

DSC International School
德思齊加拿大國際學校



**Secondary Section
Student and Parent Handbook
2026-2027**



DSC International School

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INTRODUCTION

CONTACT INFORMATION

Address	5-7 Tai Fung Avenue, Taikoo Shing, Hong Kong	
Head Office	Phone: (852) 3658 0388	
Secondary Office	Phone: (852) 3658 0338	Fax: (852) 3658-0500
Secondary Office Email	s.office@dsc.edu.hk	
Health Room	Phone: (852) 3658 0525	
Admissions Department	Phone: (852) 3658 0400	
IT Department	Phone: (852) 3658 0368	
School Website	www.dsc.edu.hk	
School Facebook Page:	https://www.facebook.com/DSCTKS	

Other Information

School Bus: Essex Services Limited	https://essexbus.com.hk/DSC
Ontario Ministry of Education	www.edu.gov.on.ca/eng/
Hong Kong Education Bureau	www.edb.gov.hk/en/

ACCREDITATION

DSC International School is registered with the Hong Kong Education Bureau and listed on the Ontario (Canada) Ministry of Education's website as a private school. DSC is registered with the Hong Kong Education Bureau according to the HK Education Ordinance Chapter 279 as ED/1/21579/88. In Ontario, the School is listed as School Board #B78000 and Private School #879037 and can be found in the list of Ontario's international schools at <https://www.ontario.ca/page/international-schools-offering-credits-towards-ontario-secondary-school-diploma>

VISION, MISSION, AND CORE VALUES

WHAT WE STRIVE FOR

✦ Our Vision

Empowering a global community to dream without limits, lead with integrity, and co-author a better future.

WHO WE ARE

✦ Our Mission

To cultivate global leaders through a rigorous Canadian education. We bridge academic excellence and emotional intelligence, empowering our students to dream boldly, succeed with purpose, and celebrate their impact on a changing world.

✦ Our Values

Empower Every Voice Create Together Lead with Purpose
Nurture the Whole Self Care Boldly



Our Promise: Dream, Succeed, Celebrate

At DSC, we have evolved our core pillars into a promise to our students—a roadmap that transforms potential into purposeful impact.

1. DREAM: The Spark of Agency

- **Empowering Every Voice:** We move beyond passive learning to active dreaming. By listening to students and fostering wonder, we provide the safety and space for students to imagine a future without limits.
- **Global Collaboration:** With a community spanning 50 nations, dreaming is a collective act. We leverage our diversity to imagine possibilities that a single perspective could never reach.

2. SUCCEED: The Path of Purposeful Rigor

- **Leading with Integrity:** Success is not merely a grade; it is defined by the "Why" behind the achievement. We cultivate leaders who act with purpose and hold themselves to the highest standards of integrity.
- **Nurturing the Whole Self:** We believe that true excellence is only sustainable through balance. By prioritizing the health and well-being of the "whole child," we provide the foundation for long-term, high-level performance.

3. CELEBRATE: The Impact of Global Leadership

- **Caring Boldly:** The ultimate measure of our success is the footprint we leave behind. Being a good friend means standing up for others, even when it is scary to do so. We encourage a community of kindness. We celebrate our achievements through our impact on our school and global community.
- **The Narrative of Contribution:** To celebrate is to recognize that our story is intertwined with the world around us. We honour the moments where our students' "co-authored" futures lead to meaningful global change and their personal growth and success.

The Result

A school culture that protects its Canadian roots while elevating its outcomes, producing graduates who do not just enter the world, but lead it with empathy, intelligence, and agency.

CODE OF CONDUCT

Introduction

A School is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe, in their School community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

Purpose of the Provincial Code of Conduct

- to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- to encourage the use of non-violent means to resolve conflict
- to promote the safety of people in the schools
- to discourage the use of alcohol and illegal drugs
- to prevent bullying in schools

Those governed under the Code of Conduct

The Code of Conduct applies to the entire school community. This means that the code of conduct applies to all individuals:

- on school property
- on school buses
- at school-related events and activities
- in other circumstances that could have an impact on the school climate
- in virtual learning environment
- in school uniform
- when using social media / technology and disparaging, harassing, harming another school community member

Fundamental Values

- All participants involved in DSC International School, students, parents or guardians, volunteers, teachers and other staff members, are included in this Code of Conduct whether they are on School property, on School buses or at School authorized events or activities
- Everyone has a responsibility to promote a safe environment.
- All members of the school community are to be treated with respect and dignity, especially those in positions of authority.
- Everyone has a responsibility to resolve conflicts in a way that is civil and respectful. Insults, hurtful acts and a lack of respect for others disrupt learning and teaching in a school community.
- Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one should use an object to

injure another person or threaten to use an object to injure another person. Violence and threats are unacceptable and puts everyone's safety at risk.

- Everyone is expected to use appropriate conflict resolution.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Tobacco, Vapes, Alcohol and illegal drugs are addictive and present a health hazard. DSC International School will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to School members who are in possession of, or under the influence of, or in possession of Tobacco, Vapes, Alcohol and illegal drugs.

Purpose of the Code of Conduct

To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.

1. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
2. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
3. To encourage the use of non-violent means to resolve conflict.
4. To promote the safety of people in the schools.
5. To discourage bullying of any kind.
6. To discourage the use of alcohol and illegal drugs.

STANDARDS OF BEHAVIOUR

The two key focus areas for the standards of behaviour are:

- Respect, Civility and Responsible Citizenship
- Safety

All members of the School Community must:

- respect and comply with all applicable Hong Kong laws and ordinances
- demonstrate honesty and integrity
- respect differences in people, their ideas and opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement
- respect and treat others fairly, regardless of their race, ancestry, place of origin, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability
- respect the rights of others
- show proper care and regard for School property and the property of others
- take appropriate measures to help those in need
- report cases of abuse, bullying, and infractions of the Code of Conduct;
- respect persons who are in a position of authority
- respect the need of others to work in an environment that is conducive to learning and teaching
- seek assistance from a member of the School staff, if necessary, to resolve conflict peacefully
- not swear at a teacher or at another person in a position of authority
- discourage others from engaging in bullying or cyber bullying

SAFETY

All school community members must not:

- start or join in any form of bullying, whether in-person or through technology (for example, email or cell phones, class chats, online forums, social media)
- commit sexual assault or sexual harassment
- traffic weapons or illegal drugs
- commit robbery or theft
- give alcohol, tobacco, Vapes or Illegal Drugs to a minor
- be in possession of a weapon on campus or at school functions and events (including cutters, knives)
- use any object to threaten or intimidate another person
- injure anyone with an object
- be in possession of alcohol, cannabis (except when the person is authorized to use cannabis for medical purposes) or illegal drugs
- be under the influence of alcohol, cannabis (except when the person is authorized to use cannabis for medical purposes) or illegal drugs
- give others alcohol, illegal drugs or cannabis (unless the receiver is someone who has been authorized to use cannabis for medical purposes)
- inflict or encourage others to inflict bodily harm on another person
- engage in hate propaganda and other forms of behaviour motivated by hate or bias
- commit an act of vandalism that causes damage to school property, to property located on the premises of the school or to the property of a member of the school community
- record, take or share non-consensual recordings or photos of members of the school community

ROLES AND RESPONSIBILITIES

Head of School, under the direction of the SMC, takes a leadership role in the daily operation of a School. He provides this leadership by:

- develop policies that set out how the school will put in place and enforce the code of conduct and all other rules that they develop as related that promote and support respect, civility, responsible citizenship and safety
- seek input from students, staff, parents,
- review these policies regularly with students, staff, parents
- establish a process that clearly communicates the code of conduct to all parents, students, staff and members of the school community to gain their commitment and support
- ensure an effective approach to intervene and respond to all violations that relate to the standards for respect, civility, responsible citizenship and safety
- give opportunities for all staff to gain the knowledge, skills and attitudes they need to promote student achievement and well-being in a safe, inclusive and accepting learning environment
- demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- holding everyone, under their authority, accountable for their behaviour and actions;
- empowering students to be positive leaders in their School and community;

- communicating regularly and meaningfully with all members of their School community.

Principals and Vice Principals, under the direction of the Head of School, take a leadership role in the daily operation of a school.

Principals provide this leadership by:

- demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- holding everyone under their authority responsible for their behaviour and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of their school community
- model the standards of respect, civility and responsible citizenship.

Teachers and all School Staff, under the leadership of the Head of School, maintain order in the School and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in their School and community;
- communicate regularly and meaningfully with parents;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for all students, staff and parents;
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online
- model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

Students - Everyone should treat students with respect and dignity. In return, students must show respect for themselves and for others.

Students show respect and responsibility when they:

- comes to School prepared, on time and ready to learn;
- shows respect for him/herself, for others and for those in authority;
- refrains from bringing anything to School that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her actions.

Parents/Guardians play an important role in the education of their children and have a responsibility to support the efforts of School staff in maintaining a safe and respectful learning environment for all students.

Parents fulfil this responsibility when they:

- show an active interest in their child's School work and progress;
- communicate regularly with the School;
- help their child be neat, appropriately dressed in the correct school uniform and prepared for School;
- ensure that their child attends School regularly and on time;
- promptly report to the School their child's absence or late arrival;
- become familiar with the Code of Conduct and School rules;
- encourage and assist their child in following the rules of behaviour;
- help School staff in dealing with disciplinary issues.

Police and Community Members are essential partners in making our Schools and communities safer. Community members need to support and respect the rules of their local Schools. Police investigate incidents in accordance with the protocol developed with the School.

SAFEGUARDING

The mission of DSC International School is to provide an inclusive multicultural and caring environment to inspire students to develop their social, intellectual, emotional, and physical abilities to contribute positively to the global community. This can only occur when students feel safe to learn in conditions which protect them from harm and promote optimal development of their intellectual, physical, emotional, and social well-being. At DSC, we see child protection and safeguarding as the fundamental responsibility of every stakeholder in the community.

Guiding Principles

All DSC staff members have a responsibility to protect your child from harm. As professional educators working directly with your child, our staff is legally and ethically responsible to report any concerns to the school administration, and when there are reasonable grounds, any suspicion that a child is or may be in need of protection. The school is also legally and ethically responsible to ensure that the case is followed up and reported to the appropriate authorities when deemed necessary.

DSC accepts and adheres to these basic principles:

- A child's welfare is paramount, and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of age, racial heritage, religion, ability, gender, identity or culture.
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work. Schools are responsible for the provision of a safe and nurturing environment for all children.

- Any symptom(s) or report of suspected child abuse must be taken seriously.
- We work in partnership with parents/guardians and/or other professionals to ensure the protection of students.
- Our guiding principle throughout is ‘the best interests of the students’. This means the welfare, safety, needs and rights of children should always come first and be a primary concern in working with children and their families.
- All students have the same equal rights to protection, but we recognise that we need to do more for some students because of their special educational needs, disability, gender, religion, or sexual orientation.
- Adopting best practices to minimize the possibility of harm to children and adopting procedures to protect all teachers and staff from conduct which may leave them open to accusations of abuse or neglect.
- Confidentiality must be maintained as far as it is possible and permissible under the relevant laws in Hong Kong, and all community members must take precautions to secure confidential and private data and share it only with authorised and relevant staff under the “Need to know” principle.
- Cooperating with the relevant authorities concerning child protection and safeguarding matters to ensure child safety.

Child Protection and Safeguarding

Safeguarding is a term which is broader than ‘child protection’ and relates to the action taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment both at school and at home
- preventing harm to children’s health or development including both physical and psychological development
- ensuring children have safe and effective care
- taking action in the best interests of our student

DSC is bound by both the Hong Kong Education Bureau and the Ontario College of Teachers which require that all school staff report suspicions of physical, sexual and emotional abuse, neglect and risk of harm. DSC hold high standards of behavior and expects all school leaders, teachers and staff to recognize danger signals in interactions between students and adults/students and students and intervene when and where needed. This includes mandatory reporting the Head of School.

DSC will ensure that it maintains a safe and supportive learning environment for your child.

ANTI-HARASSMENT and DISCRIMINATION

DSC International School welcomes diversity and believes that every student and member of staff has a right to study and work in an environment that encourages harmonious relationships. All DSC community members have the obligation and responsibility to prevent and eliminate racial discrimination, including respecting the will and feelings of others,

refusing to tolerate any racially discriminatory behavior, and supporting all to take reasonable steps to stop racial discrimination. As such, the School is committed to proving a working and learning environment in which the dignity of the individual is respected. The School does not condone harassment.

Harassment is repetitive and persistent unwelcome behaviour that causes offence and can result in the individual feeling threatened, humiliated, intimidate, patronized, demoralized or less confident in his or her ability.

Some examples of unacceptable conduct that may lead another person feeling harassed include, but are not limited to:

- verbal abuse, inappropriate remarks, jokes, taunts, ridicule
- insulting behaviour
- the use of humour to put another person or group of people down (for example, telling jokes that are sexist, racist or are about an individual's sexual orientation)
- unwanted physical contact
- display or circulation of sexually suggestive or racially abusive material
- bullying
- cyber-bullying
- exclusion of an individual based on religious beliefs, ethnicity, gender, sexual orientation, or age
- offensive comments about dress or appearance

Students who feel they are being harassed should speak to a trusted adult or staff member, in order to seek advice and guidance from them.

All allegations of harassment and/or bullying including cyber-bullying will be treated very seriously by the School Administration and may result in disciplinary action being taken against the person harassing or bullying including but not limited to a warning, a parent meeting, suspension or expulsion.

SAFE SCHOOLS AND SUSPENSION POLICY

DSC International School supports an approach to student discipline that is based on the principles of "progressive discipline". This means that it is fair, equitable, and consistent, and consequences are directly connected to the specific situation. A student may receive either an external or in-school suspension depending on the incident and its severity.

Minor infractions, such as lack of preparation for class, uniform infractions, and disruptive behaviour, are typically handled by the classroom teacher. Consequences for minor infractions may include speaking with the student to provide suggestions to improve behaviour; contacting the parents; removing privileges; or completing a reflection sheet. If, after these interventions, the behaviour does not improve, the School leadership team will become involved, and the parents will be contacted by the Vice Principal.

Grade 7–12 In-School Suspension Procedure

The In-School Suspension (max 1-day) procedure utilizes a Progressive Discipline approach. It treats minor (or repetitive) behavioural infractions not as isolated events requiring punitive isolation, but as opportunities for learning and emotional growth.

The student reports to the Secondary Vice Principal's office for the school day.

1. Restorative Inquiry (8:00 AM – 8:45 AM)

The student is guided through a reflective dialogue to process the incident and why they have a 1-day in-school suspension:

1. *What happened, and what led up to it?*
2. *What were you thinking and feeling at the time? Who has been impacted?*
3. *What have you thought about since the incident?*
4. *What role can you play in making things right?*

2. Academic Continuity (8:45 AM – 11:30 AM)

- **Curriculum Alignment:** In line with DSC's guidelines, classroom teachers provide coursework for the student to work on in hard copy.
- **Targeted Social-Emotional Support:** The Social Worker will have an intervention addressing the root cause of the behaviour (e.g., digital citizenship, emotional regulation, or healthy relationships).

3. Lunch Break (11:30 AM – 12:15 PM)

- **Lunch:** The student takes a supervised lunch break (in VP office) separate from the main student body to maintain a calm, reflective state.

4. The Restorative Agreement (12:15 PM – 2:30 PM)

- The student drafts a plan to repair the harm done to the school climate. This may include:
 - A plan for a facilitated, face-to-face restorative circle with the impacted parties.
 - A written reflection detailing a future alternative behaviour.
 - An apology letter to those affected by their actions.
 - A commitment to a positive contribution to the school community.

5. Collaborative Reintegration and Dismissal (2:30 PM – 3:00 PM)

- **The Re-Entry Meeting:** The VP, Social Worker, and student review the Restorative Agreement to ensure accountability and define clear expectations moving forward.
- **Home-School Partnership:** The VP contacts the parents/guardians to share the Restorative Agreement, framing the day as a supportive learning intervention
- **Full Reintegration:** The student is formally welcomed back into the general student body for the following school day.

Roles and Responsibilities

The Student: Actively engages in self-reflection, takes accountability for their impact on the school climate, and collaborates on the restorative process.

The Vice Principal or Principal: Facilitates the reflective process, provides differentiated emotional and academic support, and ensures equity-informed care.

In addition, the Vice-Principal will conduct a brief, 10-minute check-in with the student within one week of the school suspension. This ensures there is positive behaviour progress being made and supports the student's successful, long-term reintegration into the school community.

Grade 7–12 External Suspension Procedure

Students who commit violent or serious acts that may endanger the safety and security of students and staff will be suspended and may, depending on context, be expelled from the School. For example:

- *bringing a knife, including any sharp instrument like a box cutter to School or School-related functions*
- *bringing any other weapons – toy or real - to School or School-related functions*
- *violent behaviour causing bodily harm and/or damaging School property*
- *sexual harassment*
- *serious infractions to the Student Code of Conduct, for example bullying or cyber-bullying*
- *students caught drinking alcohol, smoking, vaping, or using illegal drugs at school, school functions, and/or in school uniform*
- *serious violation of the Acceptable Use Agreement*

The length of each suspension will depend on the infraction and take into consideration any previous suspensions. Multiple suspensions can lead to expulsion from school.

It is important to note that disciplinary action is not limited to infractions that take place on campus. Disciplinary action also applies to both infractions that take place online and off-campus while students are in uniform.

