on parents to get them to school on time, we require the support of parents and families to ensure we teach this important habit to our students. Student attendance will be recorded on all formal report cards.
- In Kindergarten and Primary attendance will be taken once a day.
- In Middle School and Secondary attendance will be taken for every period.

A 9.1 Excused and Unexcused Absence

If students are going to be absent from school for personal reasons, parents should inform the level administrator in writing PRIOR to the absence. Family vacations are not considered a valid reason, as the calendar allows for many holidays and we request that family travel plans respect the school calendar.

Students' leave may fall into the categories of excused absence or unexcused absence:

A 9.1.1 Excused Absence

Student excused absences are considered under the following circumstances:

- Student's health and safety
- Religious holidays
- Mandates by government agencies
- Grave illness/ Funeral Services of a member of the immediate family
- Other circumstances (requires the explicit written approval of the administrator)

A 9.1.2 Procedure and Consequences

- It is the parents' responsibility to inform the school Reception if the child is sick, especially of a case of contagious disease.
- Parents must inform the school by 8:30 a.m. in case of unexpected circumstances.
- If a student is absent due to sickness for two or more consecutive days, a medical certificate from an authorized doctor must be submitted upon the student's return to the school. Without a medical certificate indicating the suitability to resume classes the student will not be permitted to re-join classes.
- If a student is ill during school hours the child will be sent to the school nurse. The nurse and the administrator will determine whether or not it is advisable for the child

to return home. In case it is necessary for the child to return home the parents will be contacted to come pick up the child. Kindergarten and Primary students will not be allowed to return home alone.

- Application for other leaves should be submitted in writing at least three working days before the start date of the leave to the homeroom teacher or the level administrator.
- The school will inform the parents and students whether the application of leave is approved or not. In case of denial, the leave will fall into the category of unexcused absence if the student is absent from school.
- Each student is allowed to take no more than 20 days of leave in an academic year, of which unexcused absences must be no more than 3 days. The number of absent days can be an accumulation of absent periods from different school days in Middle School and Secondary. If the attendance falls below this standard, promotion to the next level may be withheld, and the student's enrolment in the school may be jeopardized.
- All missing work must be submitted on the first day of the student's return to the school.
- All missing assessments must be taken on the first day of the student's return to the school.

A 10 SCHOOL BUS CONDUCT AND RULES

(Note: The bus driver may make additional rules as necessary to maintain the safety of the bus.)

Students on the school bus must:

- Remain seated, facing forward in the assigned seat. Keep hands and feet to oneself at all times. Aisles must be kept clear at all times.
- Talk quietly. Yelling and loud noise will not be permitted.
- Not eat, chew, drink or litter on the bus.
- Not swear or use inappropriate language and/ or gestures. Everyone is to be shown courtesy and cooperation at all times.
- Keep all body parts inside the bus. Throwing, shooting, and/or spitting of any object on, from or at the bus are prohibited.
- Not play or tamper with the bus or bus equipment (including seats). The emergency door is to be used only in an emergency.
- Not hit, "horseplay," or fight. Students should not encourage others to fight, or to continue or incite a fight by teasing, threats, or harassment.
- Not use electronic devices that create a disruption on the bus. This includes cell phones, games, and headphones etc. Use of any type of camera to take photos of students is also prohibited.

If students are in violation of the above guidelines, the school may withdraw their access to the school bus service and no refunds of fees will be made.

A 11 BAHÁ'Í HOLY DAYS

School of the Nations is an institution founded on and guided by Bahá'í Principles. As such, a strong emphasis is placed on the development of character, attitudes that will empower the students to lead worthwhile and satisfying lives in an increasingly complex society. Specific theology, rituals or practices of the Bahá'í Faith or any other religion are not included in the school's programme.

The Bahá'í Holy Days, unlike the special days of other religions and cultures, are new and unfamiliar to many people. Most religions specify certain days of the week as well as annual holidays, which should be reserved for worship with ordinary work suspended. In the Baha'i calendar only nine days in the year are regarded as holy or sacred days during which work should be suspended. Please refer to the current published school calendar. Only those falling on a working day will affect the operation of the school. Each of these days is associated with major events in the lives of either Bahá'u'lláh or the Báb. Bahá'u'lláh is the author of the laws, principles and teachings of the Bahá'í Faith. The Báb challenged the religious understandings and practices of His time in order to prepare hearts and minds to comprehend and accept the teachings of Bahá'u'lláh.

Since the school observes these days by suspending its operations we feel it is important for the children to understand the significance of each date. For this purpose, we have requested that teachers prepare activities or lessons focusing on a brief history and the spiritual significance of these days while avoiding any emphasis on titles, dates, places, rituals, or dogmas. These activities should address the following objectives:

- Inspire the students with a sense of the importance of these days in the development of human society.
- Attract the students towards the performance of positive action.
- Encourage a sense of duty and responsibility for the betterment of the world.

A 12 HOMEWORK (Primary 1 to Form 6)

Homework is an important component of the teaching-learning process. Well-designed and properly-regulated homework can be very useful in a number of ways. It can help teachers to further develop and reinforce students' learning outside class hours. It provides a chance for students to check how well they have learned the materials and to identify areas for improvement.

- Homework is not just written assignments. Other types of work like reading, accessing media resources, collecting information for specific purposes, project work, etc. can also be assigned as homework. This gives students a variety of meaningful and enjoyable activities for learning in different subjects.
- Homework assignments aim at consolidating, reinforcing and validating classroom learning, and at monitoring teaching effectiveness and students' progress.
- Homework is not given as a means of punishment.
- Homework may also be self (student) assigned tasks.
- Sufficient time should be allowed for students to relax, offer service, engage in hobbies, attend social functions and outdoor activities, etc.
- Not completing homework will result in a hierarchy of consequences.
- Homework assignments will be recorded for Primary 1 to Form 4 students on eClass, and on ManageBac for Form 5 and Form 6.

Homework policy for the Kindergarten classes can be found under item K8 in the Kindergarten section of this handbook.

A 13 USE OF TECHNOLOGY

A 13.1 General Policy on Technology

- Mobile phones are not recommended and must be turned off while at school. Should they in any way be visible to the teachers or cause a disturbance they will be confiscated. The school does not take responsibility for any loss. Students should use the school phone at the reception desk if they must communicate with their parents. In case of emergency or some specific situation, they should seek teacher's permission if they need to use their mobile phone.
- Electronic dictionaries are not allowed in examinations. It can only be used in class with teacher's permission for structured learning activities.
- E-Readers (Nook, Kindle, etc.) are only allowed at Middle School and Secondary.
- Laptop computers (please see section A 14.2 for IB students), tablets, portable media players, smartwatches and other electronic devices are not allowed.
- Students may not play music or video in the classroom except as part of planned activities.
- Students are only allowed to have earphones on when they are needed for a class activity set by the teacher.
- A student's privilege to use computers in school might be taken away if expectations for using technology are not met.

A 13.2 Special Permission on Technology

- IBDP (Form 5 and Form 6) students are allowed to bring personal laptops and use them under the teacher's permission—after they sign a contract for using personal laptops in school at the start of the school year. Earphones are only allowed if needed for activities arranged by the teachers. Tablets, smartwatches and other devices for communication are not allowed.

A 14 EMERGENCY PROCEDURES

Fire drills and evacuation exercises are carried out regularly throughout the year for students and staff members of the school. Parents visiting the school should make themselves familiar with the emergency procedures that are clearly posted around the school and follow instructions from the staff.

A 15 REGULATIONS FOR TYPHOON AND OTHER EXTREME WEATHER CONDITIONS

The Education and Youth Development Bureau (DSEDJ) has published regulations governing the functioning of schools during typhoons and rainstorms. These regulations are referred to in the document titled *“Enforcing Precautionary Measures for Tropical Cyclones and Rainstorms”* found in the *Appendix 01 – DSEDJ Tropical Cyclone, Rainstorm and Special Weather Condition Guidelines*. This document can also be found on the DSEDJ Website at www.dsedj.gov.mo.

If a T8 Typhoon signal or other extreme weather conditions is raised in the middle of the school day, the school will inform students and parents via eClass and will post announcements on the school website.

In case of cancellation of school in the middle of the day, student’s dismissal will be arranged and parents will be informed.

Outdoor activities during school days may be adjusted or cancelled due to high UV or bad air quality. Please see *Appendix 02 - Outdoor Activity Guideline for SON*.

A 16 PERSONAL INFORMATION AND CHANGE OF ADDRESS, PHONE OR EMAIL

It is very important for the school to have complete and up-to-date information about all the students and parents/guardians we may need to contact in case of emergency. Please make sure that the school is informed in the case of changes or additions to any of the following information by informing reception:

- Home address or telephone number
- Parents' contact details, especially mobile phone numbers and email addresses

Updating this information helps ensure that we can contact you in case of an emergency.

A 17 STUDENT HEALTH

- The use or possession of alcohol, cigarettes, e-cigarettes, or illegal drugs is absolutely prohibited. Use or possession of these substances will result in an immediate suspension from school and possible expulsion.
- The school must be informed of any regularly prescribed medication that a student needs to take regardless of whether it is taken at home or at the school.
- Students are expected to follow healthy habits of eating, sleep, and exercise in order to have the necessary energy for study and a healthy life.

A 17.1 Administration of Medication

We are fortunate to have a full-time qualified and registered nurse. The nurse is not only available to meet students' immediate medical needs but also to advise the school administration on health-related issues. The nurse also liaises with external organizations and ensures that our school meets all of our medical obligations with the DSEDJ.

Parents should inform both the classroom teacher and the nurse of special health information. It is essential for the school to know of any allergies, short- or long-term health problems or medical conditions. For any allergies or regular medicines, a formal doctor's prescription/diagnoses must be provided. If your child needs specific medication during the day, it is important to communicate the administration of medication needs, accompanied by a valid prescription, to the school nurse or class teacher. The school will contact you in the case of illness or injury that may require further observation at home. For this reason, it is vital that the school has up-to-date records of your telephone numbers and address(s). For the administration of medication, please complete and return the attached *Appendix 03 – Medicine Taking Form* as found at the end of this book.

A 17.2 Student Insurance

All students are required to have insurance that covers activities during the school day. All students are registered with the DSEDJ, which issues a student card. This card entitles the students with Macau I.D. cards to free health care at the government hospital and clinics. This insurance does not cover students without Macau I.D. cards. They must purchase insurance privately, or purchase it through the school.

A 18 SCHOOL PROPERTY AND EQUIPMENT

Students, parents and teachers are expected to share in the task of maintaining the quality of the building, furniture, and equipment of the school. Listed below are a few items related to the usage of the facilities that are required of every student.

- Desks and lockers (lockers only for Primary 4 and older grades) should be kept neat and tidy
- Special care should be taken when using the washrooms to keep them clean at all times.
- Paints, markers, ink, etc. should be used carefully as these can permanently damage furniture, floors, and walls.
- Ensure that papers and rubbish are placed appropriately in rubbish and recycle bins and not on the floor.
- Be prepared to reimburse the school for any damage to facilities or equipment resulting from careless or inappropriate use.

A 19 LOST AND FOUND

- Students are responsible for all personal items brought to school.
- Racks will be placed on each floor within reach of the students.
- Janitors will collect misplaced items every evening and place them on the rack of the floor where the items are found.
- If students are not able to find lost items on the floor where they are left, they can go search the racks on other floors.
- Valuable items will be kept at the Reception.
- All unclaimed items will be moved to the storage room every Friday evening.
- A lost & found area will be arranged for parents/students to come collect their missing items every Saturday, 9.30 a.m. – 11.30 a.m. excluding public holidays and Saturdays with school activities.
- At the end of each month, all unclaimed items will be donated or disposed of accordingly.

A 20 EXTRACURRICULAR ACTIVITIES

The school provides a range of extracurricular activities for students after school. Information regarding the range of activities is sent by letter. Students from K2 onwards are required to participate. Attendance will be recorded and reported every semester, as a separate report.

A 21 LIBRARY ITEMS

- K1 students may check out 1 book at a time with their parents after school.
- K2 - K3 students may check out 1 book at a time.
- Primary 1 - Primary 2 students may check out up to 2 books at a time.
- Primary 3 - Primary 6 students may check out up to 3 books at a time.
- Form 1- Form 6 students may check out up to 5 books at a time.
- Books not returned by the end of the year will have a minimum of MOP150 fine in addition to the cost of replacing the book including shipping charges.
- Books that are damaged beyond normal wear and tear will be charged a minimum MOP150 fine in addition to the cost of replacing the book including shipping charges.
- Textbooks issued to students and not returned at the end of the year have a minimum of MOP1000 fine.

