



Think International School



Parent Handbook 2020-2021

Think Inquire Inspire

About Think International School

TIS Mission

It has been 25 years since our first Think International Kindergarten was founded at Laguna City in 1994. Think International Schools Group now has four international kindergartens and an international primary school. The primary school, Think International School (TIS) was founded in 2003. In 2013, TIS became an IB World School, authorised to offer the International Baccalaureate Primary Years Programme (IB PYP) for Nursery to Year 6. TIS successfully completed its PYP five year re-authorisation in 2017.

TIS Mission

Our mission is to provide a safe, supportive, child-centred, and challenging environment that uses an inquiry based approach to foster diversity and to develop knowledgeable and open-minded, courageous and caring life-long learners.

IB Mission and Learner Profile

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



PYP Authorisation

The IB is proud of its commitment to provide challenging and unique programmes of education to schools around the world. The authorisation process backs up this commitment. As a result of the process, parents and students can be confident that each IB World School, no matter where it is located, is held to the same high standard. The authorisation process varies by school and IB programme, but typically takes between two and three years. Think International School is proud to be an authorised PYP school since June 2013.

Parent Advisory Committee (PAC)

The Parent Advisory Committee (PAC) a self-perpetuating committee, with an elected Chair. The role of the PAC is to advise the Head of School on school policies and issues. The PAC functions as a formal communication link between the school community and the Head of School, in order to enhance parent communication and input into relevant school matters.

Parents and Teachers Support Group (PTSG)

The Parent Teacher Support Group (PTSG) was established in 2016. The primary task of the PTSG is to be involved in the school community for example organising events, volunteer in school. From its inception, this partnership between the PTSG and TIS has proven to be a valuable asset, encouraging parents to take an active role in their child's school, and promoting a range of social and cultural events.

General Administration

School Year and Public Holidays

All national (public) holidays are observed at Think. In total, the number of days students are required to attend school varies a little from year to year, but is always between 180 and 185. This is accepted practice for international schools. Please ensure that family holidays are only planned during the published holiday dates.

Student Arrival and Dismissal

Below are the expectations for student arrival and dismissal times.

Year Group	Arrival Times	Start Time	Dismissal
Early Years	8:00am to 8:15am	8:15am	3:15pm

Year Group	Arrival Times	Start Time	End time Mon-Thurs	End time Friday
Reception, Years 1 to 3	8:00am to 8:15am	8:15am	3:15pm	*1.15 pm OR 3.15 pm
Year 4 to Year 7	7.45 am to 8:00 am	8:00 am	3:15 pm	*1.15 pm OR 3.15 pm

*For EY2 to Year 7 school finishes at 1:15pm each Friday with 2 hours of optional after school activities. There will be a school bus service for both dismissal times.

Please note: the school campus is not open for students before 7.30 am.

Students must be collected from school by a designated adult. If there is a change in the collection arrangements please inform the school in writing via email or a phone call to the school office. Students should be collected promptly at the designated time.

Pick-up Card (EY1 to Year 2)

Students will receive a "Pick-Up Card" on the day of the Parents/Teachers meeting in August, before school starts. This card is used for the security of your child when being collected from school or from the school bus. The card will display your child's name, class and photo. Only the person with the pick-up card is entitled to pick up the student from school or the school bus. Please make sure that the person collecting your child understands the importance of this security measure. The card must be shown to the school officials (the class teacher or the school bus nanny) in order to pick up your child.

If the card is lost, a temporary (one day use only) pick-up form can be obtained from the school office. In order to issue the temporary pickup form, Hong Kong ID must be presented. This temporary form must be given to the class teacher before the child can be collected. Should the pick-up card be lost, it should be reported to the school office as soon as possible. A replacement can be made at a cost of HK\$50.

School Buses

School bus services are available for any students at a monthly cost. This will be collected by direct debit. One month's notice is required for cancellation of the school bus service. School bus services start from August until June of the following year and half of the monthly fees will be charged for the month of August. There is no school bus service on the first day of school. The school bus service starts on the second day of school.

If you are using the school bus services, school bus pick up and drop off location and time will be confirmed at least two weeks before the start of school. If your child will be absent, leaving school early or being picked up by parents, please inform the school office and the school bus driver or helper.

Parents are responsible for:

- The safety of their child while going to and from the bus stop and while waiting for the bus
- Discussing the importance of respecting the bus nanny and the bus driver
- Arriving at the bus stop in a timely manner
- Communicating with the school about bus issues in a timely manner
- Any damage by their child to the school bus, personal property, or public property during the bus ride
- Transporting their child to school if they miss the bus.

Students are responsible for:

- Listening to the bus nanny and behaving in a respectful manner towards her and the driver
- Sitting in their seats upon entering the bus and remaining seated and belt fastened for the duration of the trip
- Keeping noise to a minimum. No shouting or screaming will be tolerated.
- Communicating with parents or teachers about bus issues as early as possible so that resolutions are achieved
- Boarding and alighting the bus in a safe and timely manner
- Ensuring that food is not eaten on the bus
- Ensuring that personal items like electric devices and phones are not used
- Behaving in a respectful, kind and calm matter to the other bus riders.

Consequences for inappropriate behaviour on the bus are as follows:

- First incident: A warning. Parents will be notified and a school consequence such as a written apology will be given.
- Second incident: A parent and student conference and a school consequence as well as a warning that the third incident will result in suspension from the bus.
- Third incident: Suspension for three days from riding the bus. Bus fees will still be charged.
- Fourth incident: Suspension for one week from riding the bus. Bus fees will still be charged.
- Fifth incident: The student will no longer be welcome to use the school bus service. Alternative transport will have to be organized by the parents.

Office Hours

Day of the Week	
Monday to Friday	9:00am to 5:00pm
Saturdays	9:00am to 1:00pm
National Holidays	Closed

Communication

Communication is the key to a successful relationship between home and school. At Think we communicate with our school community in a variety of ways, including weekly newsletters and blogs, Facebook, emails, our website as well as face to face meetings.