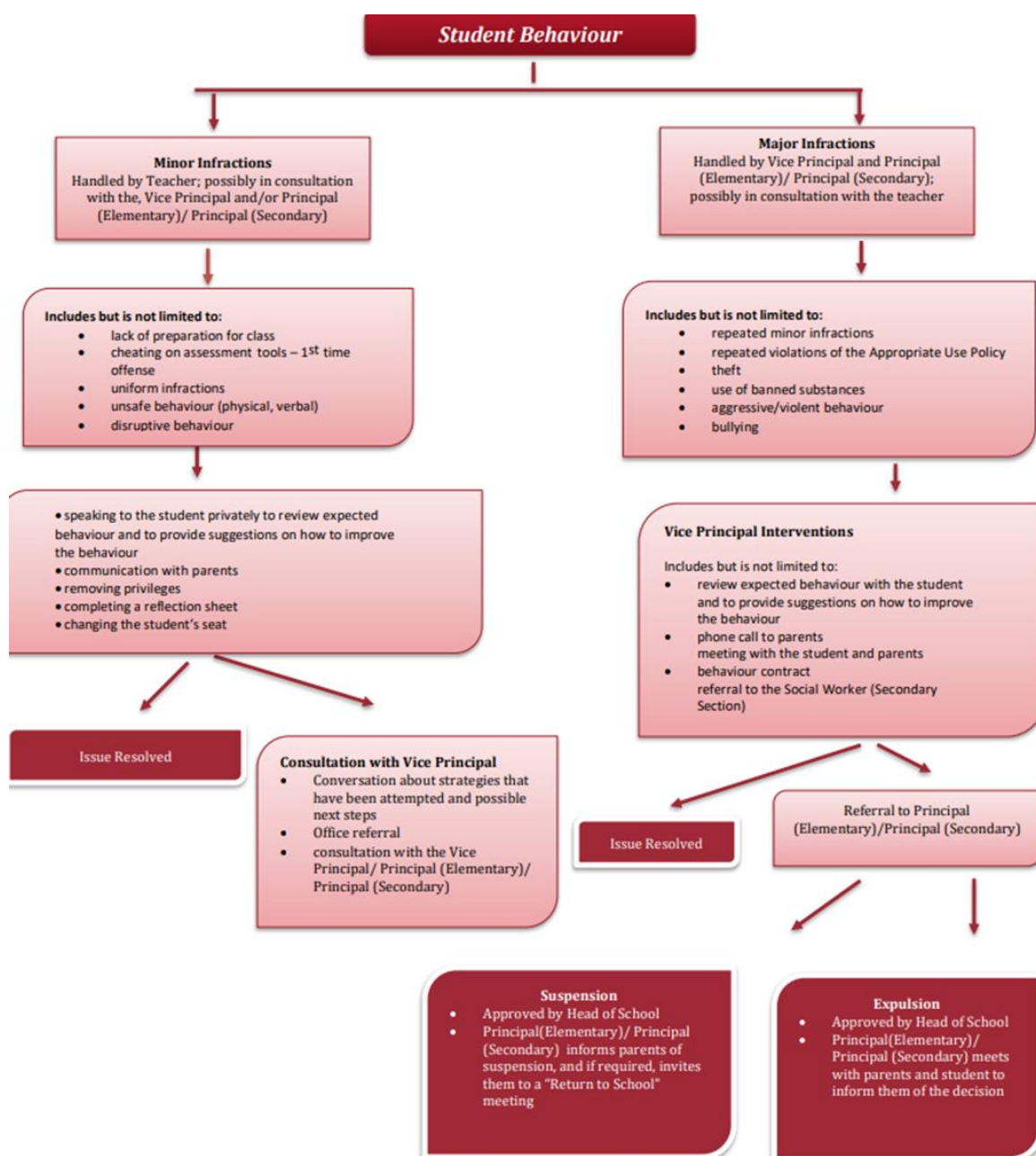
Parents/Guardians must meet with the Principal (Secondary) or Vice Principal (Secondary) following a suspension before the student may return to class. In some cases, there may be follow-up restorative programs or counselling.

In addition, the Vice-Principal will conduct a brief, 10-minute check-in with the student within one week of the school suspension. This ensures there is positive behaviour progress being made and supports the student's successful, long-term reintegration into the school community.

Please note that when a student receives an internal or external suspension, the parents will receive a suspension letter outlining the reasons and consequences. A copy will also be placed in the OSR. As per policy, the data retention period for all suspension letters will be 12 months, except for violent incidents, which is 3 years.

If during this time you request a referral to another school, and that school asks if your child has been suspended or has other disciplinary issues, we will be required to answer accordingly as per the data retention period noted above.

Progressive Discipline Chart



DRESS CODE - STUDENT

Students must wear the School uniform, unless given permission otherwise, when attending school or School activities. Clean, neat, tidy and appropriate dress is required at school. Unsatisfactory dress may lead to the student being required to report to the Office to call home and make arrangements to change into the proper uniform.

School uniform items are available in the Uniform Shop. More information can be found at: <https://www.dsc.edu.hk/admissions/uniform>

Student uniform articles should be properly fitted before purchasing. Clean, neat, tidy and appropriate dress is required at School.

If a student is not wearing the appropriate uniform, they have 3 options:

1. Return home and change;
2. Have a parent or helper bring the appropriate uniform piece to school; or
3. Buy a new uniform piece at our uniform shop

All students throughout the school day must be in school uniform. That includes:

- entering the School to begin the school day;
- exiting the School to end the school day;
- at lunch time;
- on the Courtyard after school.

School Uniform

Grade 7 to 12

Students in Grade 7 to Grade 12 must wear the Standard School Uniform to school each day. The designated Physical Education Uniform must only be worn during PE class and students will change into this uniform prior to class. The only exception is students who have PE first period may wear their PE uniform to campus. Students will then change back into the Standard School Uniform after class.

The school has not designated a “summer” or “winter” time period. Instead, the school has designated some items for “warm” weather and others for “cool” weather. Student may decide which item to wear based on their own personal comfort.

High School students will only be permitted to purchase the Physical Education shirt and shorts if they are registered in PE classes. Grade 10 to 12 students are not permitted to wear the Physical Education shirt, shorts, and/or Skort to school unless they are taking a Physical Education class.

Please note:

- Students must wear proper sport shoes/running shoes to school every day. Boots, high-heeled shoes and sandals are not permitted.
- The DSC Hoodie cannot be worn during Physical Education classes.
- Students cannot wear leggings under shorts.

- Students may wear the long-sleeved T-Shirt under the polo for extra warmth (in needed).
- PE items can only be worn during PE classes. Students who have PE first period may wear their PE uniform to campus. Students must change into the Standard School Uniform after class.
- Students can no longer wear School uniforms or Letterman Jacket with the Delia logo.

Standard School Uniform			
Warm Weather			
Polo Shirt	Skirt	Shorts	Long Sleeved T-Shirt
			
Cooler Weather			
Polo Shirt	Skirt	Pants	Hoodie
			
Long Sleeved T-Shirt			
			

Physical Education Uniform			
Warm Weather			
PE Shirt	PE Short	PE Skort	Long Sleeved T-Shirt
			
Cool Weather			
PE Shirt	Track Suit (Top)	Track Suit (Pants)	Long Sleeved T-Shirt
			
Minimum Required Items for New Students			
3 Polo Shirts			
2 Shorts /Skirt			
1 or 2 Pants			
3 PE shirts (only if registered in a PE class, students must show their timetable)			
2 to 3 PE Unisex shorts/PE Skort (only if registered in a PE class, students must show their timetable)			
1 Track Suit (top) – Optional			
1 Track Suit (Pants) – Optional			
1 Red or Black Hoodie – Optional			
1 Long Sleeved T-Shirt – Optional			

Note the following regarding the DSC International School dress code:

- conservative hairstyles
- no low hanging trousers
- subtle make-up
- no excessive jewelry (no jewelry during P.E. classes)
- no wallet chains
- no defacing the school logo
- white / red / black solid coloured undershirts may be worn under school polo shirt
- jackets, scarves, gloves, and hats may be worn when a cold weather warning has been issued
- hats may be worn in sunny weather outside on the courtyard. Hats are not to worn inside.

Items **not** to bring to school

- cigarettes/e-cigarettes/vaping devices/alcohol
- weapons (knives, boxcutter, airsoft gun, bb gun, fake weapons)
- wheelie shoes
- scooters, skateboards, long board, bicycles (unless for a sanctioned school activity and with permission)

Travel Days

Students must wear their School uniform on travel days when taking part in overseas activities such as Experiential Learning Week and overseas sports tournaments and club events.

Non-Uniform Days

Community Chest Dress Casual Days:

DSC International School participates in nine Community Chest Dress Casual Days and one Operation Santa Claus Dress Casual Day throughout the school year (see School Calendar for dates). Students can participate by making a donation to Community Chest during Homeroom on the Dress Casual Day. All monies collected on Community Chest Dress Casual Days are donated in full to the Community Chest of Hong Kong, the School's official charity.

Students are expected to come to school in dress that is appropriate for school. As an international school, it is important to wear conservative attire and maintain respect for one another. This includes, but is not limited to:

- t-shirts that are free from offending slogans, statements, and/or graphics
- no ripped clothing
- no yoga pants or leggings without appropriate covering to skirt length
- no shorts shorter than the School skirt
- clothing that does not promote violence and war; camouflage items are not appropriate
- footwear that covers the entire foot; no sandals, crocs, slippers, or flip-flops
- clothing that allows the student to fully participate in all class activities

- maintain a conservative hairstyle
- no low hanging trousers
- no midriff exposed
- no excessive make-up
- no excessive jewelry (no jewelry during P.E. classes)
- no wallet chains
- no defacing the school logo

Students who are deemed to be inappropriately dressed will be sent home to change. If in doubt, do not wear the item or outfit in question.

Non-Uniform Activities

There are times that students may be on a School trip where School uniform may not be suitable. Students are requested to wear appropriate clothing for the purpose of the outing. Supervising teachers will provide information regarding appropriate clothing. All clothing must be modest in nature and with no offensive slogans, statements, and/or graphics.

School Uniform

As a multicultural school with students from diverse backgrounds, DSC International School recognizes that students may require accommodations to the dress code for cultural and/or religious reasons. DSC International School accommodates these requirements in compliance with the guidelines set out by the Equal Opportunities Commission. Students who require accommodations to the school's dress code are encouraged to speak with the Vice Principal or Principal (Secondary).

All students are reminded that the school uniform represents and identifies the school. When off campus in a school uniform, students are asked to remember that they are representing the School and to behave in a way that is reflective of the School's values and that brings credit to the School.

All School rules and expectations apply when dressed in a School uniform on and off campus.

PERSONAL PRIVACY

Students and parents are not to take photos or videos without permission. Photos and videos are not to be taken in the classroom without the teacher's approval.

Photos and videos are never to be taken in washrooms. Disciplinary action, including suspension and possible expulsion, will result.

ACADEMIC HONESTY

Students are reminded as well of the importance of academic honesty. Students must always do their own work. When a student has difficulty with an assignment, the student must ask

the teacher for assistance. A student must never copy, intentionally or unintentionally, another person's work. This includes the work of other students; of brothers, sisters or parents; and material found on websites and/or in books. Copying another's work is called plagiarism. Throughout the year, teachers provide lessons on how to avoid plagiarism in completing assignments, and provide on-going support to students in completing assignments, preparing for assessments, and using research materials.

Plagiarism is a serious offence involving the theft of intellectual property. Plagiarism occurs when someone takes credit for the thoughts, words, ideas, photographs and other images, creative work, and music of another individual or artificial intelligence (see below) and presents it as his or her own. There are consequences for those who copy or use another's work without giving acknowledgement through proper referencing and use of a bibliography.

In teaching research skills, it is very important that teacher model and students are taught how to paraphrase and how to acknowledge and cite sources correctly. Students are expected to use research in their assignments by paraphrasing ideas and citing sources for all materials used, including artificial intelligence, non-print materials such as photographs, creative works, and music that are not the student's own. As much as possible, students will complete assignments in class so that the teacher can assist students in developing their paraphrasing skills and proper techniques for citing sources.

Students will learn how to paraphrase and how to acknowledge and cite sources correctly. Students are expected to use research in their assignments by paraphrasing ideas and citing sources for all materials used, including non-print materials such as photographs, creative works, and music that are not the student's own. The program Turnitin is used as a means to teach students how to avoid plagiarism.

PLAGIARISM

In the event of a plagiarized assignment, the following will occur:

First Offence:

The assignment will not be evaluated. The teacher will explain to the student how the student plagiarized the assignment and how to avoid plagiarism. The student will be required to re-do the assignment and it will be re-evaluated without penalty. Parents or guardians are notified by the teacher and the Vice Principal is informed. If there are several assignments that have been plagiarized in different courses that are concurrent, these collectively will be considered a first offence.

All Subsequent Offences:

All subsequent offenses of plagiarism, depending on the circumstances, may result in the student receiving an "R" in Grades 7 and 8 or a zero in Grades 9 – 12 on the assignment. The Principal will meet with the student and parents to review the case and discuss the consequences occurring after the student has been informed of the first offense and had the opportunity to be reminded by the teacher on how to avoid plagiarism.

ARTIFICIAL INTELLIGENCE (AI) IN EDUCATION

DSC International School supports the ethical and honest use of AI in education and is committed to upholding ethical standards in the utilization of AI tools. When used appropriately, AI tools offer learners and teachers support and can enrich the learning experience. However, there needs to be an agreed-upon limit and ethical and appropriate use. OpenAI programs, including Google Gemini AI, ChatGPT, and other generative AI programs stipulate that users must be 13 years of age or older. Therefore, to ensure that DSC students follow legal and policy compliance, Grade 7 students are only permitted to use AI tools embedded within school and classroom-approved programs for students under the age of 13.

Students must follow the School's academic honesty policy (above) and properly reference people, sources, and tools (including AI) that influence the ideas or generate content used. Students will be taught how to use and cite AI tools appropriately in class.

DSC recognises the value of large language models (LLMs) (e.g. Chat GPT) and generative AI as productivity tools that can help students in preparing assignments and learning material. However, here are some guidelines for students to follow:

Things to do:

- Enforce age-appropriate use and be mindful of the minimum age of 13.
- Follow the school's academic honesty policy.
- Ensure that you take pride in all your work and ownership over the assignments submitted. They need to have come from you.
- Use AI educational learning tools as tutors.
- Use AI tools as scribes.
- Source all persons, sources, and tools (including AI) that influence the ideas or generate the content you use.
- Ensure appropriate use of services, sources, and tools that only influence the form of your writing and not changes your style (e.g. proofreaders, proofreading tools, spelling checkers, thesaurus).
- Generate initial ideas and brainstorm storm content.
- Fact check all information to ensure no racist, sexist, or other bias that may come from the original works
- Check for accuracy as LLM's can "hallucinate" and AI can generate content that is linguistically but not scientifically plausible, can get wrong facts, and can make things up from a number of sources.
- Remember contextual understanding: LLMs cannot apply human understanding to the context of a piece of text, especially when dealing with idiomatic expressions, sarcasm,

humour, or metaphorical language. This can lead to errors or misinterpretations in the generated content.

Things not to do:

- Surrender your voice, or creative and critical thinking to AI tools.
- List an AI tool as a Co-Author.
- Use data without fact checking and looking for bias.
- Submit work created by AI and or copied from other people.
- Use AI as a crutch.

EVACUATION AND LOCKDOWN PROCEDURES

The safety of our students is a number one priority. As such, the School has in place procedures to deal with various possible threats from internal (Lockdown), external (Hold and Secure) and environmental (Shelter in Place) sources. There is also an evacuation procedure and evacuation routes for every room on Campus.

Throughout the year, evacuation drills and lockdown drills are practiced ensuring that students and staff know what to do in the event of an emergency.

REGISTRATION AT ANOTHER SCHOOL

While attending DSC International School, students are not permitted to maintain active registration at any other institution offering formal K-12 curriculum. This policy includes:

- Local schools
- International schools
- Online schools or programs

VAPING/SMOKING/SUBSTANCE ABUSE

Healthy living choices, including the avoidance of smoking, including vaping, and other substance abuse, promote wellness. Cigarettes, vaping paraphernalia, or other substances, including alcohol and illegal drugs, cannot be used or in one's possession at School and/or used or in one's possession off the School property while students are in School uniform. Students will be suspended or expelled for violation of this rule.

THE SECONDARY SECTION

DAILY SCHEDULE

Middle School (Grades 7 and 8)

The timetable is a five-day, Monday through Friday schedule with students attending different subject classes at different times on different days. Each homeroom has a unique schedule. It is suggested that students keep a copy of their timetable at home for reference, as well as keeping another at school.

Students rotate through their subject classes with their homeroom classmates. The only two exceptions to this are during International Language when students attend classes based on their language choice – French, Japanese or Putonghua, and for those students in English as a Second Language (ESL). Students in ESL attend ESL class while their homeroom classmates are in English class. Dismissal is at 3:02 pm.

Grade 7-8 (M, T, W, F)	Grade 7-8 (Th - House Day)
Period 1 (8:10 am-8:50 am)	Period 1 (8:10 am-8:46 am)
Period 2 (8:54 am-9:34 am)	Period 2 (8:50 am-9:26 am)
Period 3 (9:38 am-10:18 am)	Period 3 (9:30 am-10:06 am)
Period 4 (10:22 am-11:02 am)	Period 4 (10:10 am-10:46 am)
DEAR* (11:02 – 11:16) in Per 4 class	House Meeting (10:50 am-11:20 am)
Lunch & Recess (11:16 am - 12:04 pm)	Lunch & Recess (11:20 am - 12:04 pm)
Period 5 (12:08 pm-12:48 pm)	Period 5 (12:08 pm-12:48 pm)
Period 6 (12:52 pm-1:32 pm)	Period 6 (12:52 pm-1:32 pm)
Period 7 (1:36 pm-2:16 pm)	Period 7 (1:36 pm-2:16 pm)
Period 8 (2:22 pm-3:02 pm)	Period 8 (2:22 pm-3:02 pm)
Dismissal (3:02 pm)	Dismissal (3:02 pm)

* Drop Everything and Read (DEAR)

High School (Grades 9 – 12)

The timetable is a five day – Monday to Friday – schedule with students attending 4 different classes based on the timetable created for them. The afternoon is comprised of two periods. Homeroom is on Tuesday weekly. Dismissal is at 3:00 pm.

Please note the times for each period and changes to the high school schedule to accommodate a weekly homeroom period.