The library is open to parents and students on Mondays, Tuesdays, Thursdays and Fridays from 3:00 -6:00 p.m. No after school access is given on Wednesdays. The library is also open on Saturdays from 9:00 a.m. - 1:00 p.m. Kindergarten students are to be accompanied by a parent or helper at all times.

During recess times Primary, Middle School and Secondary students may visit the library to read, write, or create. Additional assistance with research, citations, and book recommendations is available from 3:30-5:00pm or by appointment with the librarian.

Parents are also invited to open a library account. To do this, please visit the SON library after school to fill out an application. A refundable deposit of MOP500 is required. Once set up, parents may checkout up to 5 books.

A 22 WITHDRAWAL

A 22.1 Procedure

Students who wish to withdraw from school must indicate their decision by having their parents inform the school by writing to the administrator to initiate the formal withdrawal procedure.

All library items, class materials, and school belongings must be returned before the student leaves the school.

All outstanding fees, fines and damage charges must be paid before the student records are released.

Students planning to enrol in another school must present a written request for an official transcript. The administration may require up to 10 working days to process the transcript. Only after all the above procedures have been completed will the student be officially withdrawn from the school.

In the case when entrance tests to another school are required to be administered by the SON staff, the school will normally accept this extra responsibility free of charge for one school per academic year. Any additional external examinations administered by the school will incur an administrative fee of MOP1,000 per school.

A 22.2 Refund Policy

April: Deposit for Term 1 is paid to confirm seat.

June: Balance of Term 1 tuition fees. If notice of withdrawal is given before August 15, the school will refund 50% of the balance of fees paid. Beyond this date, fees cannot be refunded or transferred to another student.

October: Term 2 tuition fees are due.

February: Term 3 tuition fees are due.

Unless otherwise stated, payments are not refundable or transferrable. Non-payment of fees by the above deadlines will result in either the cancellation of your child's enrollment or incur a late payment fee of 2% per month. It is not possible for a student to attend class until the payment for that term has been received.

A 23 SPECIAL AWARDS AND DISTINCTIONS (Primary 1 to Form 6)

A 23.1 School Awards

Each year students are eligible for the Spirit of Service, Light upon Light, Pursuit of Academic Excellence and Pursuit of Excellence in Character awards. These awards are given at the end of the year based on the performance of the students.

Pursuit of Academic Excellence

To be awarded to students who have APPLIED themselves CONSISTENTLY and DILIGENTLY to their studies in both English subjects and Chinese.

Students should display high academic merit through grades achieved on the report cards submitted. Grades overall should be high in all subject areas, however, particular attention should be paid to:

- An **increase of about 1 grade point** in the cumulative grade for the subject.
- Consistently **achieving an A or B** in all Approaches to Learning criteria in Terms 1 to 3.
- Pass all subjects. Special consideration given to circumstances such as being an inclusive student.

Pursuit of Excellence in Character

Awarded to students who strive to demonstrate qualities, attitudes, skills and behaviours that are embodied in the SON learner profile:

- Seeker of Truth
- Knower of Self
- Pursuer of Excellence
- Committed contributor to social progress
- Promoter of unity and justice
- Practitioner of moderation
- Upholder of high standards of morality
- Participator in group actions and decision making
- Well-wisher of mankind

Spirit of Service Award

Awarded to students who have shown willingness and effort to promote service within their class, School Community, or the larger Macau Community. Students who strive to do some or all of these:

- Think of others before themselves
- Demonstrate acts of service
- Initiate group and/or individual service projects
- Inspire and lead other to carry out acts of service

Light Upon Light Award

Awarded to students who fulfil the criteria for BOTH the Pursuit of Excellence in Character and the Pursuit of Academic Excellence. In addition, these students should have achieved EXCELLENT academic results, according to their grades.

A 23.2 Government Awards

The Macao S.A.R. Government recognises outstanding students every year through awards given by the DSEDJ. Students at the school are eligible for the following awards:

Lotus Award

This is awarded to the Primary 6, Form 3 and Form 6 graduating students who have the most outstanding academic achievement.

Li-Bai Award

This is awarded to the Primary 6, Form 3 and Form 6 graduating students who have the most outstanding academic achievement in Chinese Language.

Macao Foundation Subject Awards

This is awarded to P1 to Form 6 students who have outstanding performance in the following subjects or areas:

- Chinese
- English
- Mathematics
- Physical Education
- Arts Education
- Science and Technology
- Humanities and Social Studies
- Conduct
- Academic Improvement

A 24 COMMUNICATIONS - eClass

Effective communication between home and school is essential to a child's education. The following will assist you in identifying where information may be found. The school website has a wide range of information about our programs and announcements for your perusal. The school also has other social media accounts that you can subscribe to for real time information about activities and special announcements.

A 24.1 eClass

eClass is a digital communication platform for schools, enabling communication and collaboration between teachers, students, and parents. Accessible through smartphones and computers, it allows the school and its teachers to easily share messages, photos, important announcements and homework deadlines to students and parents. Using eClass, parents can easily keep up to date with what is happening at school and in the classroom; directly communicate with the teacher, support their child's learning process, and become fully engaged in the school community.

Parents should log in to become a member of their child's class and department accounts on eClass. Besides email and phone calls from the official school email address/phones, eClass is the only official tool of communication between school and home. The school does not recognize nor encourage using other methods such as WhatsApp, WeChat as official communications from staff representing the school.

ManageBac replaces eClass in Form 5 and Form 6 when the students are in the IB Diploma Programme years.

A 25 DATA PROTECTION POLICY

Among the most important assets of School of the Nations and the Badi Foundation, is the trust and confidence placed in us to properly handle information. We are responsible to maintain information accurately, protected against manipulation and errors, secure from theft and free from unwarranted disclosure.

For the school to operate smoothly, by way of enrolment, parents give permission for their child/children to use and be included in online learning, communications, and educational management platforms required by the school, both during normal operations and during any periods of distance learning that may require additional tools. Further, permission is granted for the child's photographs, videos, and non-sensitive personal data to be shared on eClass and to be used by the school for all informational, educational, or promotional purposes.

As our data protection policy is updated frequently, please visit our website to view the latest version: <https://schoolofthenations.com/dataprotectionpolicy>.

Specific enquiries may be directed to: dataprotection@schoolofthenations.com.

A 26 PARENT ENGAGEMENT

A 26.1 Parent Orientation

An orientation session will be provided to parents and students at the start of the academic year with information specifically about the students' classroom, year level and specialist lessons. Details of different presentations and meeting times will be specified in parent letters sent by the different departments of the school.

A 26.2 Parent Visit Days

To foster greater collaboration between teachers and parents, we warmly invite parents to attend Parent Visit Days for your child's class. These opportunities are designed to provide you with occasions to see your child's class in action and observe a typical lesson being carried out.

So as not to disturb the regular school day activities or the classes, we will be limiting the number of parents on each occasion but will provide continuous opportunities throughout the school year so as many parents as possible can take advantage of this opportunity. We appreciate your assistance in adhering to the guidelines that are announced by each department independently, to make these visits successful for the entire community.

A 26.3 Parent Volunteers/Involvement

Our parent population is extremely rich in experience and culture and we recognise that students benefit greatly from this. We welcome and encourage parents' input. These are just some of the ways in which you can participate:

- Parent visit days
- Performances and assemblies
- Field trip support
- Event/activities planning
- Coffee mornings
- Book clubs
- Workshops and presentations
- Help out in the library

This is not an exhaustive list. If you have time to spare and an idea of how you might help, please contact your child's administrator.

A 26.4 Protocol for Raising Concerns with the School

The School exerts a great effort in working with members of the school community (Students, Parents, Guardians, staff members and like-minded individuals and organisations) collaboratively. Therefore, effective communication and clear protocol for the members of the school community to express issues and concerns play an important role in both ensuring the safety of the students and other members, as well as for the further refinement of the quality of the programmes, where all members of the school community are treated in a fair and respected way.

Should any issues or concerns arise, the first port of call should be your child's teachers, as they are most often in the best position to assist. If, however, you feel you would like to meet with the relevant administrator, please make an appointment through the school reception. If you still feel that the issue is not resolved, you may make an appointment to see the Director. Appointments can also be made with the Executive Director of the Bádi Foundation as the final step in resolving issues with the school. Please note that the school and Bádi Foundation will not respond to or address any anonymous communications.

The school has a Parent Engagement Coordinator who can be approached by individual parents with feedback, comments, and concerns. The coordinator can be reached by calling the school's reception or writing an email to parentcoordinator@schoolofthenations.com.

Please note the following principles in handling issues raised by the members of the school community:

- The School strongly believes in the principles of Equity and Justice, and seeks to interact with all concerned with respect.
- Should an issue raised be related to the interaction between a staff member and a student, the School will always try its very best to ensure that professionalism is exercised and the relationship between the staff member and the student is protected.
- Mediation between members concerned will be considered at any point should the school feels its necessity.
- The School will seek to protect the confidentiality of those concerned. This takes priority and may result in the School not sharing details of actions taken in order to protect the privacy students or concerned staff.
- The School views consequences as a tool to support the modification of behaviour and support the moral, emotional or intellectual growth of those concerned. Consequences are not used to be punitive, or should never belittle or demean anyone.
- The School will only share information and contents of the issues raised with the members involved with high confidentiality. However, the School is not in control of other individuals sharing related information and contents with other parties.
- Issues raised will start to be addressed within three (3) working days, however, the length of time needed for results or preliminary steps to be shared with the individuals who raised the issue may take up to two weeks. Urgent matters are dealt with according to a more immediate timeframe.

A 27 REPORT CARDS AND GRADING SYSTEM

Currently, Report Cards are issued three times a year to inform parents and students of their continuous progress in the grade level.

The school prepares a hard copy, summary report card for each student every term. This can be collected at the front desk after the end of every term. The summary report card shows academic grades, absences, and number of times/days a student has been tardy. This is part of their permanent academic records and additional copies can be made available upon request.

In addition, a detailed report card, which lists the specific skills covered in each term, is available from the school website during the academic year, until it is permanently removed on July 31 of each academic year. From August 1 onwards, the school keeps no record (paper or electronic) of this detailed report card. Should parents wish to keep a record of this detailed report card, they must download and save a personal copy before the July 31 of that academic year.

During the year there will be two Parent-Teacher Conference Days. These opportunities are for parents to consult with their child's teachers regarding their child's progress or other concerns.

The following tables include descriptors for the Academic Performance Levels and the Approaches to Learning for Kindergarten, Primary-Middle School-Secondary and Special Education used in the current report cards.

Academic Performance Levels

Academic Performance Level 學 業 表 現 評 分		
A '+' indicates working towards the next level, demonstrating some elements of the next tier but not all '+' 代表已接近更高等級的標準, 並展示出下一層級的部分能力。		
Excelling 優秀	5	Consistently demonstrates excellent understanding of the concepts learnt. Shows an excellent ability to comprehend and apply content specific knowledge and skills in familiar tasks, as well as transfer learning to new unfamiliar tasks or authentic experiences. 經常表現出對所學概念的出色理解。 在課堂設計的範疇內展示出出色的理解及應用特定內容之知識和技能的能力, 並能將所學應用至新的任務或實際生活中。
	4	Consistently demonstrates good understanding of the concepts learnt. Shows a good ability to comprehend and apply content specific knowledge and skills in familiar tasks. 經常表現出對所學概念的良好理解。 在課堂設計的範疇內展示良好的理解及應用特定內容之知識和技能的能力。
Achieving 實現中	3	Consistently demonstrates adequate understanding of the concepts learnt. Shows adequate ability to comprehend and apply content specific knowledge and skills in familiar tasks. 經常表現出對所學概念的足夠理解。 在課堂設計的範疇內展示出必要的能力去理解及應用特定內容之知識和技能。
Emerging 萌芽	2	Demonstrates some understanding of the concepts learnt. Shows some ability to comprehend and apply content specific knowledge and skills in familiar tasks. 表現出對所學概念的部分理解。 在課堂設計的範疇內展示出一些能力去理解及應用特定內容之知識和技能。
	1	Demonstrates rudimentary understanding of the concepts learnt. Shows very little ability to comprehend and apply content specific knowledge and skills in familiar tasks. 表現出對所學概念的有限理解。 在課堂設計的範疇內幾乎沒有展示出理解及應用特定內容之知識和技能的能力。
No Score 沒有分數	NA	The specific content knowledge or skills have not been assessed. 具體內容知識或技能尚未評估。
	AB	The student has been absent for all or part of the teaching and assessment period. 學生在整個或部分教學和評估期間缺席。
	CT	The student has changed courses during the year (without penalty). 學生在學年中更改了課程(沒有處罰)。