For matters relating to academic progress, behaviour or other issues regarding your child, please always talk to the classroom teacher first. Please email the class teacher to make an appointment time. Do remember teachers are not available during lesson times.

Teacher's email

Parents can communicate with all teachers through email. Class teacher's emails will be given to parents at the Parent/Teacher meeting in August.

School email

The school office email address is office@tis.edu.hk. To enable the school to reduce paper waste and be environmentally friendly, all notices and newsletters will be emailed to parents instead of a hard copy being sent home. However, if notices require any replies, a hard copy will also be sent home with the students. **For matters relating to school operations, fees or non-academic issues, please email the school office and they will pass your email on to the relevant person.**

School WhatsApp

WhatsApp will be used in the event of an emergency, for example, cancellation of a special event, typhoon signal, rainstorm warning, special school bus arrangement. This enables parents to receive important messages instantly.

Please install the WhatsApp app and store the schools WhatsApp number in your mobile phone address book. WhatsApp is only used for parents to **receive** emergency messages from the school; it is not a form of communication.

Change of personal information

It is vital that the school is made aware of any change of address, telephone numbers and medical information. Failure to inform the school could lead to delays in times of emergency. Please use the Personal Details Update Form available at the school office and on the website.

School Newsletters

A school-wide newsletter will be emailed to parents each week to keep you updated with what is happening at TIS. A copy is also available on the school website.

At the beginning of each Unit of Inquiry, parents will be emailed a newsletter from the class teacher, outlining the Central Idea, Lines of Inquiry, Key Concepts, Learner Profile focus and Transdisciplinary Subject Links. Additional to the Unit of Inquiry Newsletter, teachers will send parents an email every Monday outlining the learning experiences for the week. We encourage our parents to engage in daily conversations with their children about their learning.

Think Website

Please check the school website regularly as this is another forum that is used to keep the TIS community informed of current and upcoming events, newsletters, calendars, information about different aspects of the curriculum. The address is www.tis.edu.hk

Class Blogs

Our class blogs celebrate and showcase the learning that has taken place. Class blog posts are uploaded to Seesaw every Friday and provide you and the wider community a glimpse of our students' learning journey.

Assemblies and Celebrations of Learning

Throughout the academic year, classes will present an assembly and share celebrations of their learning with the school community, including parents.

Parent Workshops

The beliefs, values and approaches of the PYP can be different compared to the curriculum that many families are used to. For this reason, we believe strongly in communicating both the theory and practices of the PYP with our parents. Parent workshops are organised throughout the academic year and your participation is highly recommended.

Students

Pastoral Care

At TIS, the class teacher is the person who is primarily responsible for the pastoral care of the students and should be the person that students, parents and other teachers speak to if they wish to raise a question or an area of concern.

Houses and house tokens

To nurture healthy competition, interaction, team spirit and understanding amongst the students from all year groups, each student is placed into one of four houses. Where possible, siblings are placed in the same house. TIS houses are named after four mythical creatures – The Blue Dragons, The Green Griffins, The Yellow Unicorns and the Red Birds (Phoenix). House Captains are elected at the beginning of the academic year from Year 6 and 7.

House teams accumulate points as individuals when teachers reward students with a house point token for an excellent effort or performance. In addition House teams can accumulate points through participation in team events like sports or academic quizzes. The annual sports day completion is also a chance for houses to compete for house tokens.

Every week the individual house tokens are added up and the winning house is awarded a trophy. Twice a year house tokens are added to the points earned in house competitions and the winning house is rewarded with a house party. House token score announcements are a much anticipated part of weekly assemblies.

Attendance and Punctuality

Think International School seeks to ensure that all its students receive a full time education which maximises opportunities for each student to realise their full potential. All school staff will work with students and their families to ensure each student attends school regularly and punctually.

Any absences should be explained, verbally or in writing to the school by the parent/guardian.

In case of absence, please contact the school office 2338-3949 and also email your child's class teacher.

Absence: Excused and Unexcused:

Parents are asked to inform the school by telephone or email if their son or daughter will be absent from school.

An excused absence is a circumstance, such as illness, a death in the family or a school sponsored activity, which the student has been asked to participate in. The student will have the opportunity to make up missed work.

An unexcused absence is an absence for which the school did not receive any notification or the student did not meet the conditions for an excused absence.

Travel Plans during Term Time

If you are planning for your child to be absent during term time, please complete the appropriate form available from the School Office or from the school website.

Behaviour Management Policy

We believe that all students have a right to realise their learning potential in an environment where they feel safe and respected. We strive to nurture global minded citizens who feel a sense of responsibility for themselves, their community and the world. Through the demonstration of positive attitudes and high expectations of behaviour from the whole TIS community, we aim to develop happy, caring, principled learners who feel valued and empowered by the choices they make.

Students have a responsibility:

- to respect the rights and dignity of themselves and others
- to become actively and productively involved in learning
- to be prepared for all of their school-related experiences.

Staff have a responsibility:

- to establish a positive school climate, which encourages and supports students in developing self-discipline and in growing as caring citizens
- to model the policy expectations and implement the policy fairly and consistently for all students.

Parents have a responsibility:

- to ensure that their child is ready to learn
- to help their child follow the policy
- to behave in a respectful manner on the school premises.

Essential Agreement

Classrooms at TIS encourage a calm, inclusive, safe and stimulating working atmosphere. Everyone works collaboratively to establish an agreement of how the class will function, giving all members a voice and ownership of their own expectations of behaviour and routines. This essential agreement shall be displayed in classrooms.

Behaviour Interventions and Consequences

Behaviour, positive or negative, results in consequences. It is imperative that students learn from their behaviour. Misbehaviour are categorised into three categories: minor, major and serious (illegal). For each level, there are positive interventions and consequences and appropriate documentation (for example, behaviour log, diary, meeting minutes). Positive interventions may include: consultations with students, teachers, pastoral caregivers and parents.

With respect to toys, electronic gadgets and smart devices; TIS will not be held liable for any lost, damaged, or stolen items that are brought to school. TIS staff have the right to request access to such devices given that the student has not complied with a staff member's direction, and/or there is evidence that the student has used the device inappropriately. Consequences will follow the school intervention guidelines for Minor, Major and Serious and/or Illegal Misbehaviour.