Grade 9-12	Grade 9-12 (TAP Tuesday)
Period 1 (8:20 am-9:44 am)	Period 1 (8:20 - 9:35)
Period 2 (9:48 am-11:12 am)	Period 2 (9:39 - 10:54)
Lunch (11:12 am-12:08 pm)	Lunch (10:54-11:52)
Period 3 (12:08 pm-1:32 pm)	Period 3 (11:52 - 1:07)
Period 4 (1:36 pm-3:00 pm)	Period 4 (1:11 - 2:26)
Dismissal (3:00 pm)	Homeroom (2:30 - 3:00)

DROP EVERYTHING AND READ (DEAR)

Drop Everything and Read (DEAR) is a structured period where all students and teachers pause their scheduled activities to read a book of their choice. DEAR is very important in middle school due to the developmental, academic, and social changes students undergo during these years.

1. Reversing the "Middle School Reading Cliff"

Around ages 11–14, voluntary reading rates drop sharply as academic workloads increase and social media, video games, and peer dynamics take over free time. DEAR protects time for reading within the school day, ensuring students stay in the habit of reading even as life gets busier.

2. Autonomy and Choice Drive Engagement

Unlike assigned English class literature, DEAR relies on student choice. Students are exploring their identities, and choosing their own material—whether graphic novels, science fiction, memoirs, or non-fiction—builds agency, intrinsic motivation, and a positive relationship with reading.

3. Rapid Vocabulary and Comprehension Growth

Academic subjects in middle school become heavily text-dependent. Independent reading exposes students to high-level vocabulary and complex sentence structures they rarely

encounter in casual speech. Studies show that reading for just 15 minutes a day exposes a student to over 1 million words per year, directly boosting cross-subject comprehension.

4. Cognitive "Reset" and Stress Reduction

Middle school schedules are fast-paced, noisy, and high-stress. A dedicated, quiet block gives adolescents a mental break to decompress, lower anxiety, and build stamina for sustained focus in a world full of short-form digital distractions.

5. Culture and Adult Role Modelling

When teachers also stop what they are doing to read alongside students, it shifts school culture. It sends a clear message that reading isn't just a chore or a test prep requirement, but a valued lifelong skill.

E-NEWS

DSC International School has several communication avenues. One requires parent email addresses to inform parents of educational news and events at the School. Parents are requested to update their email addresses with the School when their email address changes. Please ensure that your email system recognizes DSC email and does not place our email into your spam or promotional folder.

EXTRACURRICULAR ACTIVITIES

Students are encouraged to take advantage of the Extracurricular Activities (ECA) offered by the school. ECA clubs and teams are open to all enrolled students. They provide an excellent opportunity to learn new skills, to become more involved in school life, and to make new friends.

In September, a brochure will be distributed listing extracurricular activities and available on the school's website. Students can review the ECA activities, costs and other related information. An ECA Fair promoting the various clubs and teams takes place in September. Students should check the Daily Announcements for additional information about the ECA program.

Participation in all extracurricular activities requires parental permission. Permission forms with information about the activity including the names of supervising teachers, where and when the activity takes place, attendance requirements, and, if applicable, any fees are sent home for parents and guardians to review; students will not be permitted to participate without written parental permission.

On occasion, there is a need to change the date and/or location of an activity. In such a situation, the supervising teachers will email students and parents to provide them with the revised information. Parents are requested to ensure that the email addresses they provided to the school are accurate.

Questions about extracurricular activities should be addressed with the club or team supervisors or the Director of Athletics and ECAs. Contact information can be found in the parent portal.

EXPERIENTIAL LEARNING WEEK

Experiential Learning Week (ELW) is designed to give all students from Grades 7 to 12 an opportunity to extend their learning beyond the walls of the classroom. A variety of programs are offered each year. Students, in consultation with their parents, will choose a program based on their personal interests. Both overseas and Hong Kong-based overnight and day programs are offered. This year ELW will take place in November. More information will be provided during the school year.

There are five Experiential Learning Week themes: leadership skills and collaboration, enhancing cultural awareness, community involvement through service projects, enriching creativity, and adventure and sports. By participating in these programs, students will enhance their 21st century learning competencies while developing independence and growing as a person. Through participation in these programs, students will develop independence, leadership skills, organization, collaboration, responsibility, empathy, problem solving, and global awareness.

As a core part of the DSC experience, all students are expected to participate in ELW.

FIELD TRIPS

Field trips are part of our curricular activities and involve in-class preparation, on-site activities, and a post-visit follow-up. A student will take home a Field Trip Permission Form or complete an e-payment permission to be signed by a parent or guardian before being permitted to participate on the trip.

Each field trip is carefully planned and coordinated to ensure a safe and enjoyable experience for our students. The school will consider resources needed, budget, date and location of the activities, safety measures, and staff complete a risk assessment. The School adheres to the EDB guide for planning and implementing field trips including a variable staff-to-student ratio depending on the activity.

Students who are ill the day before a field trip will not be permitted to attend the Field Trip. Students should stay home and rest. Students who come to School will be required to go to the Health Room where a phone call will be made home asking the parent to pick up the student from school. If a fee was collected for the field trip, the fee will be refunded for these students.

FULL DISCLOSURE

The Ministry of Education has a policy of full disclosure. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. If a student withdrawal after five instructional days following the issuing of the first Report Card,

the withdrawal is recorded on the Ontario Student Transcript (OST) with a “W” in the Credit column and the student’s percentage mark at the time of withdrawal is recorded in the Percentage Grade column.

Full disclosure does not apply to students in Grade 9 or 10 courses.

GRADUATION

A Graduation Ceremony is held in late June for students who have successfully met, by the end of August of each year, the requirements for the Ontario Secondary School Diploma (OSSD). At this Ceremony, in addition to the presentation to of the OSSD, students who have achieved an overall average of 80% or above in six Grade 12 courses are presented with Ontario Scholar certificates. The graduating student who has received the overall highest academic average in Grades 11 and 12 is presented with the Governor General’s Medal. A list of the other awards presented at Graduation can be found in the *Student Recognition and Awards* section of this Handbook. Please refer to the Student Calendar for the date of the Graduation Ceremony.

HOMEROOM

All students are assigned to a Homeroom. The Homeroom has two important functions: it creates a sense of community and provides an organizational structure.

Students in Grades 7 and 8 have all classes, except IL and the house meetings, together as a cohort. During instructional time, students remain in their homeroom groupings, moving from subject class to subject class as a homeroom.

The Homeroom teacher plays an important role in monitoring student progress. Parents and students meet with the Homeroom teacher during the Progress Report Conferences held in early/mid-November. Parents are encouraged to contact the Homeroom teacher for questions that are general in nature, but to contact the individual subject teachers to discuss subject-specific concerns. The names of all subject teachers can be found on the student timetable.

Students in Grades 9 - 12 are assigned a homeroom and remain, as much as possible, with that homeroom grouping up until the end of Grade 12. Homeroom is a weekly activity where students engage in academic and socioemotional activities connected to their grade level, in addition to various workshops and Teacher Advisory Program (TAP) activities.

The Homeroom teacher plays an important role in monitoring student development, assisting students, and fostering a sense of community within the homeroom. Teachers remain with their Homeroom grouping each year, moving up one grade along with the students until the end of Grade 12.

HOUSE PROGRAM

All students who enter the School are sorted into one of four Houses:

Bears - "Roar with Courage!" - Blue
Cougars - "Unleash the Spirit!" - Black
Falcons - "Dream Big, Soar High!" - Brown
Owls - "Hoot for Victory!" - Yellow

Students remain in the same House for the entire time they are enrolled at DSC.

Students in Middle School will meet most weeks together in their house, as per the student timetable. The House Meetings form part of the School's pastoral care initiative and are designed to help develop a sense of belonging, school pride, and community. The program aims to promote a sense of school spirit by building positive relationships between students and fostering rich and meaningful school-life engagement beyond the classroom experience. This is accomplished through engaging students in school-wide events and activities, House initiatives, and challenges. Students earn House Tokens through displays of kindness, being helpful, demonstrating positive leadership, and being positive examples of behaviour reflecting DSC's Mission and Core Values.

Students in High School will be assigned to a House; however, the weekly homeroom structure remains in place. Students will participate in a variety of activities, including Spirit Day, fundraisers, and food donations, to raise points for their house.

House Points are awarded throughout the year and a House Cup is awarded to the House (one in Middle School and one in High School) with the most points at the end of the school year.

LEARNING COMMONS and POETS' CORNER

DSC International School promotes a healthy, safe and inclusive school environment for all students. Learning Commons have been established throughout the School as a means of enhancing school culture by providing inclusive, flexible, learner-centred spaces for students to collaborate; to inquire, discover and create; to work independently; and/or to socialize when not in classes. As part of the Learning Commons, students can access the school's physical library collection as well as the virtual library collection and use digital tools to connect with information, people and programs for learning.

Learning Commons:

- are a safe, inclusive and welcoming environment where students with diverse abilities and learning styles can meet as individuals or in teams or groups.
- provide a space where everyone can work together, collaborating in learning partnerships that can be global, connected and social; and real world and cross-curricular.
- are a place for students to enrich their learning as they collaborate with other to test, confirm what they have read, researched, discovered and created.
- promote wellness and balance by providing students safe and comfortable places on Campus to relax.

Learning Commons are found on all three floors of the Secondary Section; each Learning Commons has a unique design. Students are welcome to use any of the Learning Commons before class in the morning, at lunch, during a Study Hall period, and/or after school until noted times below.

Students may use the 4/F and 5/F Learning Commons until 4:00 pm. The 3/F Learning Commons remains open until 4:30 pm. Students requiring additional space can use Rm. 318 until 4:30 pm. Study carrels are for individual students who want a quiet space to work individually; all other spaces are for individual or collaborative use.

Lunch must be eaten in designated areas.

The Poets' Corner is a designated area for students to collaborate, study, perform and engage in various learning activities.

Teachers and students will also utilize this space for presentations, workshops, master classes and other academic purposes.

LOCKERS

All Grade 7-8 students are required to use a locker to store textbooks and other class materials. As such, all Grade 7-8 students are assigned a locker at the beginning of the year. The Secondary Office will provide all students with locker combinations and operating instructions.

Students in Grade 9-12 have the option to rent a locker for a non-refundable fee of \$25 per semester or \$50 per year. Students will complete a locker rental request form (electronic) and submit it to the Secondary Office. Upon receipt of payment, students will be randomly assigned a locker on the 3rd or 4th floor.

All students must return their lockers at the end of the year in good repair. Loss of locks will result in an additional \$30 replacement fee.

PARENT PORTAL

Parents can access important school information in addition to their child's attendance and academic data from the school's Parent Portal at:

Parents can access important school information in addition to their child's attendance and academic data from the school's Edsembli Parent Portal at:

<https://sis.edsembli.com/WebAdmin/ON/Private/DSC/UI/Account/SignIn#>

Important documents include:

- DSCS Student Calendar
- DSCS Student and Parent Handbook
- DSCS Course Calendar
- DSCS Appropriate Use Policy

- Grade 7 and 8 Student Timetables
- Grade 9-12 Course Outlines
- Lunch Program
- School Profile

Attendance and Assessment Data

Students and parents have access to student attendance and academic results by subject and assignment in the Parent Portal. Teachers will have student results published in Edsebli Connect within 10 working days from the completion of the assignment.

Additional information available includes:

1. *Contact Information*
2. *Demographics*
3. *Historical Data*

PINK SHIRT DAY

Pink Shirt Day, as indicated on the calendar, is a day when all students and staff wear a pink shirt to reinforce the message that bullying is not acceptable and will not be tolerated. Prior to Pink Shirt Day, teachers will discuss the history and meaning of Pink Shirt Day and to have conversations with students on the topic of bullying and the importance of being kind and inclusive of others.

Student who would like to participate can wear a DSC pink shirt from a prior year or wear their own pink shirt.

SCHOOL YEAR

The school year is from September 1st through to June 30th. In Grades 7 and 8 the school year is non-semestered. Students take the same courses for the entire year. For students in Grades 9 - 12 the school year has two semesters – Semester 1 from September to January and Semester 2 from January to June. Students take four courses each semester. A full course load is four courses per semester for a total of eight courses per year. Students in Grades 9 - 12 can earn up to eight credits (9 if they take summer school) towards completion of the Ontario Secondary School Diploma (OSSD) each year.

STUDENT CALENDAR

The Student Calendar is distributed to families in August and is also accessible within the Edsebli Parent Portal.

Parents and students are encouraged to refer to the calendar throughout the year and when planning travel.

STUDENT RECOGNITION AND AWARDS

Grade 8 Completion Awards

The following awards will be presented to selected students in Grade 8 in June at the **Year-End Awards Ceremony**. There will be only one winner per category and the recipient must have been in the School for more than one academic year.

Art Award

This award is presented to the student who has achieved the highest level of excellence in all areas of visual arts, drama, dance and music in addition to the promotion/contribution of the Arts through a variety of in-class and/or extracurricular activities.

Citizenship Award

This award is presented to the student who has best demonstrated spirit and citizenship within the school community. This will be demonstrated by positive involvement in extracurricular activities which has helped promote an inclusive school environment.

Special Recognition Award

This award is presented to the student who has best demonstrated personal traits and abilities deserving of special recognition which has not been addressed by any other award.

Academic Achievement Award for Middle School

This award is presented to the Grade 8 student who has attained the highest overall academic standing based on grades calculated from both Grade 7 & Grade 8.

Student of the Year Award

This award is presented to the student who has combined superior academic achievement with active participation in extracurricular activities, volunteers for school functions, has an admirable work ethic, and demonstrates an excellent attitude towards school, both socially and academically.

All awards are by nomination except for the Academic Achievement awards. Teachers will nominate students based on the above criteria; all teachers review the nominations before voting.

In addition, students who have excelled academically by achieving an overall average of 80% or higher in their combined subjects in Report Card 1 and/or Report Card 2 are recognized as being members of the Honour Roll. Awards won in academic competitions are also presented, as is the House Championship Trophy.

Grades 9 - 12 Awards

Awards Assembly

At the beginning of each semester, in September and February, an Awards Assembly is held to present to students with the Highest Academic Achievement Award in each subject class and Honour Roll for the previous semester. Students are awarded Honour Roll if the sum total of their four courses is equal to or greater than 320 marks (or 240 marks if taking three courses). Students must have completed a full-time course load (defined as **three courses** or more per semester) for the semester to be eligible for Honour Roll. Students must be full-time students to be recognized on the Honour Roll.

In addition, students who have received other academic and non-academic-related awards as a result of participation in competitions etc. will be recognized.

Graduation

Graduates are presented with a number of awards that include the:

The Spirit of Canada Award

This award is presented to the student who develops and promotes school spirit, actively participates in extra-curricular activities, volunteers for school functions, demonstrates an excellent attitude towards life, has an admirable work ethic, and demonstrates an excellent attitude towards school, both socially and academically.

The Governor General's Medal

This medal is presented to the student who has attained the highest overall academic average in the graduating class.

The Student of the Year Award

This award is presented to the student who demonstrates excellence in academics and leadership skills, promotes school culture and school spirit, is actively involved in charity or community work, and contributes to several extracurricular activities.

The Head of School Award

This award is presented to the student who during her/his time at DSC has contributed positively to the school community, local community, and global community. This student embodies the core values and personality of DSC and has contributed to our social-emotional and community goals of fostering diversity, inclusivity, and kindness and also demonstrates our academic goals of critical thinking, curiosity, creativity, and innovation.

This award comes with a HK\$8000 scholarship.

DSC Award for Excellence

These awards are presented to the student who has excelled in a specific discipline as demonstrated by their grade and passion for the subject area.

- DSC Award for Excellence in Art and Design
- DSC Award for Excellence in Business
- DSC Award for Excellence in Languages
- DSC Award for Excellence in Math and Computer Science
- DSC Award for Excellence in Science
- DSC Award for Excellence in the Social Sciences

Although a student may excel in many subject areas, a student can only win one category. Each award comes with a \$2000 scholarship.

In addition, students who obtain an 80% average or higher in six Grade 12 courses are presented with Ontario Scholar certificates.

The recipients of these awards are chosen by the teachers and must be January and June graduates. The Higher Education & Pathways Advisors will prepare a list of potential graduates; this list is shared with all teachers. Teachers nominate graduating students; all teachers review the nominations prior voting that takes place in May. The teacher who nominated the student will present the award at Graduation.

Minister's Certificate of Recognition for Community Involvement

The Minister's Certificate of Recognition for Community Involvement is a provincial initiative by the Ontario Ministry of Education for high school students who exceed their 40-hour graduation requirement. The certificate honors exceptional civic engagement and can help students stand out when applying for jobs, university or college programs, apprenticeships, and scholarships.

Certificate Levels

Students receive one of the following levels of distinction upon graduation, based on their total recorded and verified volunteer hours:

Bronze Level: 50–99 community involvement hours

Silver Level: 100–199 community involvement hours

Gold Level: 200+ community involvement hours

Eligibility Requirements

To be eligible to receive this certificate, students must meet the following conditions:

- *Complete more than 50 community involvement hours.*
- *Ensure all hours are recorded and verified by their school principal prior to graduation.*

The certificate does not replace or eliminate the standard 40-hour volunteer requirement for earning an Ontario Secondary School Diploma (OSSD).

Students can start accumulating volunteer hours the summer before Grade 9 and continue throughout their high school career.

Valedictorian Selection

The Higher Education and Pathways Advisors will distribute the valedictorian recipient guidelines. Students can be nominated or self-nominate if they meet the requirements.

A committee comprising members of the Senior Leadership Team, G12 homeroom teachers, and the student council executive will review the list of nominations and their submissions. If the number of nominations is considerable, the committee will shortlist the candidates to a maximum of four students. Each student will present their reasons for aspiring to be the class valedictorian. Based on all submitted materials, the committee will then select the valedictorian for the graduating class.

Athletic Celebration

All students in Secondary Section who represented DSC on a varsity team are recognized at this June event. Only school teams that competed with the International Schools Sport Federation Hong Kong (ISSFHK) and/or the Hong Kong Schools Sports Federation (HKSSF) are included.

For each team, coaches will present awards for the “Most Valuable Contributor” and the “Most Improved Player”. The school will also recognize the teams which were awarded a top three (Gold, Silver or Bronze) placing.

SUMMER SCHOOL

Each summer DSC offers a credit, non-credit or interest-based extension program tailored to the needs and interests of our students. Summer School offers secondary students an excellent opportunity to further develop their language acquisition (Grade 7 & 8) or individualize their High School plan (Grade 9-12) by reaching ahead or improve on previous courses taken. Summer School information is available in the Spring.