Approaches to Learning for Special Education

Approaches to Learning 學 習 方 法				
	A	B	C	D
Conduct 品行	With minimal support, follows routines and instructions 在最少支援下遵循常規和指導	Requires occasional reminders to follow routines and instructions 需要偶爾的提醒以遵循常規和指導	Requires constant reminders to follow routines and instructions 需要持續的提醒以遵循常規和指導	Rarely or never adheres to routines and instructions 很少或從不遵循常規和指導
Self-Management and Organisation 自我管理和組織	Requires minimal support with organisation and shows timely preparation 需要最少的組織支援並顯示適時的準備	Requires occasional support with organisation and shows timely preparation 偶爾需要組織支援並顯示適時的準備	Requires considerable support with organisation and shows timely preparation 需要大量的組織支援並顯示適時的準備	Rarely or never shows organisation or timely preparation 很少或從不顯示組織或適時的準備
Work Habits 工作習慣	With minimal support, persists with given tasks 在最少支援下堅持完成指定的任務	Requires occasional support to persist with given tasks 需要偶爾的支援才能堅持完成指定的任務	Requires constant support to persist with given tasks 需要持續的支援才能堅持完成指定的任務	Rarely or never persists with given tasks 很少或從不堅持完成指定的任務
Interpersonal and Collaboration Skills 人際關係和合作技巧	With minimal support, demonstrates the ability to work well with others by practicing a range of effective collaboration skills including, respect for others, communicating effectively, contributing to the common goal, and resolving conflict using appropriate strategies 在最少支援下, 通過練習一系列有效的合作技能, 包括尊重他人, 有效溝通, 為共同目標作出貢獻以及使用適當的策略解決衝突, 展示與他人合作的能力	With occasional support, demonstrates the ability to work with others by practicing some effective collaboration skills 在偶爾的支援下, 通過練習一些有效的合作技能來展示與他人合作的能力	With constant support, demonstrates the ability to work with others by practicing some effective collaboration skills 在持續的支援下, 通過練習一些有效的合作技能來展示與他人合作的能力	Rarely or never demonstrates the ability to work with others 很少或從不表現出與他人合作的能力

Approaches to Learning for Kindergarten

Approaches to Learning 學 習 方 法				
	A	B	C	D
Conduct 品行	Always follows routines and instructions 總是遵循常規和指導	Requires occasional reminders to follow routines and instructions 需要偶爾的提醒以遵循常規和指導	Requires constant reminders to follow routines and instructions 需要持續的提醒以遵循常規和指導	Rarely or never completes tasks during lessons 在上課期間很少或從未完成任務
Self-Management and Organisation 自我管理和組織	Always shows organisation and timely preparation 總是表現出組織能力和有效的時間管理	Requires some support with organisation and timely preparation 需要一些組織能力和時間管理方面的支持	Requires significant support with organisation and timely preparation 需要組織能力和時間管理方面的的大力支持	Rarely or never shows organisation and timely preparation 很少或從不表現出組織能力和時間管理
Work Habits 工作習慣	Always persists with given tasks 總是堅持完成指定的任務動力	Requires some support to persist with given tasks 需要一些支援才能堅持完成指定的任務	Requires significant support to persist with given tasks 需要大量支援才能堅持完成指定的任務	Rarely or never persists with given tasks 很少或從不堅持完成指定的任務
Interpersonal and Collaboration Skills 人際關係和合作技巧	Demonstrates the ability to work well with others by practicing a range of effective collaboration skills including, respect for others, communicating effectively, contributing to the common goal, and resolving conflict using appropriate strategies 通過練習一系列有效的協作技能,包括尊重他人、有效溝通、為共同目標做出貢獻以及使用適當的策略解決衝突,展示與他人良好合作的能力	Demonstrates the ability to work with others by practicing some effective collaboration skills 通過練習一些有效的協作技能來展示與他人合作的能力	Requires intervention and support to work with others 需要介入和協助才能與他人合作	Shows little evidence of being able to work with others 很少表現出能與他人合作的徵象
Homework 作業	Homework tasks are always neat and well presented 作業總是整潔且呈現得很好	Homework tasks are often neat and well presented 作業經常是整潔且呈現得很好	Homework tasks are sometimes neat and well presented 作業有時是整潔且呈現得很好	Homework tasks are rarely or never neat or well presented 作業很少或從不整潔或呈現得很好

Approaches to Learning for Primary-Middle School-Secondary

Approaches to Learning 學 習 方 法				
	A	B	C	D
Conduct 品行	Always follows routines and instructions 總是遵循常規和指導	Requires occasional reminders to follow routines and instructions 需要偶爾的提醒以遵循常規和指導	Requires constant reminders to follow routines and instructions 需要持續的提醒以遵循常規和指導	Rarely or never completes tasks during lessons 在上課期間很少或從未完成任務
Self-Management and Organisation 自我管理和組織	Always shows organisation and effective time management 總是表現出組織能力和有效的時間管理	Requires some support with organisation and time management 需要一些組織能力和時間管理方面的支持	Requires significant support with organisation and time management 需要組織能力和時間管理方面的的大力支持	Rarely or never shows organisation and time management 很少或從不表現出組織能力和時間管理
Attitude and Motivation 態度和動機	Always shows perseverance and motivation to improve 總是展現出堅持不懈和改進的動力	Often shows perseverance and motivation to improve 經常展現出堅持不懈和改進的動力	Sometimes shows perseverance and motivation to improve 有時展現出堅持不懈和改進的動力	Rarely or never shows perseverance and motivation to improve 很少或從來沒有展現出堅持不懈和改進的動力
Interpersonal and Collaboration Skills 人際關係和合作技巧	Demonstrates the ability to work well with others by practicing a range of effective collaboration skills including, respect for others, communicating effectively, contributing to the common goal, and resolving conflict using appropriate strategies 通過練習一系列有效的協作技能,包括尊重他人、有效溝通、為共同目標做出貢獻以及使用適當的策略解決衝突,展示與他人良好合作的能力	Demonstrates the ability to work with others by practicing some effective collaboration skills 通過練習一些有效的協作技能來展示與他人合作的能力	Requires intervention and support to work with others 需要介入和協助才能與他人合作	Shows little evidence of being able to work with others 很少表現出能與他人合作的徵象
Homework 作業	All assigned homework tasks are completed and submitted on time 所有作業都按時完成並提交動力	Most assigned homework tasks are completed and submitted on time 大多數作業都按時完成並提交	Half of the assigned homework tasks are completed and submitted on time 按時完成並提交了一半的作業	Few or no assigned homework tasks are completed and submitted on time 很少或沒有完成作業並沒有按時提交

A 27.1 Reporting of Mid-Year Project (Primary, Middle School and Secondary)

Students will have one major project during the year where along with the academic knowledge, they will be assessed on various soft skills of learning collaboratively. These skills are incorporated in the coursework during the school year in various subjects. Please refer to the rubric below.

Mid-Year Assessment Project Rubric 2022-23						
年中項目報告評估標準 2022-23						
		1	2	3	4	5
Collaboration 合作	<p>She/he demonstrates effective collaboration skills by:</p> <ul style="list-style-type: none">actively contributing to the group's processes of planning, decision making and actionbeing sensitive and respectful towards others and as well as responsive to their needsactively listening to others' points of view and considering others' perspective willinglyfully supporting and whole-heartedly applying the decisions of the groupcompleting assigned tasks effectively and using feedback from others to improve worksupporting others to achieve their goal <p>她/他通過以下方式展示有效的合作技能：</p> <ul style="list-style-type: none">積極參與團隊的計劃、決策和行動流程對他人善解人意和尊重，並回應他們的需求積極傾聽他人的觀點，樂意地考慮他人的觀點完全支持並全心全意地應用團隊的決定有效完成分配的任務並利用他人的反饋改善工作成果支持他人實現目標	Emerging 萌芽	Achieving 實現中	Excelling 優秀		
Organisation 組織	<p>She/he demonstrates effective organisation skills by:</p> <ul style="list-style-type: none">having a clear goal and a thought-through plan of how to achieve itbeing methodical and systematic in approachfollowing through with assigned tasks in a timely mannermonitoring progress and addressing challengesstaying focused on tasks and remaining positive despite challenges <p>她/他通過以下方式展示有效的組織技能：</p> <ul style="list-style-type: none">有一個明確的目標，並對如何實現目標有一個深思熟慮的計劃方法有條理和系統化及時完成分配的任務監測進展並應對挑戰專注於任務並在面臨挑戰時保持積極的態度					
Research and Critical Thinking 研究及批判性思維	<p>She/he demonstrates effective research and critical thinking skills by:</p> <ul style="list-style-type: none">striving to independently investigate and understand issuesactively seeking answers to questionsinvestigating the purpose, evidencing research and producing reasoningbeing open-minded and fair-minded when considering new ideas and perspectivesmaking connections by looking for links between ideas and conceptsseeking out reliable and accurate information through independent research <p>她/他通過以下方式展示批判性思維技能：</p> <ul style="list-style-type: none">努力獨立審視理解問題積極尋求問題的答案審視目的、證明研究和推理在考慮新想法和觀點時保持開放和公正的態度通過尋找想法和概念之間的聯繫來建立連結通過獨立研究尋找可靠和準確的信息					
Presentation 報告及展示	<p>She/he demonstrates effective presentation skills by:</p> <ul style="list-style-type: none">ensuring the group's presentation/project uses relevant, well-chosen descriptions/facts/detailsensuring the group's presentation/project includes all the required elementsensuring the presentation/project is well structured and coherentensuring the presentation stays within the allocated framekeeping eye contact with the audience (most of the time)using a clear voice with appropriate tone and volumeusing appropriate language, demonstrating command of formal Englishresponding to questions from the audience <p>她/他通過以下方式展示有效的報告技能：</p> <ul style="list-style-type: none">確保小組的展示文稿/項目使用相關的、精心挑選的描述/事實/細節確保小組的展示/項目包括所有必需的元素確保展示/項目結構良好且連貫一致確保展示文稿保持在分配的框架內與觀眾保持目光接觸（大部分時間）使用清晰的聲音和適當的語氣和音量使用適當的語言，表現出對正式英語的掌握回答觀眾的問題					
Reflection 學生反思	<p>She/he demonstrates effective reflection skills by:</p> <ul style="list-style-type: none">effectively analysing experiences to identify those which have led to growth/learningaccurately identifying areas of strength and weaknessgenerating creative solutions to problems/ways to improve in the futuredemonstrating the ability actively and effectively reflect with her/his team members <p>她/他通過以下方式展示有效的學生反思技能：</p> <ul style="list-style-type: none">有效地分析經驗以確定那些經驗導致成長/學習準確識別優勢和劣勢領域為問題提出創造性的解決方案/未來改善的方法展示積極有效地與團隊成員進行反思的能力					

A 28 SCHOLARSHIP

Every year School of the Nations offers a limited number of scholarships to selected students. Scholarships vary in amount and each case is considered separately. A scholarship application package may be obtained from the school reception, where it should be submitted once completed. It will then be reviewed by the Scholarship Committee. If further information or details are required the committee will contact the parents directly.

A 29 MONETARY AND OTHER DONATIONS TO SCHOOL

The school accepts and greatly appreciates the support of the wider community in whatever form it is given. High quality education requires continual and significant investment, and financial support from other institutions and individuals ensures that the school can deliver the same.

Parents, individuals, and institutions may make any monetary contribution they choose and may also earmark it for specific initiatives. The school will deploy those funds as directed.

A 30 REFERENCE LETTERS AND FORMS

All requests of student reference must be applied in writing to the school reception or the administrator. The school will only communicate with other school admission offices, school administrations and government agencies.

Requests for reference letters for university application purposes should directly go to the University Guidance Counsellor or the IBDP coordinator.

A 31 EMERGENCY CONTACT

From time to time, accidents or emergencies will occur. If a child is ill or has a minor accident, contact will be made with the parents. If the accident is serious, the child will be sent to hospital immediately and parents advised accordingly. Please keep the school informed of any changes of address or phonenumber. At the start of the year, the school sends home a medical release form which must be filled and signed by parents/legal guardians.

DEPARTMENTAL SECTION

KINDERGARTEN

(Note: Certain policies may be modified during significant adverse situations, such as the pandemic. These modifications shall be announced on eClass and will not be reflected in this handbook.)

K 1 GENERAL INFORMATION

K 1.1 School Attendance

Please refer to Section A9 regarding the general policy on student leave and leave application.

Punctuality to school is important. Kindergarten students are dependent on parents to bring them to school on time and so we request the support of parents and families in ensuring that they are on time. The teacher will mark students arriving to class tardy and this will be stated in the report card.