1. Examples of Minor Misbehaviours:
 - a. Refusal to follow directions of a staff member or responsible adult
 - b. Disregard and non compliance of the Essential Agreement
 - c. Non-compliance with the dress code or uniform policy
 - d. Misuse of electronic devices including smart devices.
 - i. Interventions/Consequences for Minor Misbehaviour:
 1. Discussion with the student.
 2. Reflective thinking/conflict resolution
 3. Develop a plan with the student (goal setting/behaviour diary)
 4. Student/parent//teacher contact
 - a. Repeat Minor Misbehaviours
 - i. Same as minor misbehaviour, plus
 - ii. Meet with parent/Head of Primary
2. Examples of Major Misbehaviours:
 - a. Repeated refusal to follow directions of a staff member
 - b. Willful destruction of property and/or stealing
 - c. Fighting, harassment, intimidation, bullying, verbal/physical abuse
 - d. Cyber bullying.
 - i. Interventions/Consequences for Major Misbehaviours:
 1. Same as Repeat Minor Misbehaviours, plus
 2. Meet with parent/Head of School
 3. In-school suspension
 4. Out of school suspension up to 3 days.
3. Examples of Serious and/or Illegal Misbehaviours:
 - a. Physical and/or psychological threats
 - b. Vicious physical assault
 - c. Serious breach of TIS Digital Citizenship Agreement
 - d. Repeated major misbehaviours.
 - i. Interventions/Consequences for Serious and/or Illegal Misbehaviours:
 1. Meeting with student/parent/Head of School, and
 2. Immediate suspension, possible expulsion

Home Learning (Homework)

EARLY YEARS 1

Parents are requested to read to their children in their mother tongue and English each night, play with them, talk to them about their day and share their library books.

EARLY YEARS 2

Read aloud to your child regularly in their home language. We encourage you to sit so that your child can see the pages as you read and point at the words so that he or she can follow the text as you read. Your child should read their levelled reading/picture books in English to an adult every day. This does not need to be a long activity, 5-10 minutes of daily reading is plenty. It is much more beneficial to read daily for short periods than once a week for a longer period. Your child will regularly be given a list of sight words (magic words) to learn to read. They will need to practise these regularly to learn to recognise them on sight (without sounding them out). You will be given suggestions of games to play to help your child with learning these. We recommend practising these every day for 5-10 minutes.

Years 1 - 7

Students should read for at least 10/15/20 minutes every night, in their mother tongue and in English. Parents are also encouraged to continue reading to their children and to discuss books being read. Specific year level routines and expectations will be shared at the parent meetings.

Recommended homework time

- Early Years – Year 1 Approximately 30 minutes a week, plus reading every night and possible additional unit of inquiry work.
- Year 2 - 4: Approximately one hour a week, plus reading every night and possible additional unit of inquiry work.
- Year 5 to 7: Approximately two hours a week, plus reading every night and possible additional unit of inquiry work.

Uniform

School uniform is compulsory during school hours.

Summer uniform is generally worn from May to the end of November. Winter uniform is generally worn from December to April. However, students are permitted to change their uniform according to the weather. The "Think" school bag, white footwear and white socks are compulsory all year-round. School uniform is available to buy from the school office.

Early Years 1

Summer uniform

1. Green shorts with white polo t-shirt
2. School sun hat

Winter uniform

1. P.E. set
2. Green fleece vest
3. A white cardigan of parent's choice may be worn during school time
4. A plain colour outer jacket for the winter jacket if needed.

Lower Primary (Early Years 2 to Year 3)

P.E. uniform is to be worn on the day of your child's P.E. class (Please refer to your child's timetable on Parents / Teachers meeting before school start.)

Summer uniform

1. Girls: Khaki tennis skort with white polo t-shirt
2. Boys: Khaki shorts with white polo t-shirt
3. P.E: Think t-shirt and white shorts of parent's choice

Winter uniform

1. Khaki trousers with green and white striped shirt
2. Winter P.E. set
3. Green fleece vest
4. Think winter jacket
5. A white cardigan of parent's choice may be worn during school time

Upper Primary (Year 4 to Year 7)

P.E. uniform is to be worn on the day of your child's P.E. class (Please refer to your child's timetable)

Summer uniform

1. Girls: Khaki tennis skort with white polo t-shirt
2. Boys: Khaki shorts with white polo t-shirt
3. P.E: House colour P.E. set (dependent on your child's house team)

Winter uniform

1. Khaki trousers with green and white striped shirt
2. P.E. tracksuit
3. Green fleece vest
4. Think winter jacket
5. A white cardigan of parent's choice may be worn during school time.

Student Activities

Library

Students have library lessons once a week and may borrow books from the library. Please refer to the table below that shows you the number of books and duration your child is entitled to borrow. Students may renew books as long as there are no reservations placed.

	No. of English books	No. of Chinese books	Duration
Nursery/Reception	1	0	1 week
Year 1	1	1	1 week
Year 2 - Year 3	2	1	1 week
Year 4 - Year 7	2	2	2 weeks

Overdue books: Students with overdue books may not take out any more books until the overdue book(s) are returned. If books are overdue for more than a month they will be considered lost. An email will be sent to parents stating the name, due date of the book and the price.

The lost book may be replaced with exactly the same title and author, or pay in cash or cheque with the standard replacement fee of HK\$100 for each missing item, to the school office. The same procedure applies to damaged books.

All overdue books must be returned two weeks before the end of the school year. Reports may be withheld from students with outstanding books on their account.

Digital Responsibilities

TIS provides iPads and laptops for student use. Students from Year 3 and up are invited to bring their own laptop for educational purposes in school. Students have access to the schools wireless network. All students and parents must sign the Student Digital Responsibilities Agreement to show that they have read and understood their digital rights and responsibilities.

Think International School Digital Responsibilities Agreement

I have the responsibility to:

- Look after my own property.
- Look after the school property I use.
- Use ICT tools at school, only for educational purposes.
- Report any inappropriate pictures, words or messages found on the internet or on a computer to a teacher or another trusted adult.