Non-credit courses are offered for students in Grades 7 and 8. These courses run for four weeks during the month of July. A student who has completed Grade 8, with parental permission, may be given permission by the Principal (Secondary) to “reach ahead” to take a credit course in the summer prior to entering Grade 9. Students who have finished Grade 8 and take and pass a Grade 9 credit course at Summer School will have their credit recognized September 1st.

Credit courses in Grades 9 - 12 also run during the month of July. Students who successfully complete these courses earn credits towards graduation. Although Summer School courses are completed in a shorter period of time, all other aspects remain the same: course content,

assessment and evaluation procedures, expectations including the completion and submission of all assessments, and the requirement of the completion of 110 hours of in-class instruction. Students who are absent more than two days may be ineligible to receive their credit regardless of their mark because they will not have met the 110 hours required to be eligible for a credit.

Although students are not required to wear the School uniform during Summer School, student are to follow the non-School uniform dress code noted in this Handbook.

WELCOME TO THE SCHOOL YEAR FOR PARENTS

DSC will host a welcome event for parents, entitled *Welcome to the School Year: Directions, Expectations, and Meet the Teacher* in September for all families.

Parents will first meet with the Secondary leadership teams for a presentation in the Auditorium, where key issues around student expectations, evaluation policy, and issues impacting all areas are addressed.

Afterwards, parents and students will go to the classroom where teachers will focus in a more 'meet and greet' manner, providing an introduction to themselves, specific information about the course, parent communications, and strategies for success, including an after-school support schedule.

Parents are reminded that this is not a meeting to discuss their child but rather meet the teachers, see the classrooms, and learn about the courses in greater detail.

This occurs during the ***first semester only***. Middle School and High School are on separate days. *Please see the teacher calendar for details.*

Schedule

Middle School

4:00 pm – 4:25 pm - SLT presentation (Auditorium)

4:30 pm – 4:50 pm: Presentation by the Homeroom Teacher

4:55 pm – 5:30 pm: Drop in to meet the Subject Teachers

High School

4:00 pm - 4:25 pm – SLT presentation (Auditorium)

Parents will follow their child's daily timetable according to the schedule below:

4:30 pm – 4:40 pm	Period 1 Subject Class
4:45 pm – 4:55 pm	Period 2 Subject Class
5:00 pm – 5:10 pm	Period 3 Subject Class
5:15 pm – 5:25 pm	Period 4 Subject Class

THE ONTARIO PROGRAM

AN OVERVIEW

DSC International School follows the Ontario curriculum, details of which can be found on the Ontario Ministry of Education's website at www.edu.gov.on.ca.

The curriculum covered in Grades 7 and 8 subject courses prepares students for entry into Grade 9, the first year of High School. The Grades 7 and 8 program is designed to provide a rigorous and challenging curriculum in The Arts (Visual Arts, Music, Drama, and Dance); Health and Physical Education; Science and Technology; History; Geography; Mathematics; English; and International Language. An English as a Second Language (ESL) program supports students in improving their English language skills. The International Language program is comprised of French, Japanese, and Putonghua. Information and Learning Technologies is integrated into all subject areas.

Students in Grades 9 – 12 take courses that will lead to graduation with the Ontario Secondary School Diploma (OSSD), a globally recognized high school diploma. Full details on courses offered, course descriptions, and graduation requirements can be found in our *Course Calendar 2025 – 2026* located in the Parent Portal. DSC International School graduates are accepted and enter into universities not only in Canada but around the world. To qualify for university entrance, students must have completed a minimum of six (6) Grade 12 “U” or “M”-coded courses. As entrance requirements vary from university to university, students need to be aware of the specific and any additional entrance requirements of the universities of their choice.

As such, students meet regularly with their designated Higher Education & Pathways Advisor to ensure that they are meeting their graduation and post-secondary destination requirements.

Students who enter DSC International School must, in order to graduate,

- earn 30 credits
- complete 40 hours of Community Involvement
- pass the Ontario Secondary School Literacy Test (OSSLT)
- pass the Ontario Financial Literacy Graduation Requirement (new in the 2026-27 school year)
- earn at least 2 online credits (DSC students are exempt)

If you started Grade 9 in or before Fall 2023

If you started Grade 9 in September 2023 or earlier, you need the following to get your OSSD.

Compulsory credits

You need the following 18 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)

- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- classical studies and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education

Group 2

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education

The following conditions apply to compulsory credit selections from the above 3 groups.

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

Optional credits

You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.

If you started Grade 9 in Fall 2024 and after

Note: Starting in September 2026, students entering Grade 10 must earn a new financial literacy graduation requirement. Students will complete this requirement as part of their compulsory Grade 10 Career Studies (GLC2O) course. Students will need to achieve a mark of 70% or higher to pass this new requirement to earn their high school diploma.

If you started Grade 9 in September 2024 or in later years, you need the following to get your OSSD.

Compulsory credits

You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group

The following apply to compulsory credit selections.

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional credits

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Note: For students who enter the School at a grade level other than Grade 9 the equivalent credits granted for their past education and the required credits from those stated above as determined at the time of admission to DSC International School must equal a total of 30 credits.

ASSESSMENT STRUCTURE

Under the provincial Putting Student Achievement First Act, the Ontario Ministry of Education mandated that attendance and participation be factored into high school students' final marks.

Grade 7 & 8

Term Work – 85%

Attendance and participation – 15% (Attendance 7.5%/Participation 7.5%)

Grade 9 and 10 courses:

Term Work – 65%

Final Evaluation – 20%, option between final exam or final exam/culminating assignment

Attendance and participation – 15% (Attendance 7.5%/Participation 7.5%)

Grade 11 and 12 courses:

Term Work – 65%

Final Evaluation – 25%, option between final exam or final exam/culminating assignment

Attendance and participation – 10% (Attendance 5%/Participation 5%)

Assessment criteria for attendance and participation

Level 4 (80% to 100%)	Level 3 (70% to 79%)	Level 2 (60% to 69%)	Level 1 (50% to 59%)
The student misses 0.0% to 2.5% of classes for unexcused absences (approximately 2 or fewer classes per semester). The student consistently : • participates in class discussions and contributes ideas • asks relevant questions • respects the contributions of others and demonstrates	The student misses 2.5% to 5 % of classes for unexcused absences (approximately 2.5 to 4.5 classes per semester). The student generally : • participates in class discussions and contributes some ideas • asks relevant questions • respects the contributions of others	The student misses 5% to 7.5 % of classes for unexcused absences (approximately 5 to 7 classes per semester). The student occasionally : • participates in class discussions and sometimes contributes ideas • asks relevant questions	The student misses 7.5% to 10% of classes for unexcused absences (approximately 7.5 to 9 classes per semester). The student infrequently : • participates in class discussions and rarely contributes ideas • asks relevant questions

positive leadership • contributes to fostering a positive classroom culture	• contributes to fostering a positive classroom culture	• respects the contributions of others • contributes to fostering a positive classroom culture	• respects the contributions of others • contributes to fostering a positive classroom culture
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Below level 1 (less than 50%)

The student misses more than 10% of classes for unexcused absences (more than 9 classes per semester).

The student does not:

- participate in class discussions or contribute ideas
- ask relevant questions
- respect the contributions of others
- contribute to fostering a positive classroom culture

Final Exams

Most courses in Grade 9 to 12 will have a mandatory exam. This may be in combination with a culminating activity. For more subject-specific details, please see:

<https://www.ontario.ca/page/growing-success-assessment-evaluation-and-reporting-ontario-schools-kindergarten-grade-12>

ACHIEVEMENT CHART

The levels of achievement identified on the Achievement Chart are broad and general and supply a reference point for assessment. They enable teachers to make consistent judgments about student work and help teachers provide clear and specific information to parents, guardians, and students. There are four categories of knowledge and skills:

1. Knowledge and Understanding: subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
2. Communication: the conveying of meaning through various forms
3. Thinking: the use of critical and creative thinking skills and/or processes
4. Application: the use of knowledge and skills to make connections within and between various contexts

The levels of achievement are linked to percentage grades as follows:

Achievement	Description	Provincial Standard	Letter Grade	Percentage Mark Gr 7-12
4+ 4 4-	The student has demonstrated the required knowledge and skill with a high degree of effectiveness. However, this does not mean that the student has achieved expectations beyond those specified for the grade/course.	Achievement exceeds the provincial standard.	A+ A A-	95 - 100 87 - 94 80 - 86
3+ 3 3-	The student has demonstrated most of the required knowledge and skills. Parents of students achieving at this level can be confident that their children will be prepared for work in subsequent grades/courses.	Achievement meets the provincial standard.	B+ B B-	77 - 79 73 - 76 70 - 72
2+ 2 2-	The student has demonstrated some of the required knowledge and skills. Students performing at this level need to work on identifying learning gaps to ensure future success.	Achievement approaches the provincial standard.	C+ C C-	67 - 69 63 - 66 60 - 62
1+ 1 1-	The student has demonstrated some of the required knowledge and skills in limited ways. Students must work at significantly improving learning in the specific areas needed if they are to be successful in the next grade/course.	Achievement falls much below the provincial standard.	D+ D D-	57 - 59 53 - 56 50 - 52
R / Below Level 1*	The student has not demonstrated the required knowledge and skills.	Extensive extra support is needed	R	Below 50%
I**	There is insufficient evidence available to determine a letter grade or percentage grade.	Insufficient work completed	I	No Grade

* Grades 7 and 8 - Students who achieve below 50% will be given "R"

* Grades 9 - 12 - Students who achieve below 50% will be given their actual percentage mark.

** Applicable to only Grades 7 - 10. "I" is not used for Grades 11 and 12 courses.

ASSESSMENT POLICY

Missed Assessment

There may be times when students miss assessments at school. The student must communicate with the teacher and present a valid reason (medical or compassionate grounds) for missing the assessment. In this situation, the teacher may choose to allow the student to write an alternative assessment after school, use everyday observations and discussions with the student in place of the assessment, or not count the assessment, depending on the circumstances. When an alternate assessment is given, the alternate assessment will cover the same specific expectations as the missed assessment.

Late Assessments

Assessment and evaluation practices are based on the Ontario Ministry of Education policy document, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. As stated on page 38 of Growing Success, “The primary purpose of assessment and evaluation is to improve student learning” and that evaluation of student work “provides evidence of student achievement at strategic times throughout the grade/course” (p. 38). Growing Success also states that students “are responsible for providing evidence of their learning within established timelines and that there are consequences for cheating, plagiarizing, not completing work, and submitting work late” (p. 42). One of the consequences of submitting work late includes “deducting marks for late assignments, up to and including the full value of the assignment” (p. 43).

Students have a responsibility to complete and submit all assignments on the date that the assignment is due. To minimize the likelihood of assessment tools being handed in late, teachers implement a variety of strategies to assist students in meeting timelines that may include breaking larger assignments into smaller segments with different due dates for the various segments; providing choices or alternate assessment tools that evaluate the same overall curriculum expectations; negotiating deadlines for the submission of assignments together with the students; and monitoring student progress on assignments.

Due dates for all assessments are posted on Google Classroom and are referenced in class. In addition, teachers maintain ongoing communication with the parents of students who habitually struggle to meet deadlines. Parents are encouraged to check Google Classroom for due dates and contact the teacher should they have any concerns.

At times there may be extenuating circumstances that prevent a student from meeting the assignment deadline. In these cases, an extension must be requested up to 48 hours before the assignment due date and must be submitted in writing to the Vice Principal. In exceptional situations, extension requests within the 48 hours may be considered.

Extensions will only be granted under exceptional circumstances due to **medical reasons** (with documentation from a physician) or on **compassionate grounds** (traumatic event in the family or of a close friend). Time management, multiple assignments at the same time, or procrastination are not acceptable reasons to request an extension. Any requests which do not meet these requirements will be refused. Extension requests which are approved will be for a maximum of 3 days (unless extenuating circumstances are ongoing and then a due date will be decided by the Vice Principal in consultation with the teacher).

If a student does not hand in an assignment on the day and time it is due, the student will automatically have 5% deducted from the overall grade assignment. Submitting assignments on time is a very important skill that students must have to be successful in school.

Given that the assignment is late, the student must meet with the teacher after school the same day; this meeting is mandatory and takes precedence over other after-school activities including extracurricular activities. This meeting cannot be postponed by the teacher or by

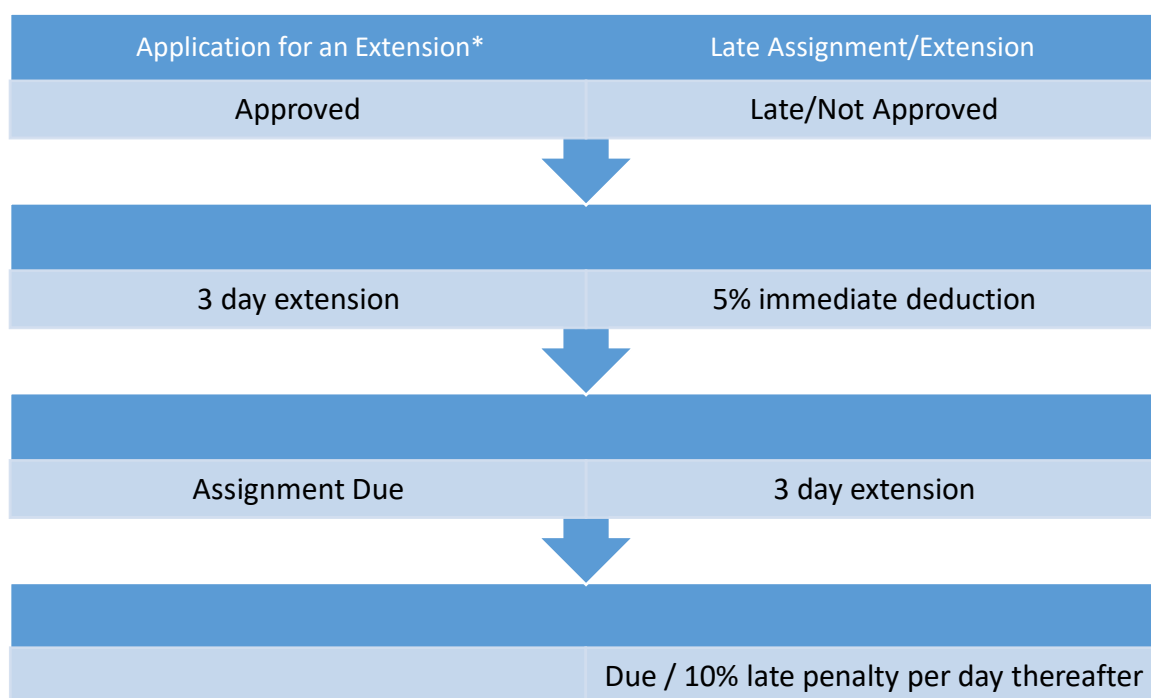
the student. At that meeting, the student will explain why the assignment has not been completed. This meeting must be documented in Edsebli.

The student will be given three days, including Saturday, Sunday and public holidays, to complete the assignment. Teachers cannot extend the time beyond three days. The assignment is due by 4:00 pm on the third day. Assignments can be submitted electronically by email or through Google Classroom.

Within 24 hours of the meeting with the student, the teacher will call the parents informing them of the missing assignment; the immediate 5% penalty; the meeting with the student; the support that the teacher will provide; the revised due date; and note a further penalty (as outlined below) should the assignment not be handed in on or before the revised due date.

If the work is not submitted to the teacher on or before the new due date, an additional 10% per day up to a maximum of 50% will be deducted from the student's mark. The number of days is calculated beginning on the revised due date. For example, a student who hands in an assignment two days after the revised due date will be deducted 25% off the final grade (initial 5% plus 10% x 2 days). If the assignment is not handed in by the end of the reporting period, then the student receives a mark of zero for that assignment.

Process Flowchart



* application for extension must be submitted 48 hours before the due date to the Vice Principal and subject teacher

CAREER INTEGRATED LEARNING (CO-OP)

Career Integrated Learning (Co-op) provides secondary school students with an opportunity to acquire skills and knowledge during a community placement. Students select an area of focus that is related to their OSSD⁺ specialization.

The Career Integrated Learning course provides opportunities for students to demonstrate the knowledge and skills developed throughout the Signature program with relevant work experience in their area of specialization. In addition, it provides students with an opportunity to earn a credit during summer school (July) while being placed in a relevant work experience placement. Students are paired with a company/organization in Hong Kong based on post-secondary program interests (e.g. Business, Engineering).

Participation in cooperative education provide unique experiences that students will remember throughout their lives. It promotes the acquisition and refinement of skills, knowledge, and habits of mind that support education and career/life planning and fosters positive attitudes towards learning that help students become independent, lifelong learners.

Career Integrated Learning focusing on:

- helping students acquire skills and knowledge related to the workplace experience;
- providing opportunities for students to inquire and reflect on their experiences to gain a greater knowledge of themselves and their opportunities and a growing understanding of how they can shape their future;
- providing personalized experiences to meet students' particular learning and motivational needs
- providing relevant experience to enhance CV and university application.

Please see the OSSD⁺ Signature Program section of this handbook, the OSSD⁺ Signature Program brochure, or speak to your Higher Education & Pathways Advisor for further information.

COURSE OUTLINES

All courses offered at DSC International School have been developed in accordance with the requirements of the Ontario Ministry of Education. A course outline provides important information on each individual course. It contains a description of the course, the overall expectations, what is being studied, by unit, and outlines all the assessments of learning and how assignments are weighted in determining the final grade. It also includes a list of required resources. Course outlines are available in the School Office for review by parents, guardians and students or can be accessed via the Parent Portal.

As well, parents and guardians can access curriculum policy documents from the Secondary School Office or from the website of the Ontario Ministry of Education at:

<https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

FINAL EXAMINATIONS

Final examinations for students in Grades 9 - 12 are written in the School Auditorium or designated classroom at the end of each semester. An examination schedule will be given to all students. Student attendance is taken at the beginning of the examination; a call will be made home for any student scheduled to write an examination but who is not in attendance. Students who, for any reason, do not write the final examination will receive a mark of zero for the final examination. Students who are caught cheating on an examination will receive a mark of zero for the final examination. This also applies to culminating projects.