K 1.2 Field Trips

At the beginning of the school year, a general consent form will be sent home for parents to sign for their children to participate in field trips. During the first month of school, the field trips planned for the whole school year will be sent home. We welcome the participation of parents, as assistants to the class teachers, in accompanying the classes on these trips. If you are interested in supporting these field trips, please let your child's class teacher know in advance. In case of bad weather, or extenuating circumstances, we might have to cancel the field trip. If it is possible to reschedule the trip, then the teacher will inform you. Please note that no helpers/maids are allowed on the field trips.

K 1.3 Children's Diet

The school aims to provide balanced meals and snacks for its students. We would appreciate your cooperation in making sure that the children do not bring any snacks to school.

K 1.4 Lunch Options

The school offers two lunch options:

School Lunch: The school will provide a nutritious lunch. If the child is having school lunch no other food should be brought from home.

Home Lunch: Children should carry lunch with them in the morning when they come to school. Lunch cannot be delivered to school at any other time.

K 1.5 Birthday Celebrations

We are very happy to help celebrate your child's special day at school with their friends and teachers. Due to the current pandemic situation, we request that you send cupcakes instead of a whole cake. Please inform your child's teacher a week in advance. The cake should be delivered to school before 11:00 a.m. on that day.

K 1.6 Items Which Need to be Kept at School

- K1 A pillow & a small blanket for nap
- K1, K2 & K3 Indoor shoes: All students need a pair of white running shoes with Velcro fasteners (no laces) to be worn inside the school building. The shoes should be fully white with no embellishments or colour. Please see sample images below.



K 1.7 Items Which Need to be Kept in the School Bag

- A set of spare uniform, underwears and socks in case of accident.

K 1.8 Toys and Valuables

Students should not bring toys or other valuables to school except for educationally related activities approved by the teacher.

K 1.9 Uniform

- The school uniform should always be neat in appearance while coming to school, in school or returning home.
- Stained or torn items should be replaced.
- Please do not mix different season's uniforms.
- Please label all uniform pieces with your child's name.

Socks	Please note that socks are also part of school uniform, therefore they must be: <ul style="list-style-type: none"> • White • Plain (without patterns) • Ankle length (knee high or bulky around ankles are not acceptable)
Shoes	Running shoes of any kind, with Velcro fasteners (no laces)
Jewellery	No jewellery is permitted except a simple religious symbol if it is part of a family's religious practice.

Hair

Dyed hair is not permitted.

Girl's hair, if longer than shoulder length, must be tied back with black coloured ribbons, hairclips or head bands.

Boy's hair must be cut in a conservative style.

K 2 SCHOOL DAY PROCEDURES

K 2.1 School Hours

The Kindergarten school timings are from 8:25 a.m. to 2:45 p.m.

K 2.2 Arrival

- Students may enter the building at 8:25 a.m. Parents and guardians are requested to wait outside the main gate.
- All Kindergarten students should be at school no later than 8:35 a.m. to prepare themselves and be ready in time for class. Students arriving after 8:35 a.m. will be marked late.
- To ensure safety, please do not leave your child unaccompanied.
- For students who arrive after 8:35 a.m., parents are requested to bring them to the school lobby.

K 2.3 Dismissal

- Students will be dismissed at 2:45 p.m. from the school lobby. Parents should be prompt in picking up their children at dismissal.
- Please note that the school issues two student pick-up cards. Your child will be released in the care of the person who presents the card to the teacher. **Parents are also required to bring the pick-up card when they come to collect their child. Please ensure that if the card is lost, you inform the school immediately.**

The school reserves the right to make photocopies of any ID cards.

K 3 ACADEMICS

K 3.1 Report Cards and Parent/Teacher Conferences

School of the Nations' Kindergarten Section issues three formal, written report cards per academic year. The summary report card can be collected at the front desk. The report cards show academic grades, absences, and number of days a student has been tardy. During the year there will be two Parent - Teacher Conference Days. These opportunities are for you to consult with your child's teacher regarding his or her progress and other concerns you may have regarding your child.

K 3.2 Homework

Homework is assigned at K2 and K3 only. Three times a week is English and two times a week is Chinese. Homework is something that the child is familiar with, a reinforcement of what is being taught in the class. It also develops in children the habit of regular independent work. Homework should be completed and returned to school the next day.

DEPARTMENTAL SECTION

PRIMARY

(Note: Certain policies may be modified during significant adverse situations, such as the pandemic. These modifications shall be announced on eClass and will not be reflected in this handbook.)

P 1 GENERAL INFORMATION

P 1.1 School Attendance

Please refer to Section A7 regarding the general policy on student leave and leave application.

Punctuality to school is important. Primary students are dependent on parents to bring them to school on time and so we request the support of parents and families in ensuring that they are on time. The teacher will mark students arriving to class tardy and this will be stated in the report card.

P 1.2 Electronic Equipment

Students are not permitted to bring mobile phones, earphones, music players, CD players, electronic dictionaries, electronic readers (e.g. Kindle), electronic games, or smart watches to school.

P 1.3 Toys and Valuables

Students should not bring any playing cards, toys or valuables to school except for educationally related activities approved by the teacher. Occasionally, students may wish to bring an item as part of a project or piece of school-related work. Under these circumstances, all valuables should be given to the classroom teacher for safe keeping to be returned at the end of the school day. The school does not take responsibility for the loss or theft of any valuables if these procedures are not followed.

P 1.4 Field Trips

At the beginning of the school year, a general consent form will be sent home for parents to sign for their children to participate in field trips. Field trips are designed to reinforce the lessons and topics being studied and enhance student's learning on all levels, and will take place regularly during the year. These trips will be rich in language acquisition experiences. We welcome the participation of parents, as assistants to the class teachers, in accompanying the classes on these trips. If parents are interested in supporting these field trips, they should let their child's class teacher know in advance. In case of bad weather, or extenuating circumstances, we might have to cancel the field trip. If it is possible to reschedule the trip, then the teacher will inform you. Please note that no helpers/maids are allowed on the field trips.

Prior to any field trips, parents will be informed of the date of the trip, the purpose, location, travel arrangements and any other pertinent information.

Students should remember that as participants in the school organized trips, they are always representatives of the school. As such, they are expected to abide by the school rules, to follow appropriate standards of behaviour and appearance, and to demonstrate concern for the well-being of others.

P 1.5 Birthday Celebrations

We are very happy to help celebrate your child's special day at school with their friends and teachers. However, to maximize student instruction time, we request that you send cupcakes instead of a whole cake. Kindly notify your child's teacher at least one day in advance. The cupcakes should be delivered to school before 11:30 a.m. on that day. In lieu of cupcakes you may send in "goody bags" which will be distributed and sent home with the students.

P 2 SCHOOL DAY PROCEDURES

P 2.1 Arrival and Departure Procedures

Children may enter the school building at 8:10 am and line up in the courtyard. Parents and guardians are asked to wait outside the main gate. Students will be allowed into the school building at 8:15 am.

At the end of the day, students will be dismissed from the school lobby. Please note that the school issues two student pick-up cards. Your child will be released in the care of the person who presents the card to the teacher. **Parents are also required to bring the pick-up card when they come to collect their child. Please ensure that if the card is lost, you inform the school immediately.** Parents are requested to be on time to pick up their children.

Primary 4 and Primary 5 students may walk home on their own if written consent is given by the parents.

P 2.2 Lunch and Morning Snack

Students have a choice of bringing their own lunch or having school lunch supplied (if ordered monthly, in advance). Information about the school lunch program is on the school website or can be obtained from the school reception.

Students who choose to have home lunch may bring it with them in the morning or have it dropped off at lunchtime. Please note that home lunch should be dropped off at the school glass door by 11:30 am. Lunch boxes should be labelled clearly with the student's name and class.

We encourage our students to eat healthy and balanced lunches that should include fruits and vegetables. Students should not be sent to school with chocolates, fizzy drinks, sweets or candies.

Students should finish breakfast before coming to school. Students should be provided with a healthy snack from home to enjoy mid-morning during morning recess. Snacks should be healthy and tidy to eat. Teachers can judge the appropriateness of the snacks. The school suggests snacks such as: fruits, vegetables, nuts, cheese and juice.

Students should also have a refillable water bottle with them at all times. Spray bottles are not allowed. Water is available from the water dispensers throughout the school.

Primary students are required to stay at school for lunch, unless parents informed homeroom teachers by 8:00 am on that day. Then a parent can sign them out during lunchtime at the front desk. Parent also need to make sure student come back to the class at 1:20 pm.

P 2.3 School Supplies

All students are expected to bring with them each day common school supplies; pens, pencils, coloured pencils, erasers, scissors, textbooks, and notebooks. A complete list is provided at the beginning of the academic year. Supplies should be refilled by the parents throughout the year so that the student need never be without supplies.

P 3 GUM AND CANDY

Due to the effect large doses of sugar have on behaviour, students are strongly discouraged from eating candy during school hours. Students are not allowed to bring or chew gum at school or during school activities.

P 4 ACADEMICS

P 4.1 Report Cards and Parent/Teacher Conferences

Report cards are issued to students three times a year. The summary report card can be collected at the front desk. The report cards show academic grades, absences, and number of days a student has been tardy. Parent/teacher conferences are scheduled twice a year.

The first parent/teacher conference is a student-led conference and provides students the opportunity to share with parents what they have been learning and to lead and take ownership for their learning. These opportunities are also for you to consult with your child's teacher regarding his or her progress and other concerns you may have regarding your child.

P 4.2 Term Mark and Exam Mark Weightage (Primary 4 and Primary 5 only)

- Term 1 coursework mark: 30%
- Term 2 coursework mark: 30%
- Mid-Year Assessment: Has its own passing criteria
- Term 3 coursework mark: 30%
- Final Exam: 10%

P 4.3 Promotion Standards

"Performance standards are established based on the skills outlined in the school's curriculum for each year level. Students are taught and monitored as they acquire these skills and progress towards the expected standards. Students' achievements are assessed continuously, and the information is communicated to the parents on SONIS."

Students of Primary 5:

The passing mark for each subject is 3. Students cannot fail more than two subjects in order to be promoted to the next grade level. Each of the following is regarded as a failure in a subject:

- Yearly accumulated grade is lower than a 3 (out of 5) in the "Academic Performance Level"
- A "D" is attained in the yearly average in any of the four elements of the "Approaches to Learning"

Students who do not meet the passing requirements may be allowed to sit supplementary examination(s). This will be decided by the Academic Administrator of the department on a case-by-case basis.

Should a supplementary examination be held, it will be scheduled in the month of August, in order to give the students enough time to prepare.

P 5 ENGLISH LANGUAGE SUPPORT/LEARNING SUPPORT

Lower Primary:

This year the school is transitioning from English language support to a learning support model. The objectives of learning support are to put appropriate interventions in place within the mainstream classroom to ensure that any child that needs intervention receives the appropriate support. This support is available to all students and is not limited to students who are still acquiring language skills. While most of the support will happen in the mainstream class, the teacher may organize some additional support sessions outside of regular classes.

Reporting on progress will be the responsibility of the homeroom teacher. However, the support teacher will have input into the assessment and reporting of each individual student receiving support. The support teacher will also be available to meet with parents and monitor and report progress being made.

Upper Primary:

The objective of the English Language Support Department is to assist learners whose first language is not English and whose English language proficiency skills are not at grade level. Most identified students will receive individualised or small group support (depending on their needs) during their mainstream English classes. The focus of instruction is to improve overall levels of proficiency in reading, writing, and oral skills (speaking and listening) whilst preparing student to re-enter the mainstream English program. The support teacher is responsible for assessment and reporting for his or her students.

The progress of supported students is frequently monitored. Regular meetings are held between the support teacher and the classroom teacher to determine whether or not a student is ready to return to mainstream English classes. Decisions are based on a variety of assessment tools and discussions including evidence of students work.

DEPARTMENTAL SECTION

MIDDLE SCHOOL & SECONDARY

(Note: Certain policies may be modified during significant adverse situations, such as the pandemic. These modifications shall be announced on eClass and will not be reflected in this handbook.)

MS 1 INTRODUCTION

Learning is an active process that cannot be imposed on an individual. Middle School and Secondary students at School of the Nations are expected to take responsibility for their own learning. With the assistance of the teachers and staff it is the student's responsibility to find the fullest advantage of the opportunities open to them at the school.

MS 2 EDUCATIONAL PROGRAMME

MS 2.1 Overview

The academic programme of School of the Nations is designed to offer a well-rounded experience to all students. By the time students finish Form 4 they are expected to progress in the areas of English Language and Literature, Chinese Language, Mathematics, Sciences (Biology, Chemistry and Physics), Humanities, Computer Science and the Arts, and sit for the Cambridge IGCSE (International General Certificate of Secondary Education) examinations. At Form 5, the students begin the first year of a two-year International Baccalaureate Diploma Programme (IBDP). At all levels the medium of instruction is English while strong emphasis is placed on learning Mandarin.