I have the responsibility to respect others:

- I will ask permission to use ideas and pictures. I will not copy others work. I will share where I found information and who owns it.
- I will not delete work or accounts that are not mine to delete.
- I will not use online accounts belonging to other people.
- I will say and write kind and thoughtful things about other people and their work.
- I will not write mean or rude or silly things on the internet or ICT devices,

I understand that connecting to our school's network and internet is a privilege which must be respected

I understand that using any devices, personal or belonging to the school, is a privilege which must be respected.

Smart watches and phones

Smart watches are not allowed in school. Mobile phones may only be brought in by those students who travel home alone and permission must be granted by the class teacher. Phones will be collected by the class teacher in the morning and returned at the end of the school day.

Student Council

The Student Council at TIS is an important vehicle for student voice and agency in our community. The representatives are elected annually by their peers and they attend regular meetings with a dedicated teacher.

Field Trips, Excursions and Camps

Think International School recognises the value of learning beyond the classroom by providing opportunities for students to learn in various settings, hence students, at all year levels, are given opportunities to participate in school organised excursions. Parents will be informed about these in advance; permission slips will be required for such excursions and, where necessary, the payment of transportation and entry fees will be required in advance of the trip taking place. **As all of our staff have committed teaching obligations, we cannot provide a parallel instructional programme during camp days at school.**

Friday Enrichment Activities

School finishes at 1:15pm each Friday with 2 hours of optional enrichment activities. Each activity lasts for one hour. School bus services are available at 1:15pm and 3:15pm on a Friday.

There are a total of 2 terms of after school activities. Friday after school activity will be charged per term. No cancellation is allowed once enrolled. Parents must notify the school in writing, one month in advance of any changes.

There will be no Friday Enrichment Activities in the month of August. School dismisses at 1:15pm each Friday during this month.

The first term of Friday Enrichment Activities is from September to Chinese New Year and the second term is from Chinese New Year to June. Details will be announced during school time.

General Matters

Food and Drink

School lunch is available for students at a monthly cost. This is collect by direct debit. Parents should contact the school office for more information. A menu is sent home at the start of each term. Students may also choose to bring lunch from home. One month's notice is required for cancellation of the lunch service.

Students need to bring their own healthy snacks to school starting from Year 1. **Please do not send chocolate, sweets/candies etc.** For IB Nursery and Reception, students will be given school snacks during the morning and the afternoon break, at no additional charge.

Students need to bring their own water bottle, clearly labelled with their name. There are water fountains available for students to refill.

Birthdays

We like to celebrate birthdays at TIS. If it is your child's birthday you may send a cake to school to share with their class. Unfortunately we are unable to invite parents or other family members to this celebration, but the class teacher can send home photographs. Students may also wear their clothes of their choice on their birthday.

Non Uniform Days

Each month we have a non-uniform day, either connected to a school celebration such as Chinese New Year, or on the last Friday of the month. Students are asked to donate HKD10 on this day which will go to the charity currently being supported by the school.

Medical Form

To enable the school to provide the best possible care to your child when they are injured or unwell, a medical form will be given to parents on the parents/teachers meeting in August. This form should be completed by the parents or guardian and returned to the class teacher the first day of school. This includes disclosing any allergies, medication or dietary requirements.

Medicine

No medicine is to be brought into school by a student OR placed in a student's bag. No medicine will be given to a student without the following steps being taken. If your child has been prescribed medicine to take while in school please follow the steps below:

1) Complete the medicine form and send a copy to the school office - this can be collected from the school office or downloaded from our website.

2) Email your child's class teacher notifying them of the details.

3) Parent drop off: If you bring and collect your child please bring/collect the medicine from the school office each day.

School bus: If your child uses the school bus service please hand the medicine to the bus aunty who will then pass on to the school staff. The aunty will then pass the medicine back to you when dropping off your child.

Infectious illness

To prevent outbreaks of influenza and other respiratory infections, it is of prime importance that children with **a forehead/armpit temperature higher than 37.3°C, oral temperature higher than 37.5°C, or ear temperature higher than 38°C, or if your child has vomited**, regardless of the presence of respiratory symptoms, should not attend school. They should be advised to seek medical advice and **avoid school until 24 hours after the fever has subsided.**

The recommendations in Appendix 1 are based on the general infection period only. Other factors, such as the clinical conditions of the sick child, must be considered as well. The attending doctor should exercise his / her professional judgment when making the final decision on the length of sick leave. For the sake of children's health, parents are requested to provide medical certificate of recovery or stating that the child is not considered to be infectious, as issued by a registered medical practitioner.

Lost Property

It is essential that all clothing is clearly labelled with your child's name, especially school bag, cap, vest and jacket. Items found without a name will be held at the Lost & Found box near the school office, which will be cleared at the end of each month. Please contact the school office or class teacher for any lost items.

Parent code of conduct

TIS has behaviour expectations of its students, staff, parents and visitors. The TIS Behaviour Code states that at all times, we are expected to demonstrate respect for self and others, respect for property, and to be responsible for work and behaviour. TIS promotes mutual respect, tolerance and social responsibility in a safe environment. All students, teachers, staff, parents and visitors have the right to feel safe in the school. This code of conduct is that of mutual respect between all school staff, students and all visitors. Included in this is respect for school property.

The school expects all visitors to

1. Be in compliance with all laws and regulations of Hong Kong SAR
2. Dress appropriately for a school environment.
3. Demonstrate in their own behaviour that all members of the school community should be treated with respect.
4. Use language appropriate to a school environment.
5. Only use the toilets assigned to staff and adults.
6. Ask permission from a member of TIS teaching team before taking/using images or video of students.
7. Any safeguarding or child protection concerns or disclosures must be reported immediately to a member of the school senior leadership team.
8. Should an emergency or drill happen while a visitor is on site, they must comply with the instructions of the school staff.

Incident Weather

In the event of a typhoon or rainstorm signal, special attention is drawn to the different arrangements by the Education Bureau. Parents should pay attention to the announcements made by the Education Bureau when a typhoon or heavy rainstorm is affecting Hong Kong.