Please note: Students – and parents – should be aware that an extra day is built into the examination schedule in the event of inclement weather or other unforeseen circumstances that may cause a one-day school closure. In such a case, the examination is postponed and will be moved to the extra day. Students must attend; students absent on the make-up day will receive a mark of zero for the examination. Therefore, parents are cautioned not to plan trips or relocation based on the individual student's examination schedule, but rather should plan around the School's examination schedule.

INDIVIDUAL PATHWAYS PLAN (IPP)

All students will complete an Individual Pathways Plan (IPP), the purpose of which is to assist students in taking responsibility for their learning and for planning their future. Developing their IPP increases students' awareness of their strengths and interests and of the related opportunities for learning and work. It also enables them, in collaboration with their teachers and parents, to make decisions, set goals, and develop and implement the steps needed to complete secondary school and proceed to their post-secondary destination.

In completing the IPP, students will:

- get to know themselves
- explore opportunities
- make decisions and set goals
- create a plan to achieve the goals they have set

The Individual Pathways Plan is integrated into the Homeroom structure.

ONTARIO PROVINCIAL REPORT CARDS

DSC International School uses the Ontario Provincial Report Card. This Report Card is used in all Ontario schools to document a student's achievement in every course by percentage grade. The Report Card includes attendance information; Learning Skills and Work Habits; percentage grades and the achievement of curriculum expectations; teachers' comments providing information on what the student has learned, specific strengths, and next steps for improvement; and a tear-off section for student and parent comments that is returned to the School.

The Ontario Provincial Report Card follows the reporting process found in the policy document, *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. This

document provides the philosophy and foundations for the reporting. The aim is to maintain high standards, improve student learning, and assist students and their parents in understanding that evaluations are based on evidence of student learning. Please see the document for more information:

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Students in Grades 7 and 8 are issued one Progress Report and two Report Cards per year. The Progress Report, issued in early November, reports on Learning Skills and Work Habits, and progression towards the achievement of the curriculum expectations. The first Report Card reports on the development of the Learning Skills and Work Habits and the achievement of the curriculum expectations from the first day of classes in September through to the end of Reporting Period 1, usually late January. The second Report Card covers the period from the end of Reporting Period 1 through to the end of June.

Students in Grades 9 - 12 are issued two Report Cards per semester: in November (mid-semester) and January-February (final) for the Fall Semester, and April (mid-semester) and June (final) for the Winter Semester. At the end of the semester, a final grade as a percentage is assigned with credit granted for every course for which a minimum mark of 50% has been achieved. The final grade is based on semester work (70%) and a final evaluation that includes culminating activities (30%).

Report Cards are issued on the dates noted on the Student Calendar. The School does not issue Report Cards prior to these dates.

Parents are asked to sign and return to the School the Response Form.

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

Students who are enrolled at DSC International School in the Secondary Section must pass the Ontario Secondary School Literacy Test (OSSLT) to graduate and receive their Ontario Secondary School Diploma (OSSD). This is an online administered test.

The OSSLT measures levels of reading and writing and is based on literacy expectations up until the end of Grade 9. The Education Quality Accountability Office (EQAO) in Canada is responsible for the OSSLT. Grade 10 students and students new to the school in Grades 11 and 12 write the OSSLT in either November or early April according to the date set by EQAO. Students who are unsuccessful on the OSSLT will be required to re-write the OSSLT and participate in a remedial program to prepare for subsequent attempt(s) at the OSSLT. Students may be granted deferrals if registered as students in English as a Second Language until such time as their English skills reach the necessary level of proficiency. Exemptions may also be granted, but students in such cases will not be eligible to receive a Secondary School Graduation Diploma. All cases are subject to the approval of the principal.

The Ministry of Education has added a literacy course, OLC40, at the Grade 12 level. This course only runs in Summer School. Students who have had two opportunities to take the OSSLT, have failed both times, and are in Grade 12 will be required to complete an adjudication process in lieu of the OSSLT to meet the graduation requirement if the principal determines it is in the best educational interest of the student.

Please note that the school has limited flexibility in the date of the OSSLT. Students who are eligible to write the OSSLT but are absent on the date of the test may have to wait until the following year to write the test.

ONTARIO STUDENT RECORD (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Each student in the Secondary Section has an Ontario Student Record (OSR) that is maintained and kept in the Secondary Section Office. The OSR contains copies of report cards and a copy of the most up-to-date transcript, and lists awards, and is accessible to the principal and teachers for the improvement of instruction of the student. Parents and students also can request access to all information contained in the OSR for review. The OSR is maintained in accordance with the Ontario Ministry of Education regulations and complies with the principles laid out in the Hong Kong Personal Data (Privacy) Ordinance

OSSD+ SIGNATURE PROGRAM

DSC International School is committed to developing individual pathways for our students to gain entrance into the top universities around the world. Designed for our high achievers, the OSSD+ Signature Program provides an enhanced, rigorous academic framework that aligns with their interests, passions, and goals.

A Signature Program allows students to focus on a specialized academic discipline, enhanced community outreach and leadership development, real-world experience, and career mentorship through work placement. Our bespoke programs offer a great opportunity to maximize the high school experience and acquire the skills necessary to make a positive difference in the local and global communities.

The foundation of our Signature Program is connecting learning, passion and real-world experience. The Career Integrated Learning course provides opportunities for students to demonstrate the knowledge and skills developed throughout the Signature program with relevant work experience in their area of specialization. In addition, to graduate with the enhanced OSSD+ students, must meet specific requirements outlined below.

OSSD and OSSD+ Signature Program Comparison Chart

OSSD+Signature Program	OSSD	OSSD+ Signature Program
 Global Influencers	30 credits (18 compulsory and 12 elective)	32 credits (18 compulsory and 14 elective)
 Scientific Innovators	Ontario Secondary School Literacy Test (OSSLT)	6 Grade 12 U/M courses with 80% average or above
 Business Leaders	40 hours community service	Ontario Secondary School Literacy Test (OSSLT)
 Artistic Creators		100 community hours (local and international)
 Engineering Designers		Duke of Edinburgh Award (Silver or Gold)
 Student Athletes		Career Integrated Learning Masterclass
	 Service  Skills  Physical Recreation  Adventurous Journey	



OSSD+ Signature Streams

OSSD+Signature Program	
 Global Influencers	DSC offers 6 options for the OSSD+ which are individually designed for our Influencers, Innovators, Leaders, Creators and Designers.
 Scientific Innovators	Students work with our professional guidance counsellors starting in Grade 7 to develop an individual pathway to their post secondary destination.
 Business Leaders	An integral part of the OSSD+ experience is a career work placement experience block which connects in-class learning with real world experience.
 Artistic Creators	
 Engineering Designers	Attainment of an OSSD+ is an excellent capstone to the High School experience and provides an enhanced, rigorous academic framework that aligns student interests, passions, and goals.
 Student Athletes	



For more information, please see the OSSD+ Signature Program page at: <https://www.dsc.edu.hk/learning/signature-program> or visit your Higher Education & Pathways Advisor.

ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. It includes the student's achievement in Grades 9 and 10 with percentage grades obtained and credits earned for successfully completed credit courses; a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained; confirmation that the student has completed the Community Involvement requirement; and confirmation that the student has completed the provincial Secondary School Literacy requirement. In addition, for Grade 11 and 12 courses, withdrawals from these courses after five instructional days following the issue of the first provincial Report Card in a semestered or a non-semestered school will be recorded on the OST along with the percentage grade at the time of withdrawal.

“REACH AHEAD” OPPORTUNITIES

A student who has completed Grade 8, with parental permission, may be given permission by the Principal (Secondary) to “reach ahead” to take a credit course in the summer prior to entering Grade 9. Students who have finished Grade 8 and take and pass a Grade 9 credit course at Summer School will have their credit recognized September 1st.

Students who have completed Grade 8 also can “reach ahead” to start earning Community Involvement Hours towards their High School graduation in the summer prior to entering Grade 9. All students in High School must, as a graduation requirement, complete 40 hours of Community Involvement. Students wishing to reach ahead in the summer prior to Grade 9 must meet with the Principal (Secondary) prior to participating in any activities as all Community Involvement activities require pre-approval.

UNIVERSITY DESTINATIONS

Parents and students can be confident that with the completion of the rigorous Ontario Secondary School Diploma (OSSD), students are well prepared for post-secondary studies. With this diploma, students can gain entrance into universities worldwide! Our students are accepted into top universities such as the University of Toronto, University of Waterloo, University of British Columbia, London School of Economics, University of London, Columbia University, and UCLA to name just a few.

Please see our website at <https://www.dsc.edu.hk/school-life/guidance-university/university-pathways> for a complete list of university acceptances from around the world.

STUDENT SUCCESS

ACADEMIC RESPONSIBILITY

Learning is an active process. The teachers provide learning opportunities and support in the classroom, and extra help during breaks and after school.

Students take advantage of these learning opportunities by:

- attending school daily
- participating in class activities to the best of their abilities in every subject every day
- asking questions and seeking assistance when needed
- trying their best all the time
- checking Google Classroom daily
- participating in on-line, teacher assigned activities
- completing to the best of their abilities all assignments on time

Parents and guardians support student learning by:

- supervising homework
- maintaining open communication with their child's teachers
- discussing concerns with their child's teachers
- attending Report Card Conferences

Assessment of all learning takes place on an on-going basis in the classroom. Students are reminded to use their class time effectively to complete all assignments in class during the time allotted. Students must not have tutors complete assignments for them.

APPROPRIATE USE POLICY

All DSC students have access to various types of learning technologies on Campus. These devices range from hand-held devices (iPad, iPod, mobile phone) to laptop computers. In addition, students will be asked to bring to class their own devices. Ensuring these devices are used appropriately in the classroom to support student learning is a team effort that requires the help and cooperation of students, parents, teachers and the School's Support Staff.

The Appropriate Use Policy (AUP) was designed to promote the safe, ethical, responsible, and legal use of the computer systems and learning technologies at school and at home. In order for a student to be permitted to access the School's ICT equipment, the signed AUP must be returned to the School. Parents and students are asked to complete the form in June or at the time of enrolment and hand it in to the School on the date indicated.

Students and parents are reminded that, where warranted, violations of the Appropriate Use Policy may result in the loss of access to School computers and School IT resources, payment for damages caused by vandalism, suspension or expulsion, and where applicable, law enforcement agencies may be contacted.

Please reference the Appropriate Use Policy throughout the school year.

Families are encouraged to use some of these rules to help establish family-based guidelines for the appropriate use of technology at home. Parents who would like additional advice on creating family-based guidelines may contact the Homeroom Teacher, the School's IT Department, or Vice Principal.

ATTENDANCE

Regular daily attendance is a requirement. Learning is an ongoing process involving student participation in classroom activities and continuous, ongoing assessments. Students who are not in school cannot participate and cannot have their learning assessed by their teachers. The School tracks attendance, identifying students who are late and/or absent frequently and who would benefit from a conversation with the Vice Principal about attendance and strategies to improve attendance and/or punctuality; these meetings may also involve parents or guardians.

Regular attendance is an essential component of student success. Excessive absence from school is strongly discouraged. Excessive absence is defined as ten consecutive days and, for Grades 7 and 8, 20 days during a school year.

Students who do not attend classes on a regular basis may be declared ineligible for participation in co-curricular activities (athletics and clubs) and school events.

Please note the following policy:

Grades 7 and 8

The Vice Principal will call the family and discuss the reason(s) for the excessive absences and the impact of missed time on student learning and achievement. A letter will be sent home documenting the conversation. Once this occurs, the student will be monitored.

If patterns of absences, such as a student being absent every Monday and Friday, for example, and/or clusters of absences, such as a student missing several consecutive days, are identified, the Vice Principal will begin an investigation into the number of times and reasons why the student is absent. This may involve a meeting with the student or a conversation with School staff.

Extending holidays is strongly discouraged and homework will not be provided. Most major school holidays will follow immediately after assessment activities that must be completed as scheduled. When the School is informed of an extension of holidays, the Vice Principal will contact the parents. These absences are considered "unexcused" and will be recorded on the Report Card.

Parents must complete the Student Notification of Absence form if their child will be absent from School for longer than 2 days. Documentation outlining the reason for the absence will need to accompany this form. When possible, the form and supporting documentation must be submitted to the Secondary Office 5 days prior to the absence or with prior approval by the Vice Principal (Secondary), upon the students first day back at school.

All students that are absent without excuse for more than 7 consecutive days will be reported to the EDB Non-attendance Case Team as per EDB requirement.

Grades 9 – 12

Good attendance is essential for student success. In fact, it is now connected to your child's final grade in Grade 9-12.

The School tracks daily attendance and follows the following procedure:

- At 5 days or classes within a semester absent and/or 5 lates, the Vice Principal will meet with the student to review the reasons for absences and to remind him or her of the 110 credit hours required; the Vice Principal will contact the parent to relay the same information
- At 7 days or classes within a semester absent, the Vice Principal or Principal (Secondary) will meet with the student and the Principal (Secondary) will send home by post a letter to the parents informing them of the number and dates of the absences and reminding them that the credit(s) may be lost; a reply slip acknowledging receipt of the letter is returned to the School signed by the parent. If those days are consecutive, it will be reported to the EDB Non-attendance Case Team as per EDB requirement (noted above).
- At 10 days or classes absent within a semester, the Principal (Secondary) will meet with the student and will telephone the parents and follow up with a letter informing the parent that the student will lose his or her credit(s) for the semester for any further unexcused absences; a reply slip acknowledging this is returned to the School signed by the parent

The Vice Principal will follow up with the parents or guardians of students who inform the school in advance of an extended absence from School.

- In cases of absences because of extended or serious illness, a medical certificate is required and, where possible, the student will be expected to access class work via Google Classroom.
- In cases of absences because of participation in approved international competitions or because of writing university entrance examinations or sitting interviews for university entrance, the student will be expected to access class work via Google Classroom and seek the assistance of the subject teacher(s) as needed.
- In cases of absences because of an extended holiday, parents will be reminded of the credit hours required, that all absences will not be excused and will count towards the 10 classes, that the study may be putting his or her credit in jeopardy, and the student is responsible for all work missed.

If a student is not at school, they are absent and will be marked as such and this number will be noted on the report card. However, there are several circumstances where a student's

absence will not be reported on the report card since the absence is related to one of the following:

- absences because of an extended or serious illness of more than 4 days; a medical certificate is required
- absences when a student is sent home by the school under suspension
- absences because of School-sanctioned and sponsored activities;
- absences because of participation in approved international competitions students may be registered in on their own e.g. representing Hong Kong in a sport
- absences because of writing university entrance examinations or attending university entrance interviews
- excused absences because of a holy day

Additional Warning Thresholds

- 7 Consecutive Days: Mandatory reporting to the EDB (Education Bureau) as per regulations.
- 20 Cumulative Days: An official Attendance Warning Letter will be issued, and a meeting with the Vice Principal may be required to develop a support plan.
- One Month Absence (Out of Country): Automatic issuance of an Attendance Warning.
- Two Months Non-Attendance: The student may be automatically deregistered from DSC.

Absent: Parents or guardians are asked to contact the Secondary Office before 8:15 am on a day when their child is absent. If no phone call is received, the Office will phone the parent or guardian. If a parent or guardian knows in advance that a student will be absent, the parent or guardian is asked to inform the Office as far in advance as possible.

Late: A student who is late must report to the Office, obtain a Late Admission Form, go to class, and give the Late Admission Form to the teacher. A student arriving late who has indicated he or she is late because of illness will not be permitted to attend classes and will be sent home for the remainder of the day.

Multiple lates will be brought to the attention of the parent or guardian by the Vice Principal to ensure an action plan is developed to support student success.

Early Leave: A student wishing to leave early from the school must notify the teacher and report to the Secondary Office to receive a "Permission Form/Early Leave". The parent or guardian is asked either to provide a written note stating the date and time the student is to leave the School or go to the Office to request early leave. The student or parent or guardian is then given the "Permission Form/Early Leave" form. The "Permission Form/Early Leave" is presented to the security guard at the Main Entrance. A student must not leave without receiving permission from the school. Permission will not be granted without parental approval unless student is 18 years old or older.

Please note: Students who attempt to leave the school, with or without a parent or guardian, without having the Office-issued “Permission Form/Early Leave” will be sent back to the Office to get the form. Security will not allow a student to leave without this form even if the student is accompanied by an adult.

Extended Leave: Parents must complete the Student Notification of Absence form if their child is absent from School for longer than 2 days. Documentation outlining the reason for the absence will need to accompany this form. When possible, the form and supporting documentation must be submitted to the Secondary Office 5 days prior to the absence or with prior approval by the Vice Principal (Secondary), upon the students’ first day back at school. Please be reminded that students in Grades 9-12 must have a minimum of 110 credit hours of instruction. Students will be provided with access to asynchronous learning during extended absences.

All students that are absent without excuse for more than 7 consecutive days will be reported to the EDB Non-attendance Case Team as per EDB requirement.

Attendance Codes in Edsebli

The following codes are used to categorize attendance in Edsebli and on the report card:

Attendance Code	Title	Explanation of Use	For the Report Card
P	Present	Student is present at school or online classes	Not reported
A	Absent	Student is absent from school or online classes without permission. This is an unexcused absence.	Recorded on the Report Card as Absent
L	Late	Student is late to School in the morning or after lunch. Student is late to a High School subject class.	Recorded on the Report Card as Late.
S	Suspended	Student has been suspended from School.	Not reported
G	General Absence	The student is absent because: - the day is a holy day - he or she is attending an educational exchange - Weather Warnings - the parents have requested that the student miss part of the school day in order to take part in other learning support programs, or international competitions - any absence due to sickness requires a parent email confirmation to be excused. A medical note is required for exams. - students not going on field trips	Not reported
F	Fever	Fever due to influenza or contagious diseases	Reported

H	Fever Policy	Absent due to 48hr Fever Policy (Middle School) Absent due to 24hr Fever Policy (High School)	Not Reported
T	School Activity	Field Trip/Activity off Campus	Not Reported

COMPLETE TO COMPETE POLICY

At DSC International School, we believe that excellence on the field, court, or stage begins with accountability in the classroom. While extracurricular programs are designed to develop well-rounded students, academic responsibilities always come first.