A special character development programme has been designed for all Middle School and Secondary students. The programme focuses on getting to know the needs of society and developing the habit of serving the community.

MS 2.2 Marking

Coursework is generally given more weightage than examinations. Coursework is a combination of classwork, assignments, projects, quizzes, and short tests. There is a Mid-Year Assessment and a Final Examination. Marks depend on the standard and regularity of all work completed during the year. From Primary 6 to Form 4, students are graded on skills acquired on a 1 – 5 scale. At Forms 5 and 6, the IB Diploma Programme is marked on a separate 1 – 7 scale, with comments from the individual subject teachers.

MS 2.3 Reporting in Secondary (Forms 5 and 6 only)

The school's grading system for the IB Diploma Programme follows the IBO scale of 1 to 7. A student's performance in individual subjects is graded as follows:

7	Excellent 優秀
6	Very good 十分好
5	Good 好
4	Satisfactory 滿意的
3	Basic Standard 基本標準
2	Poor 差
1	Very poor 十分差

NA — Not applicable. This means that for various reasons (specified in the

COMMENTS) a student does not receive a grade. This is not to be construed as a failing mark.

NOTE: Because of variables including attendance, timeliness and accuracy of completed homework, notebooks or special projects required, or performance on formative and summative tests in the classroom, students may perform better in one venue or the other (school grades vs. IB assessment).

MS 2.4 Effort Marks (Forms 5 and 6 only)

Effort marks are given and recorded in the report cards for Forms 5 and 6 for all subjects.

Effort Mark	Description
5	Consistently demonstrating a high degree of effort in all areas of the subject
4	Frequently demonstrating a high degree of effort in all areas of the subject
3	Generally demonstrating a significant degree of effort in all areas of the subject
2	Occasionally demonstrating effort in some areas of the subject
1	Rarely, if ever, demonstrating effort in some areas of the subject
* A legitimate reason is needed to award a "5" to a student who fails the subject * The Administration will discuss the cases of "1" and "5" with the subject teachers	

The areas students may show effort in include, but not limited to,

- participation in class activities
- preparation of lessons
- preparation of quizzes, tests and exams
- meeting submission deadlines of assignments
- maintaining good attendance records
- perseverance when facing challenges, etc.

MS 2.5 Term Mark and Exam Mark Weightage

Primary 6, Form 1 and Form 2

- Term 1 coursework mark: 30%
- Term 2 coursework mark: 30%
- Mid-Year Assessment: Has its own passing criteria
- Term 3 coursework mark: 30%
- Final Exam: 10%

Form 3 and Form 5

- Term 1 coursework mark: 28%

- Term 2 coursework mark: 28%
- Mid-Year Assessment: Has its own passing criteria
- Term 3 coursework mark: 28%
- Final Exam: 16%

Form 4 and Form 6 (out of 100)

- Term 1 coursework mark: 30%
- Term 2 coursework mark: 30%
- Mid-Year Exam: 15%
- Final Exam: 25%

* No exams for Physical Education

* No term or exam grades for Character Education (Moral Empowerment Through Language and Preparation for Social Action)

MS 2.6 Final Exam - End of the Year

- The exam timetable will be made available to students two weeks prior to the start of exams
- Teachers will create a list of content or a study guide for students for each subject; and it will be put on eClass about three weeks prior to the exam.
- The week before the final exam is mainly for revision. No tests, quizzes or projects will be given during the revision period.
- Inclusive students may have specific accommodation for their exams based on their IEP's and this will be done in collaboration between the subject and inclusive teachers.
- Students in Middle School and Secondary will not have classes during the examination period. They only come to school to write TWO 2-hour exams on most of the days and only ONE on some days during this period.
- The final examinations for Form 4 and Form 6 serve as the mock examinations for the IGCSE and IB DP respectively.

MS 2.7 Promotion Standards

MS 2.7.1 Promotion Conditions: Primary 6 to Form 4

Students cannot fail more than two subjects in order to be promoted to the next grade level. Each of the following is regarded as a failure in a subject:

- Yearly accumulated grade is lower than a 3 (out of 5) in the "Academic Performance Level"
- A "D" is attained in the yearly average in any of the four elements of the "Approaches to Learning"

Students who do not meet the passing requirements may be allowed to sit supplementary examination(s). This will be decided by the Academic Administrator of the department on a case-by-case basis.

Should a supplementary examination be held, it will be scheduled sometime in August, to give the students enough time to prepare.

MS 2.7.2 Promotion Conditions: Form 5 and Form 6 (Years 1 and 2 of the IB Diploma Programme)

Form 5 Students whose total score is 23 points or above in the six IB Subject Groups will be promoted to the next level, along with:

- satisfactory completion of the Extended Essay requirements for DP year 1
- a final mark of a “C” or higher in Theory of Knowledge for year 1
- satisfactory completion of CAS (Creativity, Activity & Service) activities for year 1
- a total of 12 HL points for students who are on the full diploma track
- no grade 2 or lower in any Higher Level (HL) subject

To graduate from Secondary at the end of Form 6, students must gain 23 points or above in the six IB Subject Groups, along with:

- completion of the Extended Essay
- a final mark of a “C” or higher in Theory of Knowledge
- completion of CAS (Creativity, Activity & Service) activities
- a total of 12 HL points for students who are on the full diploma track
- no grade 2 or lower in any Higher Level (HL) subject

Should a student’s academic performance falls below standard, the school reserves the rights of not registering a student for the full diploma track.

MS 2.8 Diplomas and Certificates

Students who successfully graduate from Primary 6, Form 3 and Form 6 are issued Diplomas (as designated by the Government).

- Primary 6 – Primary Education Certificate
- Form 3 – Intermediate Secondary Education Certificate
- Form 6 – Higher Secondary Education Certificate

School of the Nations adopts a number of rigorous international programmes in the Secondary section; students may receive the following qualifications:

- Form 3 and Form 4 – Cambridge Assessment: International General Certificate of Secondary Education (IGCSE)
- Form 6 – International Baccalaureate (IB) Diploma/Certificate

MS 2.9 Schedules

The daily schedule for Primary 6 to Form 6 students for this academic year are published and distributed on the first day of school.

MS 3 EXPECTATIONS FROM STUDENTS

Positive and cooperative behaviour is expected of every student at School of the Nations.

Students should strive for courtesy and respect in all aspects of their life and be impeccably honest and truthful. We view truthfulness as the foundation of all human virtues. Each student is a representative of the school. The image of the school and the reputation of fellow classmates is enhanced or damaged by the behaviour of individual students. For greater clarity some major areas are discussed below.

MS 3.1 Language

- Students are expected to use only English or Mandarin while at school
- Language should be decent, respectful and kindly
- Vulgar language, threatening language, and name-calling are not allowed

MS 3.2 Relationships

- Students are encouraged to form a large number of friendships
- Demonstration of boyfriend/girlfriend relationships through hand-holding, embracing, or other affectionate behaviour is not allowed while in school uniform
- Intimidation, sexual harassment and abusive language are absolutely prohibited
- Students are expected to encourage one another and be a positive influence on each other

MS 3.3 Safety

- Air guns, knives and X-Acto knives, and other dangerous instruments are not allowed at any time.
- Steel tipped shoes, large belt buckles or similar elements are not allowed at any time.
- Fighting is, of course, absolutely prohibited.

MS 3.4 Use of technology/Electronic devices

- Students must return a signed IT Acceptable Use Policy before they are allowed to use the school computers.
- Teachers will monitor the students' activities during school hours to ensure online safety.
- Students are NOT allowed to use mobile phones without teacher permission and supervision. If mobile phones are brought to the school, they will be locked up in designated places in Middle School until the end of the school day. The school does not take any responsibility for any damage or loss of personal items.
- Smart watches are not allowed for students. If they have it, they will be stored in the phone boxes in Middle School.
- Black-and-white E-Readers (Nook, Kindle, etc.) are allowed for the purpose of reading.
- Individual music or video is not allowed in classrooms. If music and videos are to be used as part of a structured learning tool, it must be for the whole class and with teacher's permission.
- IB students (Form 5 and Form 6) are allowed to bring personal laptops and use them with the subject teachers' permission for class related reasons and following the IT Acceptable

Use Policy.

- A student's privilege to use computers in school might be taken away if expectations for using technology are not met. The level administrators will inform the teachers involved once this decision is made.
- Damage to school electronic devices will incur a charge to the student.
- All students are prohibited from engaging in inappropriate conversations online and distributing pictures and other materials.
- Parents are strongly advised to monitor the students' activities and time spent on social media and other electronics outside of school.

MS 3.5 Conflict Resolution

- Students are expected to reflect on their own actions. This can be through writing a reflection sheet or in consultation with teachers.
- Problems are mainly to be solved through consultation and discussion among the concerned parties.
- Students, teachers, administration, and parents are involved in the process of resolving problems and conflicts.
- All parties need to listen to each other with respect, and express openly, but kindly, the issues that bother them.
- When necessary, students may be asked to reflect on their actions with the help of a teacher. This can be done either during a recess, or after school hours.

MS 3.6 Integrity

- Copying of homework, assignments or test papers is not allowed. Copied work will not receive a grade and may result in a "D" in the Approaches to Learning grade on the report card.
- Cheating, malpractice and plagiarism will be dealt with severely, and the assignment will not receive a grade. In addition, it may lead to reporting to the relevant authorities in the case of international examinations.
- Students play a central role in their progress, and hence if a student needs additional assistance to understand lessons or assignments, it is their responsibility to seek help from the teacher concerned.
- Truthfulness and honesty are expected at all times. Stealing and lying could lead to suspension and possible expulsion.
- Students are expected to be helpful, courteous and cooperative with each other and with the school staff.
- School property as well as the property of classmates is to be respected at all times.
- Students must pay for school properties that are wilfully damaged and equipment that is misused.

MS 3.7 Academic Honesty

"Truthfulness is the foundation of all human virtues..." The students at School of the Nations must uphold a high standard of academic honesty and integrity. Students are prohibited from cheating, lying, plagiarising, or committing other acts of academic dishonesty. The well-being of the entire school community depends on the student accepting responsibility for personal conduct in both social and academic endeavours.

Students must produce work representative of their own efforts and abilities. They should refrain from even attempting to show knowledge and skills they do not possess and claiming it as their own.

Students and staff of the school must be fully aware of the fact that academic dishonesty undermines the purposes of education and denies the students' right to personal and academic integrity. Upholding these standards and promoting academic honesty is the responsibility of the whole school community in order to nurture a positive and meaningful academic environment. Students must be fully informed that teachers, administrators, and parents/guardians will hold them accountable for any act of academic dishonesty.

MS 3.7.1 Consequences

School of the Nations intends to help students to learn from mistakes and not exhibit dishonest behaviour in the future through the use of consequences. Violations of academic honesty are cumulative during the student's entire attendance at the school. Consequences will include:

- Teacher will assign zero for the work in question, and the student must re-submit the work even though no grade will be given
- Teacher will submit a referral to the level administrator
- Teacher or administrator will contact parent/guardian regarding the incident
- Administrator will file the incident into the student's record into the school's Student Information System.

The following are also consequences which may also apply:

- Administrator may inform relevant external exam bodies like the IGCSE or the IB
- Administrator may suspend student's membership in any school sport team or opportunity of representing the school in other activities
- Conference will be held with the parent/guardian and student.

MS 3.7.2 Use of TURNITIN

Students and teachers will regularly use www.turnitin.com as a tool for ensuring originality of student work, both self- and peer-assessment.

Please refer to the school's **Academic Honesty Policy** for more details.

MS 3.8 Learning Environment

To maintain an appropriate learning environment, students should note the following:

- Respect their immediate physical environment. This requires a high level of cleanliness, self-control and selflessness. The environment is shared by all and is not owned by any one individual.
- Students are expected to bring with them all required elements such as books, note paper, calculators, pencils, pens, etc.
- Within the classroom, students may only store their items in their backpacks – nothing is to be kept in desks
- Students are expected to keep their desks and areas surrounding them clear of materials except for those needed for the current lesson.

- Lockers are to be used for storage of students' materials and personal items.
- Electronic music players, electronic dictionaries, unauthorised electronic devices, toys, entertainment magazines, pornographic materials, etc. are not allowed.
- Trading cards and standard deck of 52 playing cards are not allowed.
- Litter is to be placed in appropriate receptacles.
- Chewing gum is not allowed.
- Eating or drinking in school is permitted only in the cafeteria, unless specified otherwise by the school.
- Students should also have a refillable water bottle with them at all times. Spray bottles are not allowed. Water is available from the water dispensers throughout the school.