Typhoon Arrangements

When a typhoon signal is in force, the following general arrangements will apply and the Education Bureau will make appropriate public announcements accordingly. Parents are advised to listen to the announcement made by the Education Bureau.

Typhoon No. 1 Signal	<ul style="list-style-type: none">• <u>All classes (Early Years to Year 7) are in session, normal school hours.</u>
Typhoon No. 3 Signal	<ul style="list-style-type: none">• <u>Early Years classes will be suspended.</u>• Year 1 to Year 7 classes are in session, normal school hours.• School buses may operate as usual. However, as traffic may be delayed due to congestion, please keep in touch with the bus driver / nanny.
Typhoon No. 1 Signal is replaced by Typhoon No. 3 when the school is in session	<ul style="list-style-type: none">• <u>Early Years classes will be suspended</u> and the students will be kept at the school until parents are able to collect them.• Year 1 to Year 7 classes are in session, normal school hours.
Typhoon No. 8 Signal	<ul style="list-style-type: none">• <u>All classes (Early Years to Year 7) will be suspended</u>
Typhoon No. 3 Signal is replaced by Typhoon No. 8 when the school is in session	<ul style="list-style-type: none">• <u>All classes (Early Years to Year 7) will be suspended</u> and the students will be kept at the school until parents are able to collect them.• If Typhoon No.8 Signal is in force <u>within one hour of the school dismissal, school bus services will not operate</u> and parents will need to collect students from the school.• To avoid confusion, even if <u>Typhoon No.8 Signal has been cancelled before school dismissal time, no school bus services will be provided;</u> parents will need to collect the students from school.

Rainstorm Arrangements

In the event of rainstorms, the following general arrangements will apply and the Education Bureau will make appropriate public announcements accordingly.

Parents are advised to listen to announcements made by the Education Bureau.

<p>Amber Rainstorms</p>	<ul style="list-style-type: none"> • All classes (Early Years to Year 7) are in session, normal school hours. 	
<p>Red or Black Rainstorms issued from 5:30am to 8:00am</p>	<p>Parent's pick up / drop off</p>	<ul style="list-style-type: none"> • All classes (Early Years to Year 7) will be suspended. • Students who have not left for school should stay home. • If students are on their way to school, parents should decide whether to proceed with their journey to school taking into consideration the rain, road, slope or traffic conditions. • Students who have already arrived at school should remain in school until parents are able to collect them.
	<p>School bus students</p>	<ul style="list-style-type: none"> • All classes (Early Years to Year 6) will be suspended. • Students who have not left for school should stay home. • <u>School buses will stop picking up students</u> who have not yet been picked up at their bus stop. • If students have been picked up by the school bus, students will be dropped off at school and students should remain in school until they are picked up by their parents or guardians.
<p>Red or Black Rainstorms issued when school is in session</p>	<ul style="list-style-type: none"> • School will continue lessons until the end of normal school hours. 	
<p>Red or Black Rainstorms issued one hour before / during the school dismissal</p>	<p>Parent pick up</p>	<ul style="list-style-type: none"> • Students will be dismissed from school normal
	<p>School bus</p>	<ul style="list-style-type: none"> • If Red Rainstorm is in force during school dismissal, school bus services will operate regularly for after school drop off, depending on the road conditions. However, because traffic may be delayed, please keep in touch with the bus driver / nanny. • If Black Rainstorm is in force <u>within one hour of the school dismissal, school bus services will not operate</u> and parents will need to collect students from the school. To avoid confusion, even if the <u>Black Rainstorm signal has been cancelled before school dismissal time, no school bus services will be provided</u>; parents will need to collect students from the school.

Air Quality

TIS recognises the importance of outdoor activities and endeavours to ensure the health and safety of all students while outdoors. TIS follows the latest recommendations provided by the Hong Kong Government.

TIS follows the Air Quality Health Index (AQHI) www.aqhi.gov.hk which has sensors across Hong Kong measuring air quality on an hourly basis. The closest sensors to the Boundary Street campus are in Mongkok and Sham Shui Po. The AQHI rates air quality from 1 to 10+ (low to serious) and these numbers are updated hourly.

The relative heat index is used to determine when the environment for outdoor activities poses an increased risk for heat related emergencies. The index takes into account both temperature and humidity to determine the 'relative' temperature.

AQI and temperature are checked by the school office staff at 8am, 12.00pm and 3.00pm and the Senior Leadership Team is informed. Action is taken for playtimes and PE lessons in accordance with the school policy.

School Closures

TIS recognises the importance of maintaining the continuity of learning in times of prolonged school closure. In Hong Kong, the EDB may declare schools closed for a range of reasons. During a prolonged, planned closure of more than one day the TIS remote learning procedures will be applied.

On the first day of school closure the class teacher will email the parents and students with activities from websites such as Reading Eggs, Mathletics and Education City.

On the second and subsequent days of school closure learning shall be emailed by the class teacher to the students and parents by 4pm the day before the school closure. The email will include a brief outline of the lessons including single subjects and times for any live lessons.

Learning platforms

1. Zoom and Google Meets are the communication platforms used for live lessons and assemblies.
2. Seesaw and Google Classroom/Drive are the online learning platforms used for pre-recorded lessons and students' work.
3. Websites such as Reading Eggs, Education City and Mathletics may be used to supplement the learning.

Remote learning days count as school contact days for students. If students are unwell or for any other reason unable to participate, parents should report to the school as they would any regular school absence.

Admissions

In line with the Hong Kong Government's requirements for all Private Independent Schools (PIS), Think International School (TIS) has no catchment area: any student residing in Hong Kong can apply to attend. Applicants from Hong Kong and applicants from overseas have equal status. TIS operate a widely inclusive, non-discriminatory admissions policy. TIS admits students whose academic, personal, social and emotional needs can be met by the school's programmes and services, and who can be integrated into a mainstream classroom, in which the language of instruction is English.

