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I. WELCOME TO CIS

FROM THE HEAD OF SCHOOL

Hello and Welcome to the Canadian International School – Bangalore!

We are truly excited for the start of our school year. This last quarter of the past school year brought many challenges with 1.6 billion students out of school worldwide, about 20% of them in India! We are thankful you have chosen to be with us and share in your learning journey. Our team of educators and support staff have worked all summer to develop and provide a greatly enhanced online learning program. We are fully committed to keeping your child’s learning and growth on track throughout the year, and we appreciate your trust and partnership in making this happen!

As one of the only internationally accredited schools in Bangalore, we know our programs and practices align with the needs of families who want the very best for their children, whether you choose to stay in India or move internationally for your university. From our youngest learners to those in our IB Diploma Programme, we will continue to address learning at each developmental level with a focus on the needs for each student. We understand that each child is unique.

We are all unique learners, but there are some constants to learning that we can focus on to simplify learning so that students can become experts in their areas of study. When we look at the real world, experts and masters in any field have three things in common: they have a deep conceptual understanding about what they do; they connect their discipline to others through conceptual understanding; experts also have a high level of competency in their field to bring their ideas to life; and lastly, experts must be of sound character based on deep values to make ethical decisions in what they do. By connecting learners to conceptual understanding, competency, and character, students understand and can contribute to the world around them. These “3Cs” are at the heart of our definition of learning.

Learning at CIS is a transformative process that leads to conceptual understanding, the demonstration of competencies through application, and character development as seen through the CIS Core Values.

Learning requires a context and real life experience. At CIS, we provide real world experiences from Early Childhood through our Senior Class. While we are making adjustments while we meet virtually, our Experiential Learning Program will continue to contextualize what children do in the world around them. Whether it is a focus on one of the 17 UN Sustainable Development Goals, racial inclusivity, environmental inclusivity, or any of the areas of focus developed by our students in prior years to honor and respect all perspectives and ways of life, we will continue to provide real and meaningful opportunities for students to stretch their understanding, levels of empathy, and action in the world.

Finally, I would like to note that we can’t provide the best possible education for your child without you! As my final message in our Family Handbook I would like to invite you all to be active participants in our school’s day-to-day life. Please, be involved; join the SCA (sca@cisb.org.in), and participate in the many virtual (and eventually on campus) events and activities we hold throughout the year. We know that children whose families are actively involved in their learning are more successful in school and throughout their lives and careers.

We are open to constructive feedback on how we can improve upon what we do for all of your children because we know that hearing all voices is best for our students. If you have ideas, concerns, or thoughts, please come share them with your teachers, with your principals, or with me. We are here to listen. Here’s to a fantastic year of learning!

Feel free to contact me via email at hos@cisb.org.in, and we can set up a time to chat!

Warmly,

Ted Mockrish, Ed.D.
Head of School
Welcome to the early years and elementary school program at CIS Bangalore! I am excited to be back for the 2020-21 academic year at CIS with you and your family.

The CIS Early Years program is comprised of three classes Pre-Kindergarten (PK), Junior Kindergarten (JK) and Senior Kindergarten (SK) with students ranging from 3 to 6 years old. Students at this stage in their school life will be focusing on learning about themselves (self-awareness), working with others, and learning various key concepts through play. All of which will prepare them for their entry into Elementary school.

Learning objectives that drive the instruction are derived from the Cambridge Primary Curriculum, and incorporated into thematic transdisciplinary units. With the transdisciplinary approach, all the subjects work together to make learning more meaningful and applicable to each student’s life inside and outside of school.

In order for learning to be even more successful, your support as parents and families is crucial. Communication between home and school is vital, as this extends the learning environment from school to home. You will be receiving regular updates and information via our new Seesaw app of your child’s learning experience at school, as well as events throughout the school year. Please remember that your child’s teacher is your first line of communication if you have any questions.

I look forward to your support this year and please feel free to reach me via email at esprincipal@cisb.org.in or set up an appointment to speak in person.