MS 4 STUDENT ASSISTANCE

Middle School and Secondary students should not only be concerned with their academic development, but should also be actively engaged in developing themselves as individuals and members of a community. They will confront and resolve many issues on a daily basis. Some of these issues have to do with studies, understanding of self, family, society or relationships. School of the Nations provides many opportunities for them to discuss any questions, concerns or problems. Students may bring any issue to, or seek help from:

- Any teacher they have confidence in
- The school social workers
- The Student Support System
- The administrators
- The school director

MS 5 DETENTION, PROBATION, SUSPENSION AND EXPULSION

Students who deviate significantly from the norms expressed in this handbook will be assisted to review and modify their conduct. This assistance will begin with advice and counsel, and through the steps discussed under Conflict Resolution. If the inappropriate behaviour continues, other means may be used including requiring the student to carry out different types of special tasks/projects that can help them to reflect on their actions/words, detention, arranging a **behaviour or probationary contract**, or being placed under short-term suspension. If the behaviour is seriously affecting other students or the image of the school and does not improve, withdrawal of the enrolment will be considered.

MS 5.1 Consequences

Middle School and Secondary students are required to attend detentions or suspension during the week for disciplinary measures with the approval of the level administrator.

Students may be summarily expelled from the school without notice or compensation for the following:

- Intimidation
- Online bullying
- Violent and/or dangerous behaviour
- Gang related activities
- Sexual harassment
- Use, sale or distribution of illicit drugs, cigarettes, vapes or alcohol
- Theft

The school director in consultation with the administrative team will decide cases on an individual basis.

MS 5.2 Probation

If a student's academic progress or behaviour falls below satisfactory and is of significant concern, he/she may be placed on a behaviour or probationary contract. The behaviour or probationary contract itemises specific areas of concern, sets expectations, and places the student's continued enrolment on a conditional basis. Failure to meet the conditions of the contract could ultimately result in a student being asked to leave the school.

**MS 6 THE CAMBRIDGE ASSESSMENT - INTERNATIONAL GENERAL CERTIFICATE
FOR SECONDARY EDUCATION (IGCSE)**

The students in Form 3 and Form 4 are being prepared for 8 to 9 IGCSE syllabi and the corresponding examinations.

Compulsory Syllabi:

- 0457 Global Perspectives
- 0475 Literature in English (Conditions applied)
- 0478 Computer Science
- 0500 First Language English (Oral Endorsement)
- 0580 Mathematics (Without Coursework)
- 0620 Chemistry
- 0625 Physics

Elective Syllabi based on Students' ability and/or preferences:

- 0400* Art and Design
- 0410* Music
- 0411* Drama
- 0509^ First Language Chinese
- 0523^ Chinese as a Second Language
- 0547^ Foreign Language Mandarin Chinese
- 0455# Economics
- 0610# Biology

* ONE of the syllabi 0400, 0410 and 0411 must be taken

^ ONE of the syllabi 0509, 0523 and 0547 must be taken

ONE of the syllabi 0455 and 0611 must be taken

All students in Form 4 must attend the IB Orientation and fulfil related assessments during the last two weeks of the academic year as one of the requirements to pass Form 4 and be admitted to the IB Diploma Programme in Form 5 at School of the Nations.

MS 7 THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

The International Baccalaureate (IB) Diploma Programme (DP) at School of the Nations is a challenging two-year curriculum, primarily aimed at students aged 16 to 19.

It is an internationally recognized, academically challenging and balanced programme of education that prepares students for success at university and life beyond.

It leads to a qualification that is widely recognized by the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically.
- Acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups.
- Develop the skills and a positive attitude toward learning that will prepare them for higher education.
- Study at least two languages and increase understanding of cultures, including their own.
- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course.
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay.

Enhance their personal and interpersonal development through creativity, activity and service.

MS 7.1 IB Mission Statement

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

To this end the organization works with schools, governments and international organizations to develop challenging 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.

MS 7.2 IB Learner Profile

The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

MS 7.3 The IB Diploma Programme Model



Besides the study of six subject areas, all students in the IB Diploma Programme take the core elements of:

- Theory of Knowledge (TOK)
- Extended Essay (EE)
- Creativity, Activity and Service (CAS)

MS 7.4 IB Diploma Programme Admission Policy

Candidates applying for entrance into the International Baccalaureate Diploma Programme (IBDP) at School of the Nations must meet the requirements described in one of the two categories listed in this section of the handbook.

MS 7.4.1 Category 1: Candidates Who Are Internal Students

Internal Students

Internal students refer to students who are enrolled to Form 4 at the school for at least two academic terms (5 months) before the end of the Form 4 year.

Promotion from Form 4 to the IBDP in Form 5

Students cannot fail more than two subjects to be promoted to Form 5. Each of the following is regarded as a failure in a subject:

- Yearly accumulated grade is lower than a 3 (out of 5) in the "Academic Performance Level"
- A "D" is attained in the yearly average in any of the four elements of the "Approaches to Learning"

Students who do not meet the passing requirements are usually not allowed to sit supplementary examination(s).

MS 7.4.2 Category 2: External Candidates Who Are Applying to Enter The IBDP

External Students: External students refer to candidates who are applying for a seat in Form 5 and entering the IBDP.

Entrance Requirements and Tests for External Students:

a. Application timeline:

For September entry, applicants must meet the regular application deadline for full consideration. Entrance exams and interviews will be completed after applications are accepted.

Entry into the IBDP after September in Year 1 (Form 5) is discouraged. Unless a student is currently pursuing the IB diploma at another institution, it is very challenging to start an IB curriculum after it has begun. If a student wishes to be considered for mid-year entry, a minimum of twenty (20) working days are required to coordinate document review, entrance exams, and interviews to be completed.

b. Required documentation:

Students who move from other schools need to provide the following documents:

- Completed application form, including a picture of the applicant and application fee.
- Proof (letter from Head of School, reports, etc.) that the student has completed Form 4 (Grade 10) or equivalent.
- Contact details of the previous school for us to receive a reference and

coordinate entrance test administration if the applicant is not in Macau during the application process.

- Two academic letters of reference are required. One must be from an English teacher and the other from a subject the applicant wishes to pursue at the Higher Level (HL) in the IBDP.
- Official report cards for at least the last two years of education.
- Any official or predicted exam results that an applicant has/will take (e.g. IGCSE, IELTS, TOEFL, PSAT, etc.).
- A recently-marked English essay with teacher commentary.
- A copy of the admission policy signed by the applicant's parent(s)/guardian(s).
- Any medical documentation in the case of a medical condition that may affect student learning or experience at School of the Nations.
- Subject Proposal of curriculum to be taken for the IBDP.
 - Applicants must indicate which subjects he/she wishes to study at the Higher Level and Standard Level (three of each). Please consult the SON course offerings.

c. Entrance tests:

All applicants are required to take entrance tests for admission. Depending on the student's first language and programme preference, the following subjects may be tested:

- English
Skills: English language mastery and analytical skills
Content:
Part 1: Unseen Commentary
Part 2: Essay on a prescribed topic
- Mathematics
Skills: Mathematical techniques and Applying mathematical techniques to solve problems
Content:
 - Numbers and mathematical notations
 - Algebra
 - Mensuration
 - Plane and 3D Geometry
 - Trigonometry
 - Graphs
 - Sets, Vectors and Functions
 - Matrices and Transformations
 - Statistics and Probability
 - Introductory differentiation
- Sciences
Skills: Knowledge and understanding, handling information and problem solving.
Content: Cambridge IGCSE syllabi of Biology, Chemistry and/or Physics depending on the Science subject(s) selected in the proposal of curriculum.

d. Time and venue of entrance tests

The school will accept applications beginning on March 1 for admission to the following academic year. This process continues until the class is full or the academic year has begun in September.

Students who fail the entrance tests in April are allowed to retake the tests in August. Applicants living in Macau may be able to schedule alternate testing and interview dates, but must be done so with IBDP Coordinator approval.

To meet the needs of prospective students who cannot sit tests in Macau, the school allows students to take entrance tests at their present school, providing the school assures that the tests will be taken in strict exam conditions. Completed test papers should be scanned and emailed to the IBDP Coordinator.

Contact information for a school guidance counsellor or administrator must be submitted with the admission application to coordinate entrance test procedures.

e. Interview:

In addition to the entrance tests, the school may request that the student attend an admission interview. This is an opportunity for the student to present his/her educational background and explain any inconsistency in the test results or to demonstrate language proficiency. A web-based interview is possible for students living abroad during the time of application.

f. Admission decision and choice of curriculum:

Having considered entrance requirements (e.g. tests, references, etc.) and the applicant's curriculum proposal, the school will make an admission decision. Students may be admitted to the full diploma programme or advised to follow a certificate track that is tailored to their needs and abilities.

Admission to the school or the IBDP may be denied if a candidate's command of the English language, academic preparation, or academic commitment is considered insufficient for the student to successfully cope with the requirements of the programme. Decisions will be made in writing.

MS 7.5 Subject Selection in the IB Diploma Programme

Students accepted into the full IB Diploma Programme or into the certificate track must confirm their subject preferences by completing the Subject Selection Form. Students should bear in mind that there is no guarantee that they will be able to attend all the selected courses. The school will try to meet the needs of as many students as possible, however, due to scheduling, some students may be asked to choose a different subject.

MS 7.5.1 Requirement For Taking An IB Subject At The Higher Level (HL)

- Mathematics HL: Grade A or A* in IGCSE Mathematics or Grade B or above in IGCSE Additional Mathematics
- Other subject HL: Grade C or above in IGCSE of the corresponding subject
- For students who enrol to the school through Category 2 mentioned in Section 2, if IGCSE or equivalent exams were not taken, the decision of enrolment to an HL course will be made by the coordinator and the teachers after evaluating the entrance tests.
- Students who do not fulfil the requirements listed in the two points above but wish to take those subjects at the Higher Level, a probation period of 3 months will be set up with a contract. Evaluation will be made by the faculty at the end of the probation period to decide whether the student can stay in that subject at HL or move to the

standard level (SL) of that subject, and therefore moving the Certificate track of the IBDP as described in 3.1.3 below.

MS 7.5.2 IBDP Full Diploma Programme:

Students for the IBDP full diploma programme must satisfy assessment requirements in six subjects and the core in a two-year programme at the school. The six subjects must be selected from six groups as described in the relevant handbook for the examination session, at least three and not more than four subjects to be taken at higher level and the others at standard level (SL). Recommended teaching time is 240 hours to complete higher level (HL) courses and 150 hours to complete standard level courses.

In addition to the six subjects, students must complete the following core requirements:

Take a course in, and complete the required assessment in, Theory of Knowledge (TOK), over the two-year period of the Diploma Programme.

Complete the programme of Creativity, Activity and Service (CAS) activities, for which the IB recommends at least 150 hours for the combination of activities.

Complete and submit for assessment an Extended Essay (EE) in a subject available for this purpose. Work on the essay, which is expected to occupy approximately 40 hours, must be done under the direct supervision of a teacher at the school who has appropriate qualifications and/or experience in the subject chosen by the candidate and is familiar with the Diploma Programme.

MS 7.5.3 IBDP Certificate Track:

For students who do not fulfil the requirements listed in 3.1.1 regarding the enrolment to the subjects at HL for 3 subjects, a certificate track of the IBDP is offered to them. In the certificate track of the IBDP, students at the school are required to take less than 3 subjects at HL but still must fulfil the school requirements of TOK, CAS and EE. This is to ensure the greatest effort is put into the preparations of skills and practice of what is required in their tertiary education.

MS 7.5.4 Taking FOUR Higher Level (HL) Subjects in IB

To nurture candidates in a balanced and meaningful IBDP, the school currently does not allow any student to take more than three IB courses at the Higher Level.

MS 7.5.5 Core Components

The three core requirements of the IBDP - Creativity, Activity, Service (CAS), Theory of Knowledge (TOK) and Extended Essay (EE) - are compulsory for students following the Full Diploma Programme and the Certificate Track of the programme. Students following the full Diploma Programme can earn up to 3 extra marks for successful completion of TOK and EE.

MS 7.5.6 Self-taught Mother Tongue

School of the Nations appreciates the variety of languages spoken by the school community. Advice and support are given to students whose mother tongue is other than the currently offered Languages A, and who want to include their mother tongue in their subjects programme. The school will assist parents in searching for suitable teachers and offers internal training to the latter. Upon request, classrooms can be provided for such classes at the school. However, it is also acceptable for these classes to take place outside of the school. Any additional costs (e.g. tutor's remuneration) are the sole responsibility of the parents/guardians. It is expected that external tutors will inform the DP.

Coordinator of the student's progress on a regular basis and complete report comments four times per year. The current subject available for self-taught is Language A: Language and Literature SL only.