To support our students' long-term success, we enforce a strict "**Complete to Compete**" academic eligibility policy for ECA participation.

As such, to participate in any athletic game, practice, club event, or extracurricular performance, students must not have any outstanding assignments. Students with failing grades must also be making a concerted effort to improve.

Unlike traditional "no pass, no play" rules that focus strictly on grades, "Complete to Compete" focuses on effort and accountability. A student's eligibility is determined by their completion of assigned work, including remedial assignments as determined by the teacher.

To be eligible to be involved in varsity teams and clubs, a student must have all assignments submitted; otherwise, the student will be temporarily sidelined from competition. Students with missing work will also not be able to attend practices until they have completed all outstanding work.

For Students: You are a student-athlete or student-performer—student always comes first. Manage your time and communicate with your teachers *before* an assignment becomes overdue.

For Parents: We ask for your partnership in monitoring Edsebli Parent Portal weekly. Encourage your child to advocate for themselves and get the assignments done on time so they can enjoy their passions outside of it.

We want every student out there representing our school. If you want to suit up and play, you have to hand it in and complete it. **Complete to compete—no exceptions.**

COPYRIGHT POLICY

DSC International School adheres to international and Hong Kong laws protecting copyrighted material and as such does not condone the illegal use or reproduction of copyrighted materials in any form. The policy applies but is not limited to software, music, movies, photocopying of print materials, creative artworks including photographs, paintings, and music.

Students are reminded that copyright policies apply to Google Classroom and Google Drive. Data must not be placed on these sites if it is protected by copyright.

For more information please visit the Intellectual Property Department's website for Copyright in Education: <https://www.ipd.gov.hk/en/home/index.html>

CREDITS EARNED FROM AN ONLINE HIGH SCHOOL

As per school policy, students can only be registered in one school and are not permitted to be enrolled in or take any Ontario credit courses from an online provider.

As such, DSC does not permit a student to be registered at another school while attending DSC International School. This applies to any local, international, or online school.

ELECTRONIC DEVICES

DSC is committed to providing students with a learning environment that integrates and uses technology to further student learning and assist in developing the technical skills that a student uses in their daily lives and in the future.

In keeping with this vision, the School permits certain personally owned devices to be used on campus by students to complete learning activities while under teacher supervision and guidance. Not all devices are included in this list and there are age restrictions applied to the acceptable use of personal devices on campus.

Smart Glasses

Students are not permitted to wear or bring AI or smart glasses to campus. There are no exceptions to this policy.

Smartphones and Smartwatches

The school appreciates and understands the need for secondary students having a smartphone. However, research is demonstrating that they can have a negative impact on learning and function more as a distraction during instructional time. As such, please note that if your child brings a smartphone to campus, it must be switched to silent mode and kept in their knapsack/school bag. Smartphones cannot be used during class transitions, recess, lunchtime ECAs, or walking around campus. Smartwatches with capabilities similar to a smartphone, such as making phone calls, searching the internet, taking video and/or photos must be placed in your child's school bag during the day.

In order to ensure safeguarding of all students, smartphones must never be brought to the bathroom. If a student takes their phone to the washroom, this will result in a 5-day removal of privilege. On the second offence, their parents will need to collect their phone from the school on the day of the incident. **If photos and/or videos are taken in washrooms, disciplinary action will result with immediate suspension and possible expulsion from the school.**

Students are not permitted to take their smartphone or smartwatch on field trips unless given permission by the teacher. Teachers may grant permission for students to take their devices

on trips if they are needed for health and medical purposes. With the teacher's permission, devices may also be bought and used to record an event or act as a safety net during remote field trips such as hiking.

Students who continue to use their smartphones and/or smart watches inappropriately on campus will receive the following progressive consequences:

- 1) A warning will be issued by the teacher if a smartphone/smartwatch is used in classrooms/hallway without permission. After 1 warning, the student will be sent to the Vice Principal. The Vice Principal will meet with the student and their smartphone/smartwatch will need to be checked in at the office every morning and collected after school for 3-days. Students may sign out their smartphone/smartwatch on day 1 if they are leaving campus for lunch and do not have money. The smartphone/smartwatch cannot be signed out on day 2 and 3.
- 2) On the second offence students will drop their phone off every morning and collect it after school for 5 days. Students may sign out their smartphone/smartwatch on day 1 if they are leaving campus for lunch and do not have money. The smartphone/smartwatch cannot be signed out on day 2 and 3.
- 3) On the third offence their phone will be confiscated, and their parents will need to collect their phone from the school on the day of the incident.
- 4) Students caught with their phone in the washroom, or coming back from the washroom, will be sent to the Vice Principal. No warnings will be given. Their cellphones/smartphone will need to be checked in at the office every morning and collected after school. This will be a 5-day removal of privilege. On the second offence, their parents will need to collect their phone from the school on the day of the incident.

If a parent needs to contact their child at school they must call the Secondary office. Similarly, if a child needs to contact their parent, they must ask a school staff member for permission who can help arrange for them to contact their parent.

Earbuds and Headphone Policy

Students are generally not permitted to wear earbuds and headphones on campus, including entering the building and walking in the hallway between classes. There are a few exceptions to this rule:

- Educational Use – teachers will permit the use of earbuds or headphones if there are educational benefits, for example, writing the OSSLT where text-to-voice can be utilized.
- Lunch time on campus - students may use a single earbud or headphone (with one ear not covered) when eating lunch in the learning commons or Poets' Corner.

Students who continue to use their earbuds or headphones inappropriately on campus will

receive the following progressive consequences:

- 1) A warning will be issued by the teacher if an Earbuds/Headphones are used in classrooms/hallway without permission. After 1 warning, the student will be sent to the Vice Principal. The Vice Principal will meet with the student and their Earbuds/Headphones will need to be checked in at the office every morning and collected after school for 3- days.
- 2) On the second offence students will drop their Earbuds/Headphones off every morning and collect it after school for 5 days.
- 3) On the third offence their Earbuds/Headphones will be confiscated, and their parents will need to collect their Earbuds/Headphones from the school on the day of the incident.

Social Media, Google Hangouts and Electronic Communication

Access to social media through the School's network will be restricted and controlled. Students at school can only use social media platforms directed by an educator for educational purposes. Students are not permitted to use Google Chat.

ENGLISH

English is the medium of instruction in all classes except for the French, Japanese and Putonghua Programs. Therefore, a good proficiency of the English language is important. As with the development of any skill, the only way to improve one's English is through as much practice as possible. As such, students are encouraged to use English throughout the day - both inside and outside the classroom. Students requiring extra assistance with English language development may enroll in English as a Second Language courses scheduled in their daily timetable. The acquisition of a good working knowledge of the English language is very important for success at DSC and for a student's future to be able to successfully communicate on a global level.

Students should be practicing and improving their English on weekends and during holidays.

GOOGLE DRIVE and SCHOOL EMAIL ACCOUNT

Students are responsible for ensuring that data stored on their Google Drive is school-related only, complies with the Appropriate Use Policy, and does not break copyright.

Upon graduation or leaving DSC International School, students' accounts will be deleted, and all data removed after 6 months (December). This will allow graduates to continue using their DSC email address for university communications. It is the responsibility of the student and parent to ensure that this data is removed or backed up before this deadline.

HIGHER EDUCATION AND PATHWAYS ADVISOR

All students are assigned a Higher Education & Pathways Advisor who will remain their advisor until graduation. Students with a surname beginning with A-L are assigned to Ms. Chau and M-Z with Mrs. Ichikawa. The office is located on the 3/F, Room 316.

The role of the Higher Education & Pathways Advisor is to provide academic and social counselling to students, assisting them in developing skills needed for academic success, and to ensure that they are meeting their graduation and post-secondary destination requirements. They will work closely with Mrs. Marans, Vice Principal (Secondary) to support Grade 7 students in their transition from Elementary School to Grade 7, and with the Grade 8 students in preparation for their transition to High School. In addition, they will provide content and support for the weekly homeroom sessions.

INCLUSIVE EDUCATION

DSC International School is committed to developing and maintaining learning environments that support learners, challenge learners, and foster creation and innovation. Our commitment, along with our non-discrimination Admission policy, ensures that DSC International School offers a comprehensive education to all student community members. At DSC, inclusive education is not just about learners with special needs or identified exceptionalities; instead, it is an attitude that approach that embraces diversity and learner differences and promotes equal opportunities for all learners.

The School expects that students will be able to reach the curriculum with minimal support and accommodations. Every student who is being supported by the Inclusive Education team will have a Student Support plan that will be shared with the parents, teachers, and the Secondary leadership team. Parents of students who are supported by the IES team will work in collaboration with the Student Support Team to work towards the success their child.

DSC does not provide 1-on-1 support for students.

HOMEWORK

The purpose of homework is to provide students with the opportunity to consolidate and re-enforce learning that has taken place in the classroom, to prepare for the next day's activities, and/or to practice skills taught. As well, homework completion is an important learning skill. Students are expected to complete homework as assigned, and when encountering difficulty, seek the assistance of the teacher the next school day before class begins.

Parents are reminded that reading is a very valid homework activity and is encouraged as a means of consolidating and improving English language and literacy skills needed for academic success.

Homework is posted in Google Classroom and updated daily.

Teachers are available after school until 4:00 pm to assist students. Students should seek extra help after school from their teachers if required.

PARENT AND GUARDIAN - TEACHER AND SCHOOL COMMUNICATION

Together, the School staff and parents and guardians are responsible for the education of each child and have the responsibility of sharing in the planning of the child's education and in determining how the child's individual needs are to be met. Therefore, communication between the teacher and parents and guardians is extremely important. The School keeps parents and guardians informed about what is happening at School through several means of communication:

- the Parent Portal (please see the *Parent Portal* section of this handbook)
- official Report Card Conferences are scheduled throughout the year
- parents and guardians may arrange meetings with teachers at mutually convenient times throughout the year
- parents and guardians may communicate with teachers via telephone or e-mail
- Google Classroom contains course-specific information
- letters from the school are sent to parents and guardians via email
- the school website/Parent Portal provides parents and guardians with School information
- eNewsletters provide information and a summary of the school events
- School activities and news are posted on the School's Facebook Page, Instagram, Twitter and LinkedIn site

In addition to receiving information from the school, parents and guardians are encouraged to maintain on-going communication with their child's subject teachers. Teachers can be contacted by email. A teacher's email address is the teacher's initial followed by a period followed by his or her surname @ *dsc.edu.hk*. For example, the email address for Mr. T. Brown is t.brown@dsc.edu.hk. A full list of staff can be found in the parent portal.

Please note that teachers are not permitted to use texting apps, like WhatsApp or WeChat, to communicate with students or parents.

Teachers' names can be found on the student timetable.

LAPTOP COMPUTER

All students must bring a laptop to school each day. All laptops must have an up-to-date anti-virus program installed, an English keyboard, English operating system, a Hong Kong plug, and use Hong Kong voltage.

Students are reminded that they must bring their laptops to and from school each day. Laptops are not to be left overnight at school.

Students must take responsibility for the safe-keeping of their laptops and for the materials on them. To protect the hard-drive from damage, students are reminded to shut down or put into sleep mode their laptop before moving from one location to another. Walking with the

laptop running can cause damage to the hard drive. Damage to the hard drive can result in the loss of all materials.

To minimize the loss of materials, students also should back up their laptops regularly, at least once per week. Please be reminded that the School does not back up students' laptops.

DSC ONLINE LEARNING AND STUDENT EXPECTATIONS

To ensure uninterrupted learning during EDB-mandated suspension of on campus learning due to typhoons or Red/Black Rain, we will activate our School Contingency Plan for continuation of learning. The plan involves synchronous and asynchronous learning. This policy will be implemented following the EDB announcement. Parents, Guardians and students will receive a message from the school.

Online Learning: Class Structure for Grades 4 to 12

- Teachers will distribute Google Meets links to students
- Students will access live lessons through Google Meet
- Each period will have a minimum of 15 minutes of direct online instruction
- Teachers will be available to students to answer questions and offer support
- Class attendance will be taken at the beginning of each class/period
- Students will be assigned independent work
- Clear instructions and check-in points will be provided to ensure students remain on track
- Teachers will follow up with students who have not completed assigned work or those who may need additional support

Student Responsibilities:

- Students are expected to complete all the assigned work
- Students are expected to participate in online classes and ensure their camera and microphone (when needed) are on and working
- Students are required to attend the online lessons on time
- Students must adhere to the School Code of Conduct and Acceptable Use Policy
- Students must be wearing their school uniform
- Students are responsible for communicating any difficulties to their teachers
- Students continue to monitor online classroom platforms

Parents and Guardians Responsibilities:

- Ensuring their child has access to the necessary technology
- Monitor their child's attendance and engagement during online learning
- Communicate any concerns or difficulties to the school
- Ensure that their children are ready to attend all online lessons

School Responsibilities:

- Provide clear and timely communication regarding distance learning arrangements
- Ensure Teachers deliver engaging and effective online lessons
- Ensure Teachers will provide timely feedback on student work
- Ensure that all online platforms used are safe and secure

STUDENT SUPPORT PLAN INTERVENTION

Purpose

The goal is to support students in achieving academic success and to provide a structured improvement plan when challenges arise.

Support Plan Intervention (G7-8)**Students of Concern**

Students who receive a sufficient number of “R”s in a given reporting term will be identified as students of concern requiring additional support and guidance.

1. Support Plan

- The student and parent will meet with the Student Support Team to create a personalized support plan. This could include structured after-school support and/or outside tutoring. It may also require the completion of a psycho-educational assessment.

2. Monitoring Progress

- Students will be monitored closely throughout the following term. Regular check-ins will be scheduled with the Student Support Team and teachers to review progress and adjust support as needed.

3. Course Performance

- The student who has made improvements will be removed from the identified list of students of concern. The Student Support Team will continue to monitor student progress over the following term.

4. Continued Academic Struggles

- The school will implement additional interventions to help the student succeed.
- If a student continues to receive “R”s during this intervention, a meeting will be held with the student, their parents or guardians, and school leaders to discuss the next steps.
- The school may implement additional interventions to help the student succeed; however, if there is insufficient improvement, the student may not be permitted to enter high school.
- The school will provide an exit strategy to support a transition for the student to an appropriate educational setting.

Support Plan Intervention (G9-12)

Students of Concern

Students who fail 2 or more of their courses in a given semester will be identified as students of concern requiring additional support and guidance.

1. Support Plan

- The student and parent will meet with the Student Support Team to create a personalized support plan. This could include structured after-school support and/or outside tutoring. It may also require the completion of a psycho-educational assessment.

2. Monitoring Progress

- Students will be monitored closely throughout the following semester. Regular check-ins will be scheduled with the Student Support Team and teachers to review progress and adjust support as needed.

3. Course Performance

- The student who has made improvements will be removed from the at-risk list. The Student Support team will continue to monitor student progress over the following semester.

4. Continued Academic Struggles

- The school will implement additional interventions to help the student succeed.
- If a student fails 2 additional courses in the next semester, a meeting will be held with the student, their parents or guardians, and school leaders to outline Academic Probation for the next school year/semester.

5. Academic Probation

- The school will implement additional interventions to help the student succeed.
- If a student fails 2 additional courses while on academic probation, a meeting will be held with the student, their parents or guardians, and school leaders to discuss the ongoing struggles and supporting the best interests of the student.
- The school will provide an exit strategy to support a transition for the student to an appropriate educational setting.

SOCIAL WORKERS

Two social workers working with students in Grades 7-12 are each on-site four days per week. In September, the Higher Education & Pathways Advisors will organize classroom visits by the Social Worker so that he or she can outline the services available to students. Appointments to see the Social Worker are made by student self-referral directly to the Social Worker or by teachers recommending to the student to meet with the Social Worker. Parents or guardians can make an appointment for their child. All discussed information is held in the strictest confidence.

TEXTBOOK LOAN PROGRAM

The school provides textbooks to all students. A compulsory deposit of \$1000 is required. The deposit is refundable when a student withdraws from the school and returns the textbooks in good condition. In addition, there is a Textbook Loan Program fee of \$1000 in the Grade Specific Fees which families pay each year to be part of the textbook program.

Students will be responsible for keeping the loaned textbooks neat and tidy. Students must not write on any pages or mark any part of the textbooks. The cost of damaged or lost textbooks will be paid by parents or guardians.

Students in Grades 7 and 8 receive their loaned textbooks either individually before the first day of school (as per the August letter) or on the first day of classes from their Homeroom teacher. Loaned textbooks are returned to the office in June as noted on the school year calendar or one day before the student's last day of attendance.

Students in Grades 9 – 12 collect their loaned textbooks from the Secondary Section Office before the first day of classes each semester and receive textbooks only for the courses they are enrolled in that semester. These textbooks are returned to the Secondary Section Office at the end of each semester and no later than immediately following the final examination in the course.

TUTORING

While families may feel that employing a tutor will be beneficial to their child's academic progress, please note that DSC International School teachers are not permitted to tutor students currently registered at the school. Teachers are available for extra help to support student learning after school from 3:00 pm to 4:00 pm if required and upon agreed time.

Tutoring – Peer Support Program

A great opportunity for students wanting additional support beyond the teacher is to take part in our *DSC Academic Peer Mentor Program*. This program matches student volunteers with those students wanting to improve their grades and learn from their peers. If students would like to request a mentor, please contact your Higher Education & Pathways Advisor.

WI-FI NETWORK ON CAMPUS

DSC International School offers student access to a Wi-Fi network while on campus. Students will be able to join the Wi-Fi network with the SSID "DSC". Each student will be able to self-register one device only. If the user does not agree and complete the registration process, they will not have access to the Wi-Fi network or the Internet. This device should be the laptop used for the 1:1 Program. Joining this network will require the user to register his or her device with the school's system. A second device cannot be registered until the original device has been removed. Students wishing to remove a registered device and add a new device to this SSID must visit the IT Department.