Best Regards,

Rekha Sachdej, Ed.D
Elementary School Principal
Email: esprincipal@cisb.org.in
FROM THE MIDDLE SCHOOL SCHOOL PRINCIPAL

Welcome to middle school at CIS. The summer has been a period of intense professional growth for our teachers who are well-equipped to deliver high quality learning experiences to middle school students as we start the year online.

Middle school is a time to explore a variety of learning opportunities, before engaging in lifelong pursuit of passions and the many MS options offered this year support this essential need of our students.

At CIS, we ensure that students are actively involved in their learning, take increasing responsibility for themselves as they pass through middle school and leave well prepared for the demands of high school. This approach is exemplified in our unique Contextual Learning program, where students work together to address real-world problems in and outside of the school. In doing so, middle school students continue to develop the conceptual understanding, the skills and the character that will serve them well in becoming agents of change for a better world.

To achieve our ambitious goals for your children, the home-school partnership has to be strong and I encourage you, the parents of middle school students, to engage in the learning process in every way possible. This year in particular, we are looking for experts in our community to support our students in learning from the ‘real world’. I look forward to your support in this endeavour.

Let us make this academic year, one of holistic growth for all middle school students. Feel free to contact me any time.

Régis Caudrillier
Middle School Principal
Tel: +91 974 111 4963
Email: msprincipal@cisb.org.in

FROM THE HIGH SCHOOL PRINCIPAL

Welcome to the high school at CIS Bangalore! Here at CIS, we are committed to bringing out the best in all of our students through a supportive learning environment focussed on best practices in education. This is even more important in the online learning environment that will be a part of this school year. We want this high school year to be as rich and engaging as ever for students as they meet the challenges of their academic work. Students will find their skills and knowledge rapidly increasing as they move through the IGCSE and IB programs and as they navigate their online environment. Academic rigour is a given with these programs, made all the more challenging online, but students will find the support they need here at CIS to be successful.

The focus remains on giving students opportunities for making good educational decisions for themselves and fostering a sense of personal responsibility for their work as learners and for their place in the world as productive and thoughtful adults. Ultimately, we want our students to become independent, reflective learners, well positioned for success in the university or college of their choice. IT integrated into teaching and learning through the 1 to 1 iPad program in the high school has always been a strength at CIS, and our students now will be even more ready to thrive in our technology driven world. When they leave CIS they will do so as global citizens, having worked with others from throughout the world in a culturally diverse learning environment. Encouraged to think creatively and to see lifelong learning as the norm, they will be ready to chart their own paths, wherever those may lead. Learning is what it is all about for students, teachers and for me as well! I look forward to working with you and your children as we enjoy this journey together.

Don Macmillan
High School Principal
Tel: +91 9686346555
Email: hsprincipal@cisb.org.in
MISSION
CIS is a culturally-rich mosaic serving each student by providing a world-class international education, nurturing potential, developing life-long skills, and preparing students for an ever-changing global community.

VISION
Canadian International School strives to be recognized as one of the finest educational institutions in East Asia.

DEFINITION OF LEARNING
Learning at CIS is a transformative process that leads to conceptual understanding, demonstration of competencies through application, and character development as seen through the CIS Core Values.

OUR MOTTO
Shaping the Future.... Together! Today!

CORE VALUES

INTEGRITY
At CIS, Integrity is a guiding principle:
- Integrity in academics
- Integrity in relationships
- Integrity in decision-making
We strive to be guided by strong moral principles in all that we do.

INSPIRATION
At CIS, Inspiration is a guiding principle:
- Inspiring each other
- Inspiring the love of learning
- Inspiring confidence
- Inspiring to be the change
We strive to unlock the unlimited potential of the entire CIS community.

RESPECT
At CIS, Respect is a guiding principle:
- Respect for individuality
- Respect for community
- Respect for diversity
- Respect for our environment

CARING
At CIS, Caring is a guiding principle:
- Caring for self
- Caring for each other
- Caring for the social, emotional, and academic needs of all students
- Caring for the global community
We strive to act with empathy and kindness towards each other and the changing World around us.