MS 7.5.7 Students Transferring from other IB Schools

School of the Nations accepts students who started the IBDP at other IB schools on condition that the school currently offers the subjects they studied in their previous school. Transferring students may be exempted from entrance tests. However, the transferring student needs to submit reports and/or a letter from their previous school, which confirms that he/she was enrolled in the IB Diploma Programme. Students who wish to carry over any Internal Assessment tasks from their previous school need to ensure that all required IB forms have been completed and signed by their supervisor. It is of paramount importance that all Group 4 lab work (including evidence of the Group 4 Project) is documented and the documents are signed by the previous teacher.

MS 7.6 Language Policy in the SON IB Diploma Programme

MS 7.6.1 Philosophy

For an individual to actively participate in the progress of society language is essential. Language is used to transmit knowledge, communicate principles, ideas, opinions, needs, desires and emotions. Language is necessary for thinking. There are various types of language: social language, scientific language, mathematical language and artistic language. Language also refers to specific lexical and grammatical sets known as English, Mandarin, Russian or some 3,000 other tongues. The mother language is acquired at the beginning from parents and other family members as well as the surrounding social milieu. Initial learning takes place by correlating physical objects, actions and expressions with specific sounds. Additional languages can be learned in the same way or through more structured activities that include also correlating sounds in the target language with sounds in the mother language. Subsequent learning, not only increases vocabulary but also the precision of expression and the skills of communication. Individuals also learn to use different types of language for different purposes.

School of the Nations provides for the development of language primarily in English and Mandarin. English is the primary language of instruction and enables the individual to access knowledge worldwide and interact with a significant percentage of people from all the nations of the world. Mandarin enables the students to function throughout China, a region of growing economic, political and social importance and influence.

Proficiency and familiarity with different languages is recognized as an important element in the development of a sense of world citizenship and international mindedness. Language is a window on the world and different languages provide different windows. A knowledge of different languages opens the mind to different points of view and different ways of understanding.

MS 7.6.2 Language Profile

Students entering the IB diploma programme come from the following backgrounds:

- Cantonese speaking families who have provide opportunities to the student to acquire English to an adequate degree as ascertained through examination.
- English speaking families from North American, British, Australian or New Zealand background who have developed their language ability through the school systems associated with these countries and may or may not have knowledge of or proficiency in another language
- English speaking families from countries such as India, Philippines, Singapore or Malaysia who have developed their English language abilities in the school systems of these countries and also have knowledge of one or more additional languages learned in the home.
- Mandarin speaking families who have provide opportunities to the student to acquire English to an adequate degree as ascertained through examination.
- Families with other home languages who have provide opportunities to the student to acquire English to an adequate degree as ascertained through examination.

MS 7.6.3 Language of Instruction

IB Language courses

The IB programme at School of the Nations will use English as the language of instruction. As a general rule students accepted to the IB diploma programme will have demonstrated adequate proficiency in English either through an admissions examination (see admissions policy) or through previous study at School of the Nations. In some cases where students whose proficiency is somewhat weak have been accepted in the IB programme, School of the Nations will provide additional support by streaming students according to language level during language instruction classes and/or arranging for additional tutoring at the request of the teachers and/or students.

Most students will be learning in a language other than their mother tongue. For this reason, the curriculum of all subjects will take into account the fact that students may not naturally understand the language used. When necessary, explicit instruction will be provided to familiarize students with the subtleties of meaning, range of expression and structural forms appropriate for different subjects and purposes. This will occur either in the instruction of Language A or Language B classes or in the respective subject class.

Language A

Students will usually choose between English and their mother tongue as their first language. In some cases, students may choose to study both English and their mother tongue as their Language A course. The school will assist students who choose their mother tongue as the Language A course to find appropriate academic assistance. A student who chooses to study his/her mother tongue that is other than English as their Language A course must choose either English or Mandarin as his/her Language B course. The study of another Language A course will be conducted entirely outside of school hours.

Approval of each student's choice will be based on

- prior experience with the student at lower levels of instruction at School of the Nations
- entrance examination at the time of enrolment
- educational background
- family background

Language B

Students will have the option of choosing Mandarin, English or another language for the Language B component of the curriculum. The school will provide instruction in Mandarin and English and will assist students to find appropriate academic support for other languages. A student who chooses to study another language as the Language B course must choose either Mandarin or English as his/her Language B course. The study of another language at the B level will be conducted entirely outside of school hours.

Approval of each student's choice will be based on

- prior experience with the student at lower levels of instruction at School of the Nations
- entrance examination at the time of enrolment
- educational background
- family background

Language *ab initio*

The growing importance and influence of China in the region and the world fully justifies

the emphasis placed on Mandarin at the school.

In addition, the school will assist all students to study other languages according to their needs and desires. There are several organizations in Macau that are useful for this purpose as specified in the next section.

As all students are required to follow School of the Nation's Mandarin programme, such additional studies would be organized outside of the normal school functioning hours.

MS 7.6.4 Mother Tongue Support

The school will encourage students of linguistic backgrounds other than English or Mandarin to find opportunities for self-study of their primary languages if so desired. For this purpose, there exist in Macau various governmental and non-governmental organizations that promote Korean, Japanese, Portuguese, Spanish and Cantonese in addition to English and Mandarin. In addition to this, students may use their Mother Tongue during surveys or interviews that are done outside of the school hours. When appropriate, parents will receive orientation regarding the importance of the Mother Tongue on learning and identity.

MS 7.6.5 Communication with Parents

School of the Nations regularly communicates with parents and encourages parents to initiate communication with teachers and administrators. Written communication is carried out in both English and Chinese. Oral communication will take place in English, Mandarin or Cantonese. Staff is available for translation from English to Mandarin or Cantonese and from Mandarin to English.

MS 7.6.6 Communication with Academic Staff

Teachers at School of the Nations are proficient in English, Mandarin, Cantonese or any combination of these. There are a significant number of staff members who do not share a common language. Written communications are provided in bilingual English and Chinese and translation is provided for oral communication between staff members.

MS 7.7 Use of ManageBac

ManageBac is an online platform that enables efficient curriculum planning, assessment and reporting, while eliminating paperwork and enhancing communication to parents and students. Currently, Form 5 and Form 6 Students have access to ManageBac for all the subject areas as well as the following:

- CAS records and reflections logging
- Extended Essay tracking and reflections
- TOK records, notes and reflection

MS 7.8 University Counselling

The university selection process can be exciting, challenging, nerve-wracking, and difficult. The University Guidance Counsellor compiles resources, consults his/her

experience and various guidebooks, and attempts to synthesise the information that IBDP students must know as they begin or continue their search.

Given that School of the Nations students are considering university options all over the world, the University Guidance Counsellor provides information and assistance in this process while students and families are expected to take ownership of carrying out steps and making decisions regarding university and programmatic choices.

The university guidance counselling services include:

- Individual and group meetings with students
- Individual meetings with parents/guardians
- Guidance Counselling Handbook
- Parent information nights
- University visits
- University talks and fair on campus
- Information pamphlets from different universities
- Personal statement support
- University application workshops

MS 7.9 IB Student Privileges

MS 7.9.1 Off Campus Times

IBDP students in School of the Nations are granted the privilege of spending their time off campus when there is not class scheduled during the day. However, for subjects with mixed HL and SL classes, explicit permission from the teachers is required if a SL student wishes to leave campus during the HL-only times.

This privilege is to be revoked once the school finds concerns in a student's attendance and punctuality record.

MS 7.9.2 Use of IB Student Lounge

Students in Form 5 and Form 6 are allowed to use the IB Student Lounge as a venue for group or individual work. All rules regarding uniform, food, language, etc. apply.

MS 7.9.3 CAS Trip

Form 5 and Form 6 student may organise a trip as their CAS Project described in the SON CAS Handbook. They must consult with the CAS Coordinator and gain permission from the school administration regarding cost, location, project nature, etc. prior to any further step in the planning. A trip of this nature, while encouraged, is not compulsory, and other activities may take its place. The school policy of 90% participation rate is strictly enforced for trips outside of Macau.

MS 7.10 Protocol for Raising Concerns in the SON IB Diploma Programme

In addition to the protocol, procedure, and principles about raising concerns to the School stated in section A 26.4 of this handbook, students, their parents or legal guardian may note the following:

Concerns raised about a teacher:

Step 1: Should a concern be raised regarding a teacher of a DP course or a DP core component (CAS, TOK, EE), the School encourages students, parents or legal guardians to raise this directly with the teachers involved. This communication is usually the more straight forward in sorting out the issues, and most time efficient.

Step 2: If an issue is not resolved or progressing after it is raised with the teachers, or an individual feels the need to communicate with a member of the Pedagogical Leadership Team directly, the DP Coordinator or the Secondary Administrator can be approached. Kindly note that the DP Coordinator will be involved in all discussions and decisions made towards all steps of the resolution related to a concern raised about a DP course or a DP core component. The DP Coordinator is responsible for the execution, monitoring, reporting, and communicating progress of the handling of the concerns raised.

Step 3: If an issue is not resolved or progressing after it has been raised with the DP Coordinator and/or the Secondary Administrator, it needs to be brought to the school Director for further investigation or decision making.

Step 4: If an issue is not resolved or progressing after it is raised with the school Director, it will need to be brought to the Bádi Foundation, as described in section A 26.4 of this handbook. Members of the School community must recognise that, after all principles stated in section A 26.4 are followed, and all communication and necessary investigations conducted, some issues may be categorised as invalid.

Note: Should the teacher involved in the concern is the DP Coordinator, the matter will be handled directly by the Secondary Administrator first, and Steps 3 & 4 will follow if not resolved.

Concerns raised about School's decisions about other aspects of the DP:

Step 1: Should a concern be raised regarding a school decision made for a DP course, a DP core component (CAS, TOK, EE), or any other aspect of the IB Diploma Programme run in the School, the School encourages students, parents or legal guardians to raise this directly with the DP Coordinator.

Step 2: If an issue is not resolved or progressing after it is raised with the DP Coordinator, it needs to be brought to the Secondary Administrator for further investigation or decision making.

Step 3: If an issue is not resolved or progressing after it is raised with the Secondary Administrator, it needs to be brought to the school Director for further investigation or decision making.

Step 4: If an issue is not resolved or progressing after it is raised with the school Director, it will need to be brought to the Bádi Foundation as described in section A 26.4 of this handbook. Members of the School community must recognise that, after all principles stated in section A 26.4 are followed, and all communication and necessary investigations conducted, some issues that may be categorised as invalid.

MS 8 INTERNATIONAL EXAMINATION REGISTRATION


Students are registered in following international examinations by December of that academic year. The examinations are:

- IGCSE: All Form 4 students and some Form 3 students who are taking advanced courses
- IB Diploma Programme: All Form 6 students


Students will receive confirmation of the examination subjects, examination timetables and candidate log-in details to access their results as soon as the registration is completed.

Should the parents decide that remarking or retaking some of the examinations is necessary, they should contact the Secondary Administrator, the IGCSE Exam Officer and/or the IB Diploma Programme Coordinator of the school to seek information regarding examination time, cost and approval. This communication must be done within a week of the official release date of the results in order to secure the availability of the services.

Appendix 01 – DSEDJ Tropical Cyclone, Rainstorm and Special Weather Condition Guideline










In accordance with the Dispatch of the Secretary for Social Affairs and Culture No. 62 /2020
Came into force on 2020-09-01



Need to go to school in heavy rain?

For Yellow rainstorm signals, schools can handle students' attendance with discretion.
For Red or Black rainstorm signals, classes are suspended but students are welcomed to stay at school. ☀️

Class suspension arrangements when rainstorm signals or tropical cyclone signals are hoisted, or in case of special weather conditions

	Signal level	Time of issuance	Education Level/ Type	Class Suspension Arrangements
 <p>Rainstorm Signals</p>		At any time	Infant, Primary, Secondary, Special Education	Classes are as usual
		06:30–09:00	Infant, Primary, Special Education	Classes are suspended all day
	or		Secondary	Classes are suspended in the morning
		11:30–14:00	Infant, Primary, Secondary, Special Education	Classes are suspended in the afternoon
 <p>Tropical Cyclone Signals</p>	13	06:30–09:00	Infant, Primary, Special Education	Classes are suspended all day
		11:30–14:00	Infant, Primary, Special Education	Classes are suspended in the afternoon
		At any time	Secondary	Classes are as usual
	8 or above	At or after 06:30	Infant, Primary, Secondary, Special Education	Classes are suspended all day
	8 or above is lowered to 13	Between 00:00 and 06:30 8 or above is lowered to 13 and 13 is still in force at 06:30	Infant, Primary, Secondary, Special Education	Classes are suspended all day
 <p>Special Weather Conditions</p>		If the maximum / minimum temperature of the next day is expected to be 38°C or above and 3°C or below respectively at 17:30	Infant, Primary, Special Education	Classes are suspended all day
		If the maximum / minimum temperature of the next day is expected to be 40°C or above and 0°C or below respectively at 17:30	Infant, Primary, Secondary, Special Education	Classes are suspended all day


During the aforesaid class suspension period, schools must keep their premises open and arrange for staff to look after the students who have arrived at school. They should arrange appropriate activities for students. Parents do not need to rush to fetch their children from school.