Admission to TIS will be determined by the Head of Primary and the Head of School. The following criteria are used in student placement decisions: age appropriateness, previous school experiences and records as well as performance in admissions assessments and interview. Ultimately, the year of placement will be where the student's learning and developmental needs will be best met.

Students with identified special educational needs will be considered on a case by case basis. **Any identified or diagnosed special or additional needs MUST be declared on the application form.** If there are assessment reports, they should be shared with the school in order to fully understand the student's individual learning needs. The student may be required to have a trial morning or period of days/weeks before admission is confirmed.

Please note that TIS reserves the right to withdraw registration to the school if it is found that any identified or diagnosed special or additional needs have not been disclosed prior to admission.

Application Procedures

1. Applicants must submit the application package in full.
2. Applications may be submitted in person or by post.
3. Applications are considered in application date order.

Application documents required

4. Completed Application Form,
5. A copy of the child's Hong Kong birth certificate or overseas passport with visa.
6. Two recent photos (1-1/2"x 2"), one of which is affixed to the Application Form.
7. Four self-addressed envelopes (HK\$3.00 stamp on each envelope).
8. Application fee (non-refundable)
9. School reports
 - a. Latest school report for applicants for Reception to Year 2.
 - b. School reports from the last two years of schooling for Year 3 and above.
 - c. Reports must be in English or a certified translation.

Interviews

1. Interviews will be scheduled and conducted once the paperwork is complete.
2. Interviews will be scheduled regularly so students can start in a timely manner.
3. Applicants will have an interview to determine their English language skills including speaking and listening, reading, writing and a maths assessment. This will vary depending on the age of the child.
4. Results of the interview and assessments will be sent by email within one week of the interview.
5. Applicants may be asked to complete a trial day prior to a decision being made.

Registration

1. Following a successful admissions interview and assessment, a place may be offered.
2. Successful candidates must complete their registration within 10 days of the school place being offered.
3. Acceptance of the offer must be confirmed by payment of the registration and tuition deposits within the time frame specified on the offer letter.

Waiting Lists

If the student meets the entry requirements for the school, yet at the time places are not available, the child will be added to a waiting list. No further assessment is required should the student be admitted from the waiting list. Students are placed on the waiting list for each year according to the date of the application.

Students are given priority on the waiting list if they are:

1. The child of an employee of Think International School.
2. The sibling of a student who has been at Think for more than one term.
3. A student attending one of our Think International Kindergartens.

Upon notification of a place becoming available, the student at the top of the waiting list will be offered that place. If the place cannot be accepted, it will be offered directly to the next person on the waiting list.

Fees and Deposits

All of our monthly fees, including school fees, school bus and school lunch are collected through a direct debit account. Parents must notify the school in writing one month in advance for any changes or cancellation.

The School reserves the right to change its fees and charges as necessary. Parents will always be informed of these in writing.

All fees must be settled prior to the school issuing any official reports and documents.

School Fees

School fees are to be paid in ten instalments, from August until May. If a child starts school after August (September onwards), the school fee for the month of June will be collected in June. School fees are charged for a complete month. There's no pro-rata adjustment for attendance for part of a month. School Fees for each academic year are available on the school website.

Miscellaneous Fees

The miscellaneous fee is an annual charge for materials and resources including our annual licences for the IB PYP, on-line subscriptions, books and resources. This levy also covers payment for the annual Year Book and transport for excursions.

Reservation Deposit

A reservation deposit equivalent to one month's school fees, will be collected at the time of student registration for enrolment and will be credited against the first tuition instalment. Should a student cancel before starting school, this deposit will not be refunded.

The Tuition Deposit

A tuition deposit equivalent to one month's school fees, will be collected at the time of the student registration for enrolment. The deposit will be credited to the final tuition instalment prior to the student's withdrawal from Think International Primary School.

Individual Capital Debenture

Think International School depends on tuition fees to finance the schools' operational costs. Over time, existing facilities will need enhancements, additions and replacement in order to maintain and continue to improve the overall school environment for our students. Think International School's debenture scheme helps to meet the cost of major capital projects and provide for the future sustainability of Think International School.

1. One debenture for each child, payable before entry to the school.
2. The debenture must be paid by the deadline stated in the offer letter.
3. The debenture can only be paid after a place has been offered.
4. The debenture will mature at the end of six years, for students enrolling in Years Reception to Year 3.
5. The debenture will mature at the end of four years, for students enrolling in Years 4 to 6.
6. The debenture can only be fully redeemed upon maturity, or at the school's discretion.
7. The debenture is non-interest bearing.
8. The debenture may be waived for expatriate students.
9. The debenture is charged for the first and second child only.

For International students whose stay in Hong Kong is dependent on their parent's work permit, you may discuss the waiver of the debenture with the school office. International students are those students who hold a foreign/non-Chinese passport and are not a permanent resident of Hong Kong. Proof of non-permanent residency is required.

Cost of Debenture:

- HK\$200,000 for the first child
- HK\$180,000 for the second child
- No cost for the third child and onward

Class Sizes

The school's policy is that, wherever possible, we will limit class sizes to a maximum of twenty students up to Year 1 and twenty-four students in Year 2 and upwards.

Comparison Chart of Year or Grade Level Placement of Various National Systems						
Age	Think International School	Hong Kong	China	Australia	United States /Canada	New Zealand
3	EY1	K1	K1		PS	
4	EY2	K2	K2	Prep 1/Kindy	PS	N.E
5	Year 1	K3	K3	Prep	K	Year 1
6	Year 2	Primary 1	Grade 1	Year 1	Grade 1	Year 2
7	Year 3	Primary 2	Grade 2	Year 2	Grade 2	Year 3
8	Year 4	Primary 3	Grade 3	Year 3	Grade 3	Year 4
9	Year 5	Primary 4	Grade 4	Year 4	Grade 4	Year 5
10	Year 6	Primary 5	Grade 5	Year 5	Grade 5	Year 6
11	Year 7	Primary 6	Grade 6	Year 6	Grade 6	Year 7
12	Year 8	Secondary 1	Grade 7	Year 7	Grade 7	Year 8
13	Year 9	Secondary 2	Grade 8	Year 8	Grade 8	Year 9
14	Year 10	Secondary 3	Grade 9	Year 9	Grade 9	Year 10
15	Year 11	Secondary 4	Grade 10	Year 10	Grade 10	Year 11
16	Year 12	Secondary 5	Grade 11	Year 11	Grade 11	Year 12
17	Year 13	Secondary 6	Grade 12	Year 12	Grade 12	Year 13