JOY
At CIS, Joy is a guiding principle:
- Joy of learning
- Joy of teaching
- Joy of discovering.
- Joy of connecting with our school, our community and the World beyond.
We strive to harmonize work, achievement, and fun!
Canadian International School offers a child centered, play-based Preschool and Kindergarten program, along with the Cambridge Primary curriculum in Grades 1-5. Cambridge Lower Secondary/IGCSE is offered in Grades 6 to 8 and Grades 9 to 10 respectively; the IB Diploma Programme in Grades 11 and 12 completes our PK-Grade 12 program of study.

Canadian International School is accredited by both the Council of International Schools (CIS) as well as by the New England Association of Schools and Colleges (NEASC). Canadian International School hosts its NEASC/CIS Accreditation 5 Year Review Visit in September 2020 and looks to further grow the school’s facilities and expand its on campus and online educational programs, raising the bar a bit higher with each passing year.

As CIS is accredited and recognized by the Council of International Schools (CoIS) and the New England Association of Schools and Colleges (NEASC), our transcripts for those families transferring out prior to graduation are fully recognized by virtually any PreK to Grade 12 school world wide. CIS graduates receive our CIS Diploma and may also opt for an International Baccalaureate Organization Diploma in addition to our CIS Diploma.

Both diplomas granted are fully recognized at any international university and by the Association of Indian Universities. We recommend families speak with our university and career counselors as children enter high school to plan for which diploma options are best for their future.

Formal admissions tests are based on Mathematics and English. We expect our students to have a positive work ethic, self-discipline, respect for self and others and the motivation to achieve their personal best. CIS provides an in-house, school-wide, ongoing professional development program in which all teachers participate in order to develop their pedagogical skills. To ensure cutting edge pedagogy, teachers avail of professional development at local, national and international venues.

WEBSITE
The CIS website is a primary source of information. Easily navigable, the website presents policies, procedures, calendars and contact information; downloads are quick and convenient, and FAQs on most topics are a salient feature.

Please visit our website at www.canadianinternationalschool.com
## II. GENERAL INFORMATION

### AUGUST 2020

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### DECEMBER 2020

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### JUNE 2021

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<td>1-13 Winter Break</td>
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### JULY 2021

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DAY SCHEDULE

Please note, during remote learning practices, the elementary school schedule is different than what is shown here. As the schedule will continue to change to address the changing needs of our students, we are not including a remote learning schedule. The middle and high school schedules that remote learning time starts at 8:30 with everything shifted back 20 Mins.

### DAY SCHEDULE 2019 - 2020

#### ELEMENTARY (PRE-K TO GRADE 5)

<table>
<thead>
<tr>
<th>TIME</th>
<th>DAY 1-4</th>
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<th>DAY 1-4</th>
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</thead>
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<td>04:00-05:00</td>
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</tbody>
</table>

**CLUBS on every TUESDAYS**

- Flex/Assembly/House Time/Buddy Reading on WEDNESDAYS on a rotation

**School finishes at 03:50p.m. on every MONDAYS, TUESDAYS & WEDNESDAYS and at 02:55p.m. on THURSDAYS and FRIDAYS**

#### MIDDLE SCHOOL (GR. 6 - 8)

<table>
<thead>
<tr>
<th>TIME</th>
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<th>DAY A/B</th>
<th>DAY A/B</th>
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<tr>
<td>11:25-12:05</td>
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<td>11:00-12:15</td>
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</table>

**CLUBS on every MONDAYS & TUESDAYS**

- Advisory/Assembly/ House Teams on WEDNESDAYS on a rotation

**SCHOOL FINishes at 03:50p.m. on every MONDAYS, TUESDAYS & WEDNESDAYS and at 02:55p.m. on THURSDAYS and FRIDAYS**

#### HIGH SCHOOL (GR. 9 - 12)

<table>
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<td>10:55-11:00</td>
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**CLUBS on every MONDAYS & TUESDAYS**