The public can receive related class suspension information through the following channels:

- The SMG website at www.smg.gov.mo
- The DSEDJ website at www.dsedj.gov.mo, the DSEDJ mobile app, the DSEDJ's official account on WeChat
- TV and radio


For enquiries, please call the DSEDJ at 8397 2114 / 8397 2309 / 8397 2318 during office hours.


DSEDJ mobile app



DSEDJ official account on WeChat

Wechat ID: dsedjmacau





Source: https://portal.dsedj.gov.mo/websejspace/internet/Inter_main_page.jsp?id=58065

落大雨返學嗎？ 黃雨可酌情 紅黑正課停 留校皆歡迎

學校在熱帶氣旋、暴雨及特殊天氣情況下停課安排

信號級別	發出時間	教育階段/範疇	停課安排
暴雨	任何時段	幼兒、小學、中學、特殊教育	照常上課
	06:30-09:00	幼兒、小學、特殊教育	全日停課
		中學	上午停課
	11:30-14:00	幼兒、小學、中學、特殊教育	下午停課
熱帶氣旋	06:30-09:00	幼兒、小學、特殊教育	全日停課
	11:30-14:00	幼兒、小學、特殊教育	下午停課
	任何時段發出	中學	照常上課
	▲8 或以上風球	幼兒、小學、中學、特殊教育	全日停課
	▲8 或以上風球 改發 ▲3	00:00至06:30由▲8或 以上風球改發▲3, 且▲3 於06:30仍然生效	幼兒、小學、中學、特殊教育 全日停課
特殊天氣	在17:30預計翌日將出現 最高氣溫38℃或以上/ 最低氣溫3℃或以下	幼兒、小學、特殊教育	全日停課
		中學	照常上課
	在17:30預計翌日將出現 最高氣溫40℃或以上/ 最低氣溫0℃或以下	幼兒、小學、中學、特殊教育	全日停課

學校於上述停課期間，必須保持校舍開放，安排人員照顧已返抵學校的學生，並為其安排適當的活動，家長無須急於前往學校接回子女。

公眾可透過以下途徑接收相關停課訊息：

- 氣象局網頁www.smg.gov.mo
 - 教青局網頁www.dsedj.gov.mo、手機應用程式及微信帳號
 - 電視台及電台
- 教青局辦公時間查詢電話：8397 2114 / 8397 2309 / 8397 2318

教青局手機應用程式

教青局官方微信帳號
Wechat ID: dsedjmacau



Source: https://portal.dsedj.gov.mo/webdsejspace/internet/Inter_main_page.jsp?id=58065

Outdoor Activity Guidelines

Prepared by the Outdoor Activity Committee
September 23, 2022

Outdoor activities comprise a critical component of how we promote the physical development of our students. Research suggests that those aged 5–17 should have at least 60 minutes of moderate-to vigorous physical activity each day, with greater time providing greater health benefits.

However, there are environmental conditions specific to Macau that need to be carefully considered. For this reason, in September 2019, an Outdoor Activity Committee was formed (members consist of teachers, administrators, parents, and a health professional) which established the following guidelines to strike the right balance between promoting outdoor activity and ensuring the physical safety of our students.

Typhoons and rainstorms

The Macau Meteorological Bureau (SMG) official provides updates on typhoons on a scale that ranges from T1, the mildest, to T10, which is the most severe. It also publishes rainstorm warnings. Based on this, the Macau Educational Bureau (DSEDJ) stipulates the measures that should be taken for each school department, including class cancellations, that we adhere to.

Rain and wet weather

All outdoor activities are cancelled when it is raining or when the school determines that the ground is too wet for students to run safely.

Air quality






In Macau, a real-time air quality index and associated recommendations for outdoor activities (see below) are provided on the SMG website, which the school follows. When the real-time air quality index reaches 101 or above, all outdoor activities are cancelled.









Air Quality		Suggested Precautionary Actions	
Index	Level ^(4,5,6)	Sensitive Population Groups (People with existing heart or respiratory illnesses, pregnant woman, children and elderly)	General Public
0 - 50	Good	No response action is required.	No response action is required.
51 - 100	Moderate	Advised to <u>reduce</u> ⁽⁷⁾ outdoor strenuous activities.	No response action is required.
101 - 200	Bad	Advised to <u>reduce to the minimum</u> ⁽⁷⁾ outdoor strenuous activities, and the time of staying outdoor, especially in areas with heavy traffic.	Advised to <u>reduce</u> ⁽⁷⁾ outdoor strenuous activities, and the time of staying outdoor, especially in areas with heavy traffic.

Source from Macau Meteorological Bureau (<http://www.smg.gov.mo>)

UV and temperature

Macau SMG provides a general temperature and UV index to the public (see below). In determining extreme conditions, the SMG does not attach significance to humidity levels or “body-feel temperature”—only normal temperature and the UV index are considered.

The level of index of temperature from Macau SMG						
	36 degree centigrade and above					
	33 - 35 degree centigrade					
	13-32 degree centigrade					
	8-12 degree centigrade					
	7 degree centigrade and below					

UV Index					
Exposure level	low	moderate	high	very high	extreme
Sunburnt time(minutes)	—	45	30	15	10
Suggested Protection					

Source from Macau Meteorological Bureau (<http://www.smg.gov.mo>)

The school committee has established that when the temperature is 36 degrees or above, 7 degrees or below, or when UV reaches 11 outdoor activities should be cancelled.

At times of intermediate concern, when conditions are elevated but not extreme, the key will be ‘education’ rather than cancellation. This includes instances with temperatures between 33-35 and 8-12 degrees or where the UV index is ‘very high’, 8-10. This education includes:

On hot days, staff in the school should:

- *educate students* to drink water, wear a hat/cap, and seek shade as possible
- *remind students* to bring a water bottle and a hat/cap
- *remind teachers* who are with students to remind them to drink water, wear a hat/cap, and seek shade as possible

On cold days, education and reminders should focus on keeping students warm.

Summary chart

	UV	Temperature	Air Quality	Typhoon/Thunderstorm	Rain/Wet Weather
Cancel outdoor activities	11+	36°+ (or 7° and below)	101+	Follow DSEDJ Status & Guidelines	If raining /or too wet to run - school decides
Ensure student safety	8-10	33-35° (or 8-12°)	N/A	N/A	School will decide based on the condition
Status (Official SMG)	UV and Temperature		Air Quality index	Typhoon and Thunderstorm	
Guidelines (Official SMG/DSEDJ)				DSEDJ Guideline	



戶外活動指南

本文件由戶外活動委員會準備

2022 年 9 月 23 日

戶外活動是促進學生身體健康發展的重要組成部分。研究建議，年齡在 5-17 歲之間的人應該每天至少進行 60 分鐘中等到劇烈程度的體育活動，如果時間更多的話將能提供更多的健康益處。

不過，澳門也有一些特殊的環境條件需要認真考慮。為此，2019 年 9 月學校成立了戶外活動委員會(委員會成員由教師、行政人員、家長和健康專業人士組成)，制定了以下指導方針，以促進戶外活動和確保學生身體安全之間取得適當的平衡。

颱風和暴雨

澳門氣象局(SMG)提供颱風的實時資料，範圍從最溫和的 T1 到最嚴重的 T10 風球。氣象局亦會發出暴雨警告。在此基礎上，澳門教育暨青年發展局(DSED)規定了各學校應採取的措施，包括停課安排等。

降雨和雨濕天氣

當出現下雨天氣時，所有戶外活動取消。當學校認為雨後地面太濕不宜讓學生進行戶外活動時，亦會根據具體情況適時取消戶外活動。

空氣質量





學校會跟隨澳門氣象局官網實時提供的空氣質量指數及戶外活動建議(見下表)作出安排。當即時空氣指數達到 101 或以上時，所有戶外活動均被取消。




空氣質量		建議採取的預防措施	
指數	水平 ^(4,5,6)	敏感人群 (患有呼吸系統疾病或心臟病人 士、孕婦、兒童及長者)	一般市民
0 - 50	良好	可如常活動。	可如常活動。
51 - 100	普通	應減少 ⁽⁷⁾ 戶外劇烈活動。	可如常活動。
101 - 200	不良	應盡量減少 ⁽⁷⁾ 戶外劇烈活動，以及在戶外逗留的時間，特別在交通繁忙地方。	應減少 ⁽⁷⁾ 戶外劇烈活動，以及在戶外逗留的時間，特別在交通繁忙地方。

資料來源澳門氣象局 (<http://www.smg.gov.mo>)

紫外線和溫度

澳門氣象局為市民提供了一般性氣溫及紫外線指數參考(見下表)。需注意的是，濕度水平和“體感溫度”並不在其戶外活動建議的參考指標內。極端天氣戶外活動的考慮因素主要有正常溫度和紫外線指數。

澳門氣象局 (SMG) 溫度符號指數	
<div><div>熱</div><div>QUENTE</div><div>HOT</div><div></div></div>	36 攝氏度及以上
<div><div>熱</div><div>QUENTE</div><div>HOT</div><div></div></div>	33 - 35 攝氏度
<div><div>普通</div><div>GERAL</div><div>GENERAL</div><div></div></div>	13-32 攝氏度
<div><div>冷</div><div>FRIJO</div><div>COLD</div><div></div></div>	8-12 攝氏度
<div><div>冷</div><div>FRIJO</div><div>COLD</div><div></div></div>	7 攝氏度及以下

紫外線指數	<div><div>UV INDEX</div><div>UV INDEX</div><div>12</div></div>	<div><div>UV INDEX</div><div>UV INDEX</div><div>UV INDEX</div><div>345</div></div>	<div><div>UV INDEX</div><div>UV INDEX</div><div>67</div></div>	<div><div>UV INDEX</div><div>UV INDEX</div><div>UV INDEX</div><div>8910</div></div>	<div><div>UV INDEX</div><div>11⁺</div></div>
	曝曬級數	低	中等	高	甚高
曬傷時間(分鐘)	—	45	30	15	10
防護措施		<div></div>		<div><div></div><div></div></div>	

資料來源澳門氣象局(<http://www.smg.gov.mo>)

學校戶外活動委員會已確定，戶外活動應在極端天氣-當溫度 36 攝氏度及以上、7 攝氏度及以下，或紫外線達到 11 及以上時取消。

在需要關注的天氣條件下，關鍵應該是“教育”，而不是簡單地取消戶外活動。這些天氣條件包括溫度在 33-35 攝氏度之間及 8-12 攝氏度之間，或者紫外線顯示“非常高”，即指數為 8-10 的時候。

炎熱天氣，學校的教職員人需要：

- 教育學生喝水，戴帽子，在太陽下活動一段時間後盡可能尋找陰涼處休息
- 提醒學生準備好水瓶和帽子
- 提醒當時和學生在一起的老師提醒學生喝水，戴帽子以及在太陽下活動一段時間後盡可能尋找陰涼處休息

低溫天氣，教育和提醒學生應該注意保暖。

總結表

	紫外線	一般溫度	空氣質量	颱風和暴雨	降雨/雨濕天氣
戶外活動取消	11+	36°+ (或 7° 及以下)	101+	按教育暨青年發展局指引安排	降雨或（學校根據地面潮濕情況決定）
保障學生安全	8-10	33-35° (或 8-12°)	不適用	不適用	學校根據情況安排
參考指標 (氣象局)	紫外線和溫度		空氣質量指數	颱風 和 暴雨	
指南 (教育暨青年發展局官網)				教育暨青年發展局官網指南	



SCHOOL OF THE NATIONS
MEDICINE TAKING FORM

聯合國學校服藥單

Name of Student / 學生姓名：_____

Age / 年齡：_____ Class / 班級：_____

Type of illness / 病症：_____

Name of Medicine 藥物名稱	Dosage 服藥劑量	Times per day 每日服藥次數
1.		
2.		
3.		

Medicine taking time/ 委託服藥時間：_____

Emergency Contact No. / 緊急聯絡電話：_____

Any other remark/ 其他備註內容：_____

Disclaimer: I will not hold the school responsible if there is any adverse reaction after taking the medicine by my above named child/ward.

聲明：如以上學生服藥後出現任何不良反應，學校都將不需要承擔任何責任。

Parent/Guardian Signature 家長/監護人簽名：_____

Date 日期：_____