Withdrawal Notice

One month's notice is required for all withdrawals by filling out the Student Withdrawal Form. Parents will be required to pay one month's school fee in lieu if they fail to give the school the required notice. Student Withdrawal Forms should be returned to the admissions office in school via email at least ONE MONTH prior to the last date of attendance. An acknowledgement email will be sent out within 7 days upon receipt of the form. If parents do not receive the acknowledgement email within 10 days, please contact the admissions office. School fees are charged for a complete month. There's no pro-rata adjustment for attendance for part of a month. Any change of last attendance date / cancellation or withdrawal is subject to the availability of a school place.

Curriculum: The Primary Years Programme (PYP)

The International Baccalaureate Programme consists of three programmes: the Diploma Programme (DP), the Middle Years Programme (MYP) and the Primary Years Programme (PYP). The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

The guiding principles of the IB Programmes are that:

- ❖ Students should develop **a holistic attitude to knowledge**; they should see the subjects they learn as an integrated whole.
- ❖ Students' own cultural experiences and backgrounds, and those of our diverse teaching staff, are a valuable learning resource; we encourage **understanding through intercultural awareness**.
- ❖ The ability to express ideas both reflects and deepens understanding; students' **communication skills** are central to their learning.

The Primary Years Programme

The International Baccalaureate® (IB) Primary Years Programme is a curriculum framework designed for students aged 3 to 12. The PYP transdisciplinary framework focuses on the development of the whole child as an inquirer, both at school and beyond. Informed by research into how students learn, how educators teach, and the principles and practice of effective assessment, the programme places a powerful emphasis on inquiry-based learning. The PYP benefits both learners and educators, and strengthens learning and international mindedness throughout the entire school community.

The PYP for Students

In the PYP, students learn how to think for themselves and take responsibility for their own learning through an inquiry-led approach. By developing the attributes of the IB learner profile, students also learn how to demonstrate respect for themselves and others, developing international-mindedness by working with others for a shared purpose and taking positive action for change.

The PYP for Teachers

PYP practitioners are among the most passionate and dedicated educators in the world; supported by transformative professional development experiences that allow them to do the same for students.

The PYP for the School Community

In the PYP, parents and the wider school community are also considered learners and valued as essential partners in students' learning.

The PYP promotes an international perspective which recognises and welcomes the diversity of student experiences and backgrounds. A PYP school strives towards developing an internationally-minded person who demonstrates the attributes of the **IB Learner Profile**.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Think International School learners, including all staff and parents, strive to be:

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

International Baccalaureate Organization 2013

Learning and Teaching

The Primary Years Programme (PYP) is underpinned by six transdisciplinary themes around which learning is planned.

These are:

- Who We Are
- Where We Are In Place and Time
- How We Express Ourselves
- How the World Works
- How We Organise Ourselves
- Sharing the Planet

These themes are selected for their relevance to the real world. They are described as transdisciplinary because they focus on issues that go across subject areas.


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

The Transdisciplinary Themes help teachers to develop a Programme of Inquiry. Teachers work together to develop investigations into important ideas, which require a substantial and high level of involvement on the part of students.

Students inquire into, and learn about, these globally significant issues in the context of Units of Inquiry, each of which addresses a Central Idea relevant to a particular Transdisciplinary Theme. Lines of Inquiry are identified in order to explore the scope of the Central Idea for each unit.

Within each Unit of Inquiry, the subjects of Language (English and Chinese), Mathematics, Social Studies, Science, The Arts and Physical, Social and Personal Education are taught. Core subjects are taught by Class teachers while Visual Arts, Music, Chinese and Physical Education are taught by a single-subject teacher. Information Communication technology is integrated into all aspects of teaching and learning.

TIS PROGRAMME OF INQUIRY

	WHERE WE ARE IN PLACE AND TIME 我們身處什麼時空	HOW WE EXPRESS OURSELVES 我們如何表達自己	WHO WE ARE 我們是誰	HOW THE WORLD WORKS 世界如何運作	SHARING THE PLANET 共享地球	HOW WE ORGANISE OURSELVES 我們如何組織自己
EARLY YEARS 1	CENTRAL IDEA: Families are different but also similar	CENTRAL IDEA: Visual senses can stimulate different feelings	CENTRAL IDEA: Understanding what makes us unique and alike helps us to appreciate ourselves and others		CENTRAL IDEA: Living things change and grow	
EARLY YEARS 2	CENTRAL IDEA: People's needs for transport depends on where they are in the world	CENTRAL IDEA: People communicate their culture, ideas and values through stories	CENTRAL IDEA: Communication and teamwork are essential to accomplish a goal	CENTRAL IDEA: Foods go through a process before they reach us		
YEAR 1		CENTRAL IDEA: Through play, we express our feelings and ideas and come to new understandings	CENTRAL IDEA: Discovering ourselves helps us understand who we are and what we can do	CENTRAL IDEA: Animals depend on and interact with their environment		CENTRAL IDEA: People have responsibilities to serve the needs of communities
YEAR 2	CENTRAL IDEA: Homes reflect cultural influences and local conditions	CENTRAL IDEA: Images communicate information from different perspectives	CENTRAL IDEA: Celebrations help us express our beliefs, values and culture	CENTRAL IDEA: Cycles of the natural world create change	CENTRAL IDEA: Plants are essential to human life	CENTRAL IDEA: Maps are a tool that help us navigate our world
YEAR 3	CENTRAL IDEA: Evidence of Ancient Civilizations are reflected in our modern world	CENTRAL IDEA: We can discover and express ourselves through performance	CENTRAL IDEA: A person's rights and responsibilities influence how communities work	CENTRAL IDEA: Simple machines make work easier	CENTRAL IDEA: Human actions can preserve or endanger animals	CENTRAL IDEA: Trade is a system of exchange
YEAR 4	CENTRAL IDEA: Migration is a response to human circumstances, challenges, risks and opportunities	CENTRAL IDEA: Art is a mode of communication that can influence and alter our attitudes	CENTRAL IDEA: Choices people make contribute to their health and well-being	CENTRAL IDEA: People's natural curiosity has led us to think beyond Planet Earth	CENTRAL IDEA: People and their waste have an impact on the environment	CENTRAL IDEA: Technological advancements in science can impact society and the environment
YEAR 5	CENTRAL IDEA: Exploration leads to discovery, opportunities and new understandings	CENTRAL IDEA: Our cultural heritage and experiences influence our individual forms of expression	CENTRAL IDEA: Societies and individuals value qualities which make someone a role model	CENTRAL IDEA: Light and sound are essential to our daily lives	CENTRAL IDEA: Energy use impacts society and the environment	CENTRAL IDEA: The power of advertising can influence our decisions
YEAR 6	CENTRAL IDEA: Our characteristics are determined by our ancestors	CENTRAL IDEA: Social Media is the modern language of human expression	CENTRAL IDEA: Our body is made up of many systems that work together	CENTRAL IDEA: Natural materials can undergo changes that may provide challenges and benefits for society and the environment	EXHIBITION CENTRAL IDEA: The determination and passion of Generation Z can lead to positive change	CENTRAL IDEA: People create organizations to solve problems and support human endeavor and enterprise.