- Advisory/Assembly/ House Teams on WEDNESDAYS on a rotation

**SCHOOL FINishes at 03:50p.m. on every MONDAYS, TUESDAYS & WEDNESDAYS and at 02:55p.m. on THURSDAYS and FRIDAYS**
CONTACT INFORMATION

ADDRESS
Canadian International School
#4 & 20 Manchenahalli Yelahanka
Bangalore 560 064, India

SWITCHBOARD NUMBERS
The CIS office switchboard operates from 8:00 am to 5:00 pm.
While on campus, dial 9 to reach the operator.
Our number is:
Tel: (91-80) 6759 4444

EMERGENCY CONTACT
Outside normal operation hours please call the Head of School’s cell phone for emergencies only.
Ted Mockrish - +91 974177509

VISITORS
At CIS we maintain a healthy, safe environment that promotes learning at all times. During our Remote Learning time, our campus is closed to visitors. HERE are our new guidelines for visitors during Covid-19 campus closure.

When our campus is open, visitors who add to our learning environment are always welcome and are expected to arrange their visits to the school in advance with the school central office. This enables the office to notify the teachers concerned and security to facilitate entrance into the school as well as parking in school facilities. Parents and guardians are valuable partners in the learning process and we are happy with their active participation throughout the school year.

All visitors entering campus will need to secure a security QR code from the main office or admissions prior to arrival on campus. Please contact Ms. Beena Sunil, our Head Secretary at head-secretary@cisb.org.in for school business, and Ms. Meredith Mehra, our Head of Admissions, for all admissions visits at headofadmissions@cisb.org.in to receive a security code. Visitors must carry a photo ID and the cell phone that has received the security code to enter campus.

Note that all vehicles will be subject to vehicle undercarriage searches and are required to sign at the security office counter where they will be given a visitor’s badge or pass. All visitors must then report to the main reception area. Visitors may not enter classes without prior consent of the school office. Parents wishing a conference with teachers should contact the school office for an appointment.

Regular visitors to CIS (parents, drivers, nannies, etc) will be supplied with photo ID cards. Upon entry to campus, all regular visitors will be scanned in at one of the three security booths located near the car park.

Any other visitors, including friends, former students, and other family members, visitors for admissions or other campus guests are able to visit CIS during the day with prior arrangement. This will include following our school security protocol that includes producing photo ID for all guests on campus. Drivers, maids or other family members are allowed on campus with permission from the central office. Valid passes must be visibly worn on campus at all times and surrendered upon departure.
**COMMUNICATION**

The CIS community strives to ensure the right to confidentiality in all private communications. CIS administration, counselors, teachers, parents and students all share this responsibility. Respecting privacy of personal information is an obligation we all share. Talking with people who are not directly involved in a situation is inappropriate. A guiding principle at CIS is “Talk with people, not about them.”

Please notify the Administration if you are aware of an individual placed in a situation that threatens health and safety. Communication related to meeting or requesting appointments with teachers should keep in mind that morning and after school is difficult with the nature of CIS transport provisions.

Please, do not discuss student issues in hallways in front of others. Our community demonstrates respect at all times, for all.

**STUDENT-LED CONFERENCES AND PARENT CONFERENCES**

CIS Administration is happy to meet with parents, guardians and students at any time. However, to avoid waiting, it is advised that appointments are made via the central office.

Student-led conferences are scheduled prior to the publication of the school term reports. These may be held online or on campus depending on health conditions. Please be punctual for conference appointments. Parent conferences may be arranged throughout the year as the need arises.

**PUBLICATIONS**

‘CIS Matters’, is a weekly newsletter highlighting learning at the school and the coming week’s events, and posted on the CIS website. Elementary, Middle School and High School Principal Newsletters are also shared every Friday. For easy access, all parents are e-mailed the link every Friday afternoon. Each year, students and staff create a digital Yearbook highlighting staff, year events and relevant grade-level activities. The CIS website www.canadianinternationalschool.com or the CIS Main Office +91 (91) 80 6759 4444 should be your first points of reference when seeking information.