When registering on "DSC", each user will need to install a security certificate which is valid for one year. Once completed, the device will have access to this Wi-Fi network for one school year.

- The SSID DSC will have increased bandwidth and will provide faster connectivity
- All users will be assigned limits to bandwidth to ensure equal access to all

Students will be able to join multiple devices to the Wi-Fi network with the SSID “DSC”. This Wi-Fi connection will be assigned the least amount of bandwidth. As such, access speed and download speed will be slower than the other networks.

WORKBOOKS, NOVELS, AND CONSUMABLES

For students in Grades 7 and 8, a list of required novels and workbooks, with ISBN numbers, and listed consumables, is distributed to parents in August and are available at the Secondary Office. Students are required to have the resources needed for class.

	TITLES/PUBLISHERS	ISBN No.	Cost HK\$
Grade 7			
	Refugee	9780545880831	230
	The Outsiders (Novel)	9780140385724	140
	Art Package		170
Grade 8			
	The Giver by Lois Lowry (Novel)	9780544336261	122
	Art Package		170
Grade 9			
ENL1W	Romeo and Juliet / Simon & Schuster Canada (Play)	9780743477116	87
ENL1W	The Marrow Thieves	9781770864863	220
FSF1D	Le Petit Prince	9780156013987	127
GLS1O	Learn Smart – Workbook / Emond Publishing	9781552395097	110
Grade 10			
ENG2D	The Great Gatsby / Scribner (Novel)	9780743273565	184
ENG2D	The Great Gatsby / SparkNotes	9781411469570	85
ENG2D	Macbeth with Related Readings / International Thomson Learning (Play)	9780198324003	200
MFM2P	Foundations of Mathematics 10 - Workbook	9780070002739	160
Grade 11			
BAF3M	Accounting 1- 7th Edition – Student Workbook	9780132667654	280
ENG3U	The Housekeeper and the Professor	9780312427801	184
ENG3U	A Raisin in the Sun	9780679755333	92
Grade 12			
ENG4U	Hamlet / Signet Classics (Play)	9780451526922	75
ENG4U	The Joy Luck Club	9780143038092	200
English as a Second Language			
ESLDO	Dragonwings: Golden Mountain Chronicles: 1903	9780064400855	110
ESLDO	Kim's Convenience / House of Anansi Press (Play)	9781487002237	190
G10-12 only			
OSSLT	Ontario Secondary School Literacy Test		1000

IL	International Languages	ISBN No.	Cost HKD
Grade 7 & 8 Japanese			
Grade 7 Japanese	Mitsumuratosho, Chugaku Kokugo 1, Reiwa 7 Version 光村図書 中学校国語 1 令和7年度版	9784813804246	164
Grade 8 Japanese	Mitsumuratosho, Chugaku Kokugo 2, Reiwa 7 Version 光村図書 中学校国語 2 令和7年度版	9784813804253	164
Grade 9 -12 Japanese			
LKJBD	Genki – An Integrated Course In Elementary Japanese - Workbook (3 rd Edition) / Japan Times 初級日本語げんき第3版	9784789017312	250
LKJCU	Genki – An Integrated Course In Elementary Japanese – Workbook (3 rd Edition) / Japan Times 初級日本語げんき第3版	9784789017312	250
LKJDU	"Meijishoin, Seisen Gendainokokugo, (Reiwa 7) Version 明治書院 精選現代の国語 (令和7) 年度版	9784625004247	134
LKJDU	Meijishoin, Seisen Gengobunka (Reiwa 7) Version 明治書院 精選言語文化 (令和7) 年度版	9784625004254	166
Grade 7 Putonghua			
Grade 7 (Putonghua First Language)	Chinese (Yuwen) Textbook 7A 语文 七年级上册	9787107312441	35
	Chinese Workbook (Yuwen) 7A 人教版金学典语文七年级上册同步解析与测评同步练习册	9787107387029	60
Putonghua Beginner	Discovering Chinese Pro vol 1, Student Textbook	9781681940106	395
	Discovering Chinese Pro vol 1, Workbook	9781681940144	280
Putonghua Intermediate	Discovering Chinese Pro vol 3 Part 2, Student Textbook	9781681940120	365
	Discovering Chinese Pro vol 3 Part 2, Workbook	9781681940168	260
Putonghua Advanced	Easy Steps To Chinese 4, Part 2, Student Textbook	9787561919965	341
	Easy Steps To Chinese 4, Part 2, Workbook	9787561920008	215
Grade 8 Putonghua			
Grade 8 (Putonghua First Language)	Chinese (Yuwen) Textbook 8A 语文 八年级上册	9787107319310	35
	Chinese Workbook (Yuwen) 8A 人教版金学典语文八年级上册同步解析与测评同步练习册	9787107320637	70
Putonghua Beginner	Discovering Chinese Pro 1, Student Textbook	9781681940106	395
	Discovering Chinese Pro 1, Workbook	9781681940144	280
Putonghua Intermediate	Easy Steps To Chinese 3 Student Textbook	9787561918890	341
	Easy Steps To Chinese 3 Workbook	9787561918906	215
Putonghua Advanced	Discovering Chinese Pro 4, Student Textbook	9781681940137	365
	Discovering Chinese Pro 4, Workbook	9781681940175	260
Grade 9-12 Putonghua			

LKBBD	Chinese Made Easy 1- Workbook (3 rd edition) Joint Publishing (H.K.) Co. Ltd	9789620434655	138
LKBCU	Chinese Made Easy 2 - Workbook (3 rd edition) Joint Publishing (H.K.) Co. Ltd	9789620434662	138
LKBDU	Chinese Workbook (Yuwen) 7B 金榜学案. 语文 7 下	9787537684989	85

Students in Grades 9 - 12 are required to purchase the mandatory novels, workbooks, and consumables for courses they are enrolled in. A list of required novels and workbooks, with ISBNs, and listed consumables, is distributed to parents in August and is available upon request at the Secondary Office. These items must be paid for at the Head Office and then collected from the Secondary Office beginning in mid-August. All students are expected to have these items on the first day of school, and in Semester 2, on the first day of classes.

WORKSHOPS for PARENTS and GUARDIANS

The Parent Workshops offered by Senior Leaders, Teachers, Higher Education and Pathways Advisors, ICT Educational Specialists, and Inclusive Education Specialists for the 2026-2027 School year are listed on the School year calendar.

SCHOOL INFORMATION

ACCESS TO CAMPUS

Parents and Guardians

Parents and guardians will be permitted access to Campus during the school day only to attend scheduled meetings with School staff, or to visit Accounts, IT, Uniform Shop, and the Health Room. Parents without a family pass will be required to sign in at security and be assigned a Yellow Lanyard, which must be worn at all times on campus.

If your child has forgotten something needed at school (e.g. laptop, lunch), parents or guardians can sign in at the Security Desk and deliver it to the Secondary Office.

Students

Students can enter or leave Campus at the following times:

	Regular Hours	
	Monday to Friday	
	Enter	Leave
Main Entrance	08:00 – 17:30	08:00 – 17:30
Gate A: By 7-11		15:00 – 15:30

Secondary students may remain on campus and use the Learning Commons. The Learning Commons on the 4th and 5th floor remain available until 4:00 pm and the Learning Commons on the 3rd floor and Room 318 are available until 4:30 pm (Monday to Friday).

Students may not use the courtyard unless participating in an ECA or directly supervised by a teacher/coach who has booked a court.

All students, unless prior approval has been given by the Head of School, must be out of the school building and off Campus by 5:45 pm Monday through Friday.

Students are only permitted access to the Campus on Saturday for a School team game or practice or club meeting while under the supervision of the teacher(s). Students are not permitted on Campus on Sundays and public holidays.

Temperature Checks during an Outbreak

During a campus-wide outbreak or Hong Kong-wide outbreak of a communicable disease all individuals seeking entrance to the School Campus will be subject to a temperature check.

All members of the school community will enter the School through the main entrance and pass through scanning stations located in the lobby. Members of the Security Team and Health Team will monitor live feed data from the thermal CCTV system. Anyone with an elevated temperature will be pulled aside to undergo additional checks.

Individuals with a temperature constituting a fever – defined as 38.0°C (Ear- Tympanic), 37.5

(Oral), 37.3 (Armpit/Forehead) or higher will not be allowed to remain on Campus. Security Guards, with the assistance of Health Room staff, will screen all individuals entering the Campus and prevent entry to those individuals who have a fever.

During a localized or class outbreak a member of the Health Room staff will visit the affected classroom and take the temperature of all the students. Students with a fever will not be allowed to remain on Campus.

ANTI-VIRUS POLICY

The school has an anti-virus policy that is aimed at reducing the risks of viruses spreading within the School's network. The policy applies to all network users including students. All users must ensure that their personal laptops, computers, and other ICT equipment are protected by anti-virus software and that the definitions are updated regularly.

No device can be connected to the school's network or WI-FI system or used on Campus if the device is not protected by an anti-virus program. Students and parents with questions can contact the IT Department.

To minimize the risk of spreading a virus:

- ensure that all personal devices used at School are protected by an anti-virus program with updated and current definitions
- never open an email or instant message attachment from an unknown or suspicious source
- never forward an email message that claims you have a virus

AUTOMATED EXTERNAL DEFIBRILLATOR (AED)

The School has two Automated External Defibrillators (AED). One is located in the Main Lobby of the School, the Tai Fung Avenue Entrance, and the other is located in the Elementary Section near the Po Shan Mansion Entrance on the G/F. Many staff members have been trained in the use of the system. Security guards should be contacted if the AED is needed. – add new sites.

CCTV

The school has installed several CCTV cameras on Campus for security and safety. The purpose of the CCTV system is to provide security and safety on Campus during the day, evening and night, and to assist with an investigation into a security issue or suspected violation of the School's Code of Conduct. The collection, retrieval and copying or saving of images are handled following the School's Personal Data Collection Policy and the guidelines of the "Office of the Privacy Commissioner for Personal Data" and the "Personal Data (Privacy) Ordinance (Cap. 486)".

CERTIFIED SCHOOL DOCUMENTS

Parents can request Certified School Documents by completing the "Student Records Request and Authorization" form available from the Head Office. These documents include a Letter of Attendance, Certified True Copy of Report Card, Transcript, ESL Letter, Letter of Projected

Graduation, Letter of Predicted Grades, Certified True Copy of Diploma, and Letter of Conduct. Requests can take up to 40 days to process.

As per the School's Data Retention Policy and the Ontario Student Record (OSR) policy document, copies of student Progress Reports and Report Cards are maintained for five (5) years following the student's withdrawal from the school. Parents are reminded that after five (5) years from graduating or leaving the School, the School will not be able to fulfill requests for certified true copies of Progress Reports and Report Cards.

CHANGE OF CONTACT INFORMATION

Parents and guardians are required to complete a Contact Information Form. The form asks for email, postal address, and telephone numbers of the parents. Information on this form is maintained in the school's records and used to communicate with parents and guardians. School information is sent home by email and by post; parents and guardians are contacted in the case of emergencies, by teachers, and by other School staff.

Parents are asked to complete the form each year and return it to the school by the noted deadline.

Please also note that coaches of School teams and supervisors of clubs with offsite activities will email parents and guardians of any changes or additions to the schedule.

To ensure that throughout the school year the school has up-to-date contact information, parents and guardians are asked to inform the Secondary Office when they have a change of address, telephone number and/or the parents or guardians have a change in email address. The student, or parent or guardian, may inform the Office in person, by telephone, by fax, with a written note, or via email.

COURTYARD

The School Courtyard may be used by enrolled students Monday to Friday from 8:00am until 4:00pm if directly supervised by a teacher or coach. Students must be always dressed in proper School uniform on the Courtyard, including after school. Proper uniform includes all uniform items available in the Uniform Shop, and DSC School Team uniforms only. No other clothing is permitted.

Please note that Court 3 is assigned to the Secondary Section. After 4:00 pm, only those students participating in an extracurricular club or team and under the direct supervision of a supervising teacher or coach are permitted in the Courtyard. Students are expected to leave the Courtyard immediately at the end of their activity.

DAMAGED LAPTOPS

If a student breaks another student's laptop the issue will be brought to the attention of the Vice Principal. The Vice Principal will investigate the situation and conduct any necessary follow-up with the parents.

EATING

Students are to use the assigned lunchrooms for eating lunch. For Middle School, assigned rooms include the Poets' Corner (5/F), 5/F Learning Commons, and designated classrooms as required. For High School Students, designated eating areas include 4/F learning commons, designated classrooms on the 4/F, and the Poets' Corner after 11:30.

Students are asked to clean up, disposing of garbage and recyclables in the appropriate containers provided.

Students may eat lunch in other classrooms with the permission and under the direct supervision of the teacher assigned to that classroom.

EMAIL

The school provides email accounts for communication between students and staff. The school does allow reasonable and responsible use of email accounts for non-school or personal purposes on the expressed understanding that such usage will be appropriate. Students must follow the email policy as set out in the Appropriate Use Policy document; please refer to this document.

The school is committed to respecting the reasonable expectation of privacy by its ICT users. The school, however, is also responsible for operating, maintaining, and protecting its ICT systems. To accomplish this, it is occasionally necessary to intercept or disclose email messages. The school may use content monitoring systems, message logging systems, or other tools. By using the school's systems, users, including students, permit all information they store on the School's systems to be divulged to law enforcement agencies or reviewed, if suspected of appropriate use violations, at the discretion of the School.

Students are also reminded that they are to use their school email account when communicating with teachers, School staff and for school-related work.

EXAMINATION INVIGILATION

DSC International School does not invigilate examinations for current and non-DSC students who are applying to another school in Hong Kong. However, students who are applying to schools overseas and are required to write examination can apply to the Administrative Officer, Head Office for invigilation. The fee for invigilation is \$1,000 per hour and all examinations must take place during regular office hours.

Please contact Admissions at admissions@dsc.edu.hk to set up an appointment.

GIFTS

Please note that teachers, staff members, and members of their family are not allowed to accept or demand any gift, benefit, or advantage from a student, student's family or other third party by reason of their employment with the school. Please do not offer gifts or food items to staff as they will not be able to accept regardless of the circumstance or value.

HEAD OFFICE

The Head Office is located on the G/F by the Main Entrance. All School fees (including tuition, Grade Specific fees, Loaned Textbook Deposit, School documents) are paid at the Head Office. In addition, requests for School documents and replacement Student Cards, and notification of withdrawal from the School are made through the Head Office.

HEALTH-RELATED ISSUES

HEALTH ROOM

The DSC International School Health Room serves as a first aid station. Mrs. Amy Walter is in charge of DSC International School Health Room. She is assisted by Health Room Support. The Health Room is located on the G/F of the PG1 Section of the School. You may contact Mrs. Walter at 3658 0525 or via e-mail at a.walter@dsc.edu.hk. There is also helpful information on student health and safety on the DSC website, and on a bulletin board outside the Health Room.

Medication Policy for Students

DSC has a strict policy regarding student medication (tablets, liquid, lozenges, ointments, creams or sprays) being brought to school. Any medication brought to school should be given to the Health Room in the morning for storage and administration. A student **must never** keep medication in the classroom or take it on his/her own.

Students taking medication at school is discouraged. Parents/guardians are encouraged to use, when practical, dosages that can be safely administered outside of school hours. If a student requires medication in school please adhere to the following guidelines:

1. A "Temporary Medication Request Form" **must** be received from a parent or guardian in writing. A form must be completed before the student can be assisted with his/her medication (*available from the Health Room*).
2. Any medications should be brought to school by a parent or parent's representative. The child can bring the medication with special permission and parents should contact the Health Room. The medication should be delivered personally with the completed Medication Request Form to the Health Room in the morning before class.
3. Medications must be clearly labeled with contents, **student's name, dosage, time, and route**. The medication must be in its **original container** and, if prescribed, with the **prescription**.

4. If there is an excess of medication sent to school, it should be collected by the parent or parent representative. However, it may be sent home with the child after school if agreed upon by the parent and the Health Room.

If these guidelines are not followed, then the medication **may not** be given. All parents/guardians will receive a letter and two request forms. Parents/guardians who do not understand the Medication Policy or have any questions/concerns are encouraged to contact the Health Room.

If a student requires daily long-term medication, or needs to keep emergency medication at school, the parent must contact the Health Room for further support and instruction.

A student may self-administer (i.e. epinephrine or prescribed inhalers) only if agreed upon in advance by the student's parents/guardians, the Health Room Supervisor, and Principal.

Sorry for any inconvenience caused; however, the health and safety of all students must be our first priority.

School Fever and Illness Policy

At DSC International School, it is our responsibility to be proactive against the spread of infection among staff, students, and families. If your child is ill (fever, chills, rash, sore throat, cough, headache, vomiting, and/or diarrhea) he or she should not be sent to school. If a student develops these symptoms at school, the parent or guardian will be asked to pick the student up from school and it is recommended that the student sees a doctor.

The school uses 38.0 °C (EAR) to determine "fever". If a student develops a fever then the fever policy must be followed. Our fever policy states a student must be fever-free for 24 hours (High School) and 48 hours (Middle School) before returning to school. When a student no longer has any fever (without the help of medicine), you can begin to count 48 hours (two complete days). When this 24/48 hours is up, your child can return to school. If your child returns to school before this time period, the student will be sent home.

For example, if your child has a fever on Monday and the fever stops on Tuesday evening, count 48 hours from Tuesday evening. That means student can return to school on Friday of that week.

Please follow the fever reference chart below, provided by the CHP (HK Department of Health).

Measuring Method	Celsius scale (°C) is a <u>fever</u>	Fahrenheit scale (°F) is a <u>fever</u>
Oral	37.5	99.5
Ear	38.0	100.4
Armpit	37.3	99.1

If a student is sick with a Communicable Disease (COVID-19, Influenza, Chicken Pox, Mumps, Measles, Conjunctivitis or Hand, Foot and Mouth Disease, for example), or the student has an infestation such as Head Lice, he or she should not attend school until they are well and/or

treated. Please notify the school if your child has contracted a communicable disease or has been admitted to hospital. Depending on the student's condition, the student may be asked to bring a doctor's note to school stating he or she is fit to attend school before returning to class.