Chinese Language Learning

At TIS, we have two levels of Chinese learners - the near-native learners and the Chinese as additional language learners. Approximately 80% of our students are native or near-native Chinese speakers and 20% of them are learning Chinese as a second, third or fourth language. Chinese is taught daily and each week, students have the opportunity to borrow Chinese books from the school library.

Students learn about all aspects of the language through the strands of Listening & Speaking, Viewing & Presenting, Reading and Writing, in addition to learning about Chinese culture. In parallel, they learn how to use the Chinese language as a tool of conducting inquiry and developing other skills.

Within the PYP framework, Chinese is taught in an inquiry-based approach that is integrated within the Units of Inquiry whenever possible. Through collaboration with other teachers, our Chinese teachers design various differentiated learning experiences and develop tailor-made materials that enable authentic language learning. For those units that are not fully integrated and are stand-alone units, we focus on the development of our students' core language skills. To enhance the learning of the cultural aspect, we also have Chinese Enrichment Clubs, such as Tai chi, Chinese calligraphy and Pinyin. We also celebrate traditional Chinese Festivals at TIS, and the Chinese New Year Celebration is our featured event where all students have a chance to showcase what they have learned in Chinese.

Assessment and Reporting

Assessment is integral to all teaching and learning. Assessment thoughtfully and effectively guides children to understand concepts, acquire knowledge, master skills and take responsible action. At TIS we use a range of formative and summative assessment strategies and tools that enable our teachers to understand each student's needs and skills to ensure academic and personal success.

Reporting to parents at TIS includes academic reports, student-Led conferences and student-parent-teacher conferences. We encourage continuous dialogue to strengthen the home-school partnership and to ensure your child is a happy and successful learner. If required, you are welcome to arrange additional meetings with our teachers at a mutually agreed time, via email.

Term 1	Term 2	Term 3
Parent/Student/Teacher Conference	Student-led conference	Parent/Student/Teacher Conference
Full Written Report*		Full Written Report*

*Students who attend school for less than half the reported period, may receive an academic summary report.

Learning Support

At TIS we do not have a dedicated Learning Support Department. Students with identified special educational needs will be considered for admission on a case by case basis. **Any identified or diagnosed special or additional needs MUST be declared on the application form.**

Parents of prospective students are advised that the school is able to accommodate only those students with learning differences/challenges who are able to function in the regular programme with minimal support. An individual learning plan will be created for those students who have been identified as needing Special Educational Needs (SEN) support. Each student's plan will be documented and reviewed termly.

Appendix 1: infectious diseases

Disease	Incubation Period	Sick leave duration
Acute Conjunctivitis	1 day – few weeks	Until no abnormal secretion from the eyes
Bacillary Dysentery	1 – 7 days	Until diarrhea ceases and at least 2 consecutive stool samples collected no less than 24 hours apart are tested negative for such bacteria (1 st stool sample has to be collected 48 hours after the completion of the antibiotic course)
Chickenpox	2 – 3 weeks	About one week or until all vesicles have dried up
Cholera	Few hours – 5 days	Until non-infection is confirmed (test is to be done on three stool samples collected at least 1 day apart following 48 hours after the completion of the antibiotic course)
Diphtheria	1 – 10 days	Until non-infection is confirmed by negative result on sample culture test (test is to be done on two nasopharyngeal swabs collected at least 24 hours apart following 24 hours after the completion of the antibiotic course)
Hand, Foot and Mouth Disease	3 – 7 days	Until all vesicles dry up or as advised by the doctor. If enterovirus 71 is confirmed to be the pathogen, take 2 more weeks of sick leave after all vesicles have dried up
Hepatitis A	2 – 6 weeks	Until at least 1 week from the appearance of jaundice or as advised by the doctor
Measles	7 – 18 days	4 days after the day of appearance of rash
Mumps	12 – 25 days	5 days after the day of appearance of gland swelling
Rubella	14 – 23 days	7 days after the day of appearance of rash
Scarlet Fever	1 – 3 days	Until fever down and 24 hours after starting of appropriate antibiotic
Tuberculosis	Few weeks or more	As advised by the doctor
Typhoid Fever	7 – 21 days	Until at least three consecutive stool samples collected no less than 24 hours apart are tested negative for such bacteria (the first stool sample has to be collected 48 hours after the completion of the antibiotic course)
Viral Gastroenteritis	1 – 2 days	Until 48 hours after the last episode of diarrhea or vomiting
Whooping Cough	7 – 14 days	5 days from starting the antibiotic course or as advised by the doctor