**ELEMENTARY SCHOOL COMMUNICATIONS**

Our elementary school uses Seesaw to communicate with families directly from each classroom and for whole school information. Seesaw is an online portfolio system that will hold your child’s work during their time in our elementary program. Please contact our IT department should you need help installing and signing onto Seesaw for the first time.

Grades 3-5 also use Google Classroom for student assignments and returning work to teachers. Parents may opt for daily or weekly summaries of classroom assignments, due dates and when assignments are handed in and returned.

**MIDDLE SCHOOL AND HIGH SCHOOL COMMUNICATIONS**

Grades 6-12 use Google Classroom for student assignments and returning work to teachers. Parents may opt for daily or weekly summaries of classroom assignments, due dates and when assignments are handed in and returned.

**WEB BASED INFORMATION PORTAL – MANAGEBAC**

This is a web-based, information & learning system enabling educators, students and parents to communicate, interact and facilitate learning. With ManageBac, parents are given easy access to details of attendance, attainment and homework that has been set, as well as other useful school information specific to their children.

ManageBac differs in how the ES and the MS/HS will utilize it. More specific sectional information on ManageBac can be obtained from the appropriate Principal. The guidelines for logging into ManageBac are available with the CIS Head Secretary. We look forward to your participation. Please send an e-mail to siofficer@cisb.org.in if you have any problems or questions.

Hashtags: #cisblearns #cisdRocks #cislcl #cisibdp

YouTube: cisbindia
Blog: www.canadianinternationalschool.com/blog/

You can also keep up with the happenings at CIS by following the HOS and Principals.

Head of School:
Facebook - Ted Mockrish
PETS ON CAMPUS
Pets are not allowed on campus. If you are wishing to bring a pet onto campus, prior arrangements must be arranged through the respective Principal.

FACILITY USAGE
The facilities of CIS may be used by members of the parent community or Alumni but will need to be booked for usage through the Office or through the PE Department. There may be a fee charged for the use of the facilities at CIS, with supervision of activities and the children therein, arranged by each particular user group.

SCHOOL COMMUNITY ASSOCIATION
The School Community Association (SCA) is committed to promoting an active partnership among parents, students, faculty and school leadership at CIS. The SCA is dedicated to helping provide the best possible educational environment for our students and the school community. Parents and guardians of CIS students are automatically part of the SCA once a child has been registered. Please contact the SCA at sca@cisb.org.in.

Parents, faculty and school leadership are encouraged to participate in the group and attend the SCA General Parent Meetings held each term. Further information can be found on the school website, including the SCA executive council, contact information, by-laws, schedules and minutes from meetings.

FACILITY USAGE
Parent volunteers, assisting in classrooms or around the school, are always welcome. To find out more about the CIS Parent Volunteer Program, contact the School Office.

TRANSPORTATION (OPTIONAL BUS SERVICE)
Transport is an optional service and children are encouraged to utilize school buses. CIS has its own fleet of buses to provide transportation to and from school for CIS students. Children are picked up and dropped from the main road as close to the residence as is safely possible within the route and time limitations. While we make every effort to ensure that the service is both safe and efficient, please keep in mind that this is not a door-to-door service. We are working under local constraints. If you have questions or concerns about the operation of the school buses, please direct them to either:

Maintenance Coordinator:
Mr. Arun Kumar (E: transportcoordinator@cisb.org.in),
Buses arrive at school around 8:00 am. The exact location of your stop and the time of pickup will be arranged with the Transportation Coordinator / Secretary (Natasha Gomes. transportsecretary@cisb.org.in) at the time of Admission.

- Students are to be at the designated stop 5 minutes ahead of the designated time.
- Buses depart from school at 3:50 pm on Mondays, Tuesdays & Wednesdays.
- Buses depart from school at 3:00 pm on Thursdays & Fridays.
- A responsible adult must be at the bus stop to see off/receive elementary and new students. Should the assigned collecting adult fail to be present at the student’s bus stop, the student will remain on the bus and be returned to school. Parents will be contacted for instruction.
- Safety rules are displayed in all buses.
- Seat Belts must be worn before buses leave campus.
- For any change in busing for your child, please inform the secretary in charge of transport, Natasha G, by email, the day before (transportsecretary@cisb.org.in) or by phone up to 12 pm on the same day of the change ( +91 9148668444 / +91 80 6759 4444)
BUS CONDUCT EXPECTATIONS
Getting children to and from school safely each day is a serious responsibility. It is essential for all children on CIS buses to follow the below rules for the safety of all the riders. Our Covid-19 guidelines can be found [HERE].

Riders will:
- Arrive at the bus stop at least five minutes early
- Stay off the road while waiting for the bus
- Avoid walking directly in front of the bus
- Be careful getting on and off and finding a seat
- Remain seated at all times and with their seat belt securely fastened
- Not talk to or distract the bus driver, in any way
- Keep all body parts inside the bus while riding
- Always use appropriate language and speak in reasonable tones inside the bus
- Be respectful and responsible toward others
- Always keep the bus clean by using the dustbin if necessary for wrappers, juice box etc...
- Listen to and follow the instructions of the bus monitor and teachers on the bus.

SEATING ARRANGEMENT:
- Bus monitor sits in front.
- Gr.9 – Gr.12 students sit from rear to the middle (depending on student numbers and bus capacity)
- Elementary students and Gr.6 to Gr.8 students sit from the middle to the front
- School bags to be placed on the floor
- In case there is a seating plan in force, students may not change their assigned seating unless seats are reassigned by the teacher on duty or Principal. Offences on the bus will be reported to the Principal, by the bus monitor and teachers on the bus.

OWN TRANSPORT
- Own transport is an option that many families choose.
- Only cars with CIS stickers will be allowed onto the campus. Serial numbered stickers will be issued to families on their first day at school. Stickers must be returned at the time of withdrawal from school, for all accounts to be settled.

SCHOOL ‘DROP OFF’ & ‘PICK UP’ GUIDELINES
The circular drive in front of the School is used to drop off and pick up students at school. This strategy facilitates efficient use of the drop off & pick up zone at the busiest times, beginning and end of the school day. The only area where student pick-up is allowed is on the left side of the driveway, at the steps or near the palm trees. No students are allowed to walk out into the parking lot and no pickups are allowed in the lane furthest from the steps. Our Covid-19 Guidelines can be found [HERE].

- Parents must complete the required forms that carry photographic ID of the driver/nanny and the children being transported.
- Drivers are to display the school issued ID in a prominent place. CIS provides all families with car identification stickers.
- Nannies are to present ID on request.
- All are to strictly adhere to pick up, drop off and parking protocol.
- All drop-offs and pick-ups must happen at the steps ‘the arrival and dismissal area’.
- Cars circle the parking area to facilitate an orderly and safe drop off and pick up routine.
- Unaccompanied children must wait at the landing steps of the dismissal area until their cars pull up to the steps.
- If the child is not at the arrival and dismissal area, the driver must circle or re-park and repeat the pickup process when his /her ward/s arrive/s at the arrival and dismissal area.
- Students are not permitted to walk across the driveway into the car park.

PARKING
Parents and visitors are provided with the opportunity to use the school’s parking facility while on official school business. Parents, visitors and drivers, please cooperate with the security/parking attendants. CIS asks that we all remember a few basic safety rules.

- No students are allowed to walk out into the car park, even if they are accompanied by a parent
- No dropping off students in the ‘through lane’ but rather only from the lane next to the steps
- No honking of horns in the car park

Lastly, only vehicles with CIS stickers displayed on them will be allowed through the gates and into the Car Park. If there is no sticker displayed, the vehicle will not be allowed access and students must get out of the car and be walked onto campus with our security personnel. This, again, is strictly for safety purposes.
A student’s health status is directly related to his or her ability to learn. Children with unmet health needs have a difficult time engaging in the educational process. The School Nurse is a member of the Learning Support team. If a student is on any type of medication, for any reason, please inform the school nurse’s office.

A secondary nurse’s office has been created to attend to any student or adult with flu-like symptoms. This area is separate from the primary nurse’s office where people with flu-like symptoms will be kept until they can safely leave campus.

ROLE OF THE SCHOOL NURSE
The registered professional school nurse is the leader in the school community to oversee school health policies and programs. The school nurse serves in a pivotal role to provide expertise and oversight for the provision of school health services and promotion of health education. This includes monitoring local, regional and global health issues and creating response protocols for larger health issues. Using clinical knowledge and judgment, the school nurse provides health care to students and staff, performs health screenings and coordinates referrals to the medical home or private healthcare provider. The school nurse serves as a liaison between school personnel, family, community and healthcare providers to advocate for health care and a healthy school environment (National Association of School Nurses / American Nurses Association [NASN / ANA], 2005).

Admission’s Documents contain a simple, yet effective Health History Form Items included:

- Medication (if any)
- Past Medical History or Concern
- Treatment Consent form (allowed or not)

This form is copied and placed in the student’s file in the nurse’s office upon admission. Students visit the Nurse’s office as a part of their School Tour and Orientation.

Our nurse practitioner and other school staff have been certified in the Johns Hopkins contact tracing protocol should we need to communicate with the community regarding Covid-19 transmission.

EMERGENCY AND FIRST AID PROTOCOL
Students are released to the Nurse’s office when a teacher writes a permission slip, or when the student visits on their own during a break or lunch. The permission slip contains the name, grade, time, teacher’s signature, and reason for the visit. This same note is returned to the student and passed back to the teacher when the student returns to class. In most of these situations, parents are not contacted. Simple first aid is administered. The visit is recorded in the student’s medical file in the Nurse’s office.

- No parental contact - Minor First Aid - Visit usually lasts 5 minutes
- Common Symptoms: allergies, cuts, falls, dry, itchy, headache

Most visits are treated quickly and with over the counter medication, eye drops, vaseline, and calamine lotion (for mosquito bites). Every visit is recorded in the student file and in the Nurse’s logbook. If parents are contacted, this is also recorded. School Administration rarely know of these visits. Parents and/or Guardians who have not approved or signed the treatment consent form to give over the counter medications will be called before any medications are administered.
Regular Over the Counter (OTC) Care provided by the SNO

- Calamine Lotion - insect bites
- Eye Drops - dust
- Vaseline - dry lips

OTC Medications Supplied by the SNO

1. Gelusil syrup or tablets - chest burn, gastritis
2. Brufen tablets - pain (headache, toothache)
3. Domstal tablets - nausea, vomiting
4. Calpol or Crocin tablets - fever
5. Meftal tablets - Dysmenorrhea
6. Buscopan tablets - stomach pain, diarrhea
7. Sporalac tablets - severe diarrhea
8. Cetrizine tablets - severe cold
9. Rantac tablets - gastritis
10. Saridon tablets - headache, migraine
11. Periton syrup - cough
12. Relispray - sprain
13. Nasivon (nasal drops) - nose block (in case of cold only)
14. Tears Plus (eye drops) - dust in the eyes (eg: sand).
15. Strepsils - throat irritation in case of cough.
16. Savalon and Betadine - Antiseptic solution
17. Povidone, Burnol and Neosporin - Antiseptic Cream

Procedure for EpiPen Use

1. The epinephrine auto-injectors is kept in CIS school nurse office (SNO) exclusively with the mutual understanding between the parent and the school administrators for the emergency use in case of anaphylactic shock.
2. A physician provides a written order that specifies the quantity of epinephrine auto-injectors to be furnished.
3. EpiPen will