If a student develops these symptoms at school, the parent or guardian will be asked to immediately pick the student up from school. These policies are enforced to protect the health of all members of the School community - students, staff and families of students.

At DSC International School, our policies are based on the guidelines and recommendations provided by the Centre for Health Protection (CHP) and the Education Bureau of Hong Kong (EDB). These policies are enforced to protect the health of the students and staff at DSC International School.

LANYARDS

To ensure that the learning environment remains safe, the only permitted lanyards that can be used by all members of the School community – including students – are lanyards with a breakaway feature. Non-breakaway lanyards are not permitted.

Students are not permitted to wear lanyards outside the classroom during physical education classes.

LATE STUDENTS

Students must not be late for school or for their classes. Student punctuality is a very important life skill. When students are late they must go the School Office to obtain a late slip in order for the teacher to admit them to the classroom.

When a student is late for the 5th time, the Vice Principal is notified; the Vice Principal meets with the student and contacts the student's parent or guardian to keep the parent or guardian informed and to seek his or her assistance in helping the student get to School or class on time. Should the lates continue despite strategies that have been put in place, the Vice Principal may request a face-to-face meeting with the student and his or her parent or guardian to discuss the consequences that could include loss of credit, removal from the course, and/or suspension from School.

LOST AND FOUND

Students who lose something should inquire at the Security Desk at the Main Entrance of the School. Found items should be returned into the Security Desk at the Main Entrance of the School. Personal articles should have the student's name printed on them. Belongings should not be left unattended.

The School does not accept responsibility for lost items.

LOST ELECTRONIC DEVICES (LAPTOPS, PHONES, ETC)

The School has implemented a number of policies and security measures to support a safe and secure learning environment and campus. Students who bring electronic devices to school are responsible for the safekeeping of those devices. The School is not responsible for the replacement of lost, stolen or missing items.

If a student discovers that an item is missing he or she should:

- Check the “Lost and Found”
- Immediately report the missing item to the Office if lost on Campus or during a School-sanctioned activity (in person, by phone or email)
- Visit areas most recently been to ensure the item was not left behind
- Make a police report if lost off campus or theft is suspected

The School will assist the student in the investigation and search for the missing item if the item went missing on campus.

PAYMENT AND REFUND POLICY

For our Payment and Refund policy, please refer to the important documents at:

<https://dsc.edu.hk/dscs-documents/>

PERSONAL DATA (PRIVACY) POLICY

DSC International School collects, uses, and discloses personal information about students and parents or guardians in connection with the delivery of our educational programs to our students, and we are accountable for the personal information we collect and hold. We collect information only by lawful and fair means and not in an unreasonably intrusive way.

We collect your personal information directly from you, from the application form, at the beginning of a school year, and in the course of our delivering the educational programs offered by DSC. In addition, for full time students, we may obtain information that is stored in the Ontario Student Record (OSR) by contacting your previous school if the student comes to us from an Ontario school.

Every student has a file in the School Office that contains personal data of the student and family. Some of the information contained in this file includes report cards, medical information, previous education records, and similar information collected from you from time to time. As well, a file is opened in the School’s Computer System. These files are maintained at the School in accordance with the regulations established by the Ontario Ministry of Education. A copy of this policy document can be found at:

<https://www.ontario.ca/page/ontario-student-record-osr-guideline>

Under the Personal Data (Privacy) Ordinance and the OSR guidelines you have a right to request access to, and to request correction of, your personal data in relation to any personal data we hold on you. If you wish to exercise these rights, please contact the School Office.

Under and in accordance with the terms of the Ordinance you have the right to:

- ascertain whether the School holds personal data of which you are the data subject
- request a copy of the data
- require the data user (School) to correct any data relating to you this is inaccurate
- ascertain the School's policies and practices on personal data

Data Retention

Students and their parents are reminded that it is their responsibility to maintain and safeguard extracurricular certificates, Honour Roll letters, and other awards and/or participation certificates as the School does not, under its data retention policy, maintain copies of these awards and/or records.

The School, in accordance with Ontario Guidelines, does maintain copies of report cards for five (5) years and EQAO results and the Community Involvement Hours tally for one (1) year following the student's withdrawal from the School. The Ontario Student Transcript (OST) and Ontario Student Record (OSR) folder are maintained for 55 years.

PHOTOCOPYING AND PRINTING

As a means of reducing paper wastage and encouraging the use of technology and digital formats wherever possible, students have a limit of \$200 on their student cards for photocopying and printing. One black and white printout or photocopy is \$1.00; each colour printout or photocopy is \$3.00. Please be reminded that each side is one copy; a double-sided printout or photocopy equals two copies.

Students who use up their quota can purchase additional copies at Accounts in Head Office.

Colour photocopying and printing is available in the Learning Commons located near Room 426 and on the 5th floor.

REFERENCE LETTERS

Requests for reference letters are made by completing the "Student Records Request and Authorization Form" available from Head Office.

Reference Letter Without School Form/Specific Recipient-for Student's Own Personal Use

Please note that teachers will not write a 'non-confidential' reference letter that is submitted directly to parents or students.

Reference Letter for a Specific Recipient

When a parent or student requests a 'confidential' reference letter from a teacher for a specific recipient, the form will be completed and submitted directly to the specific recipient. The School will not release the letter to the parent or student.

SCHOOL BUS

The school bus provider for 2026-2027 is Essex Services Limited which has a long history of providing quality school bus services to International Schools in Hong Kong. The School will no longer be managing the school bus service provided to families. All administration and operations will be handled by Essex Services Limited. For more information and bus registration, please visit: <https://essexbus.com.hk/> or email: info@essexbus.com.hk

Students taking the School bus are reminded that all school bus rules must be followed. Students are asked to listen to and follow the directions of the Bus Mother. Students who do not abide by the rules risk losing their place on the bus.

School Bus Regulations:

- All students are responsible to be at the assigned bus stop for pick up at the scheduled time. Buses will not wait beyond scheduled pick up time for students who are late.
- Bus students must report to the school bus as soon as classes are dismissed for the day. The buses will start leaving the School campus at 3:15 pm. Students who have not reported to the bus and miss their bus will have to find alternative transport back home.
- Parents and guardians should notify the City School Bus Service in advance if their child is not taking the bus service on a particular day/time.
- Bus students who have extracurricular activities after school will have to make their own transport arrangements back home
- Eating or drinking is not allowed on the bus
- Students must remain seated while the bus is moving
- Seatbelts must be worn
- Shouting, playing or using sharp objects (i.e. pen, pencil, scissors, etc) on the bus is not permitted
- Swearing and other inconsiderate behaviour or actions are not acceptable on the bus
- The Bus Mother's and Bus Driver's instructions and requests must be followed

SCHOOL CLOSURES

In the event that the School is closed for a period of time by order of the Hong Kong Centre for Health Protection (CHP) or the Education Bureau (EDB) or because of other unforeseen circumstances, learning will continue via the School's website and the virtual learning environment (VLE), namely Google Classroom. Learning materials and activities for all courses will be posted on Google Classroom.

Students must make every effort to continue their academic program by:

- keeping informed by visiting the School website daily for updated information
- being responsible for daily school assignments as posted on the Google Classroom
- contacting course teachers regarding questions and concerns
- ensuring that assignments are completed and submitted on time

Parents and guardians are expected to:

- keep informed by visiting the School website daily for updated information and reading emails from the School
- monitor student learning at home
- ensure that students complete school assignments
- ensure that student assignments are submitted to the teachers and submitted on time
- ensure that their email address is up to date in order to receive letters from the School
- contact teachers and or the Vice Principal or Principal (Secondary) to ask questions and/or clarify concerns
- encourage and support their child's learning

Suspension of Classes

Classes will be cancelled if:

- authorized by the Hong Kong Education Bureau (EDB)
- a Red or Black Rainstorm warning is issued
- a Tropical Cyclone Warning Signal 8 or above

Please refer to the detailed information on the School's website found in the "Inclement Weather Policy" taking note of the information provided in the two charts and listen to the radio or watch TV for information on school cancellations.

SCHOOL COMMUNICATIONS PLATFORM

DSC International School uses Edsembli and its Parent Portal for all school communications. Parents and students must ensure that they are able to log in throughout the school year. To keep communications streamlined, we use the Edsembli Parent Portal as our single source for all school information.

1. Getting Started: Accessing the Portal

New Parents: Before the school year begins, you will receive an email with information on how to access the family portal

Returning Parents: If your account is already set up, use the email you provided to the school and your password. If you have forgotten your password, click "Forgot Password" to set a password for your account.

The log-in details will remain with you as long as you have a registered child at the school.

Where to Log In: <https://sis.edsembli.com/WebAdmin/ON/Private/DSC/UI/Account/SignIn#>
FAQ: <https://dsc.edu.hk/parentportal-faq/>

First Step: Log in, reset your password (if required), and verify that your contact information (email and phone number) is correct.

Suggestion: Bookmark the login page on your phone or computer browser for quick, one-click access throughout the year.

How to turn any website into an app on your iPhone:

<https://www.youtube.com/watch?v=o9gWwjrYGEg>

How to Add Website to Home Screen on Android:

<https://www.youtube.com/watch?v=kaXWohkYy0A>

2. What Information is available in Edsembli?

We categorize our communication into the following areas:

Weekly and Monthly Updates (Announcements): weekly update noting upcoming event reminders, monthly newsletters highlighting school events, and any possible calendar changes.

Your Child's Progress (Academic & Attendance): Real-time attendance tracking, report cards, timetable schedules, and assignment marks.

3. How to Ensure You Get Important Alerts

To ensure important news reaches you immediately:

Check the "What is new" notifications feed: Make it a habit to log in once a week (we recommend Friday afternoons or Sunday evenings) to preview the week ahead.

Urgent Alerts: In the event of an emergency or unexpected school closure, a high-priority alert will be pushed directly to your primary email and website landing page.

4. Need Technical Help?

If you get locked out of your account, forget your password, or notice incorrect information on your dashboard, we are here to help.

Password Resets: Use the "Forgot Password" link on the login page for an instant reset.

Tech Support Contact: Email our portal administrator at ICT@dsc.edu.hk or call the IT office at +852 3658-0400.

If there is incorrect information, please contact the sectional office to update at s.office@dsc.edu.hk

STUDENT CARD

Every student is provided with a Student Card. Apart from it being used as student identification, it is also used as a printing card. If the student loses his or her card, he or she needs to apply at the Head Office for a new card. The replacement fee is HK\$100.

STUDENT COUNCIL

The Student Council's responsibilities include but are not limited to the coordinating of student activities and encouraging student participation and promoting School spirit. Students are elected to office and participate in planning school activities throughout the year. Students are actively involved in leadership decision making.

In Grades 7 - 8, there are two representatives per homeroom and elections are in September. In Grades 9 - 12, the Executive members are elected in May for the following school year. The representatives are elected in September. Please see the Student Calendar for the exact date.

TEMPERATURE SCANNERS

In order to maintain an environment that is safe from communicable diseases, everyone who enters the School Campus may be subject to a temperature check. Those whose temperature is 38.0°C or higher will not be allowed to remain on the Campus.

During peak flu season or if there is an outbreak, thermal temperature scanners will be used. All members of the school community will enter the School through the main entrance pass through scanning stations located in the lobby. Members of the security team and health team will monitor live feed data from the thermal CCTV system. Anyone with an elevated fever will be pulled aside to undergo additional checks.

These will be monitored by Security Guards for the sole purpose of identifying those individuals who can enter the Campus and those who need to see a member of the Health Team for a temperature check.

TROPICAL CYCLONES, RAINSTORMS, AND WEATHER WARNING SYSTEMS

All school closures due to inclement weather are announced by the Hong Kong Education Bureau (EDB) on their website, on radio, on local TV stations (scrolling message across bottom of the screen), and our website (www.dsc.edu.hk). All members of the School Community should check these locations when in doubt about the status of classes.

If the Education Bureau announces the closure of whole day classes DSC International School is closed all day. If the Education Bureau announces the closure of Primary School there will be no school for students in Pre-Grades 1 through Grade 6. Students in Grade 7 through Grade 12 will come to school.

DSC has developed responses and procedures for the following warning systems:

- Tropical Cyclone Warnings
- Rainstorm Signals
- Air Quality Health Index
- Hot Weather Warnings
- Thunderstorm Warnings
- Hong Kong Heat Index / Humid Weather

Tropical Cyclone

Students should listen to the radio, television or visit the appropriate government website when tropical cyclones are affecting Hong Kong. Appropriate public announcements will be made by the Education Bureau and Hong Kong Observatory in regards to weather conditions and schools. During the school day the administrative staff will follow the situation and take the necessary measures.

Weather Condition	Action to be taken
Tropical Cyclone Warning Signal No. 1 	• School is open as usual • School Administration monitor changes in weather conditions that might affect classes • Student absences are recorded on the report card
Tropical Cyclone Warning Signal No. 3 	• School is open as usual (unless advised otherwise by the EDB) • School Administration monitor changes in weather conditions that might affect School • Student absences are recorded on the Report Card
Tropical Cyclone Warning Signal No. 8 or above 	• Suspension of classes • Students should stay home • If hoisted before 6:00 am only essential staff report to work • The School has developed contingency plans to deal with the handling of the suspension of classes due to a No. 8 Warning Signal.
When Tropical Cyclone Warning Signal No. 8 is replaced with No. 3 or lower 	• Classes resume on the next school day

Websites where suspension of classes and current weather conditions may be found are:

- Weather Information for Schools: <http://www.weather.gov.hk/school/main.shtml>
- Hong Kong Observatory: <http://www.hko.gov.hk/>
- Education Bureau Website: <http://www.edb.gov.hk/>

Tropical Cyclone Warning Signal No. 8 or above

Before – 6:00 am – School is closed

There are no classes when Typhoon Signal 8 has been hoisted. Members of the School Community are encouraged to view the TV, EDB website or listen to the radio in the morning before departing for school if there is the possibility of a Typhoon Signal 8 being hoisted. If the signal is hoisted there will be no classes for the students and students should remain at home.

Between – 6:00 am and 8:00 am – Classes are suspended, School remains open

If the Level 8 Warning (or above) is announced after 6:00 am and before classes begin the School will remain open. For students who have arrived at school, arrangements will be made for them to return home at the appropriate time.

After – 8:00 am – Classes are suspended, School remains open

If the Level 8 Warning (or above) comes after classes have begun instruction stops but the School remains open. Students will be dismissed from School on their own to go home if conditions are safe. Parents will be contacted by emergency contact email and notified of the dismissal. Younger siblings can be collected by students in Grades 7 - 12 after the office has verified the permission given by families.

Rainstorms – Heavy Persistent Rain

 Amber 黃	Unless the Education Bureau has made special announcements on the closure of schools, DSC will be open as usual.
 Red 紅 Black 黑	
Announcement made before 6:00 am	- Suspension of classes; students should remain at home. - Note – DSC is classified as a whole day school
Announcement made between 6:00 am - 8:00 am	- Suspension of classes - Students who have not left for school should remain home. - Students who are already in transit should continue to school. - Teachers will supervise students until normal dismissal time and it is safe to return home.
Announcement made after 8:00 am	- Classes will continue as usual - School rainstorm contingency plan will be put in place - Students will remain at school until it is safe to return home - Absences are counted on the report card
Signal remains in effect at dismissal <i>DSC will not allow students to return home, including on a school bus when a Red or Black Signal is issued.</i>	- Students will remain in their classes until: - Signal is dropped - Parent/guardian has come to school to pick up child Please note:

	• If the Red signal is in effect at 1:00 pm, parents will be notified that a delayed dismissal may occur. • If the Red signal is in effect at 3:00, all students, PG1 to 12, will only be released to a parent or designated responsible adult if requested by a parent. • Students over the age of 18 can be released on their own if approved by a parent or guardian. • DSC will not ask parents to rush to the school to collect their children. We will supervise students until it is safe for them to return home. • If school buses can be arranged when the signals are lowered, students will be sent home and parents will be contacted. If the buses cannot be arranged, DSC will advise parents (or guardians) to collect their children from school.
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SCHOOL RESPONSE PLAN FOR AQHI OF 10+ AND VERY HOT WEATHER WARNINGS

When the AQHI reaches 10/10+ or a Very Hot Weather Warning is announced, all outdoor activities at DSC International School will adhere to the following chart. The School remains open and classes continue as scheduled unless otherwise announced by the Education Bureau (EDB).

Activity	Action to Be Taken
Physical Education Classes in the Courtyard	Grades 7 and 8 PE classes on the Courtyard will continue with a modified lesson. There will be a 20-minute lesson in the homeroom classroom, followed by a 20-minute PE activity with reduced intensity on the Courtyard. Grades 9 to 12 PE classes on the courtyard will continue with a modified lesson per the following: • 10 – Lesson in Classroom • 5 – Change Time • 20 – Reduced Intensity Activity • 10 – Rest/Cool Down Time (Alcove A) • 20 – Reduced Intensity Activity • 5 – Change Time • 13 – Lesson in Classroom A health class may be substituted for physical activities.
Field Trips	Field Trips that involve outdoor activities are cancelled; field trips to inside venues continue as scheduled.
Recess	Middle School Recess continues as normal. Students will be reminded to remove their hoodie. High school students can use during lunch after MS recess finished)
After School - Courtyard	The Courtyard is closed for outdoor activities. Students may exit the building via the Courtyard. Bus lineups remain outside.
Extracurricular Activities	Secondary Extracurricular activities that take place indoors continue as scheduled; outdoor activities will continue with a modified schedule.

Sports League Games	Varsity team league games are played as scheduled according the League safety measures. Coaches are responsible to ensure students remain hydrated and have breaks in playing time. Coaches should be aware of the symptoms of heat related illnesses and take suitable measures.
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WITHDRAWING FROM THE SCHOOL

Throughout the school year families leave Hong Kong. Please contact Head Office for any required documents such as transcripts, copies of report cards, and letters of attendance, and to make arrangements for refund of monies. A minimum of one-month notice is required.

Students are reminded that once they have withdrawn and left the school, they no longer can access their School email and School Google account. Students should download their files from their Google Drive prior to withdrawing from the School.

*D*ream! *S*ucceed! *C*elebrate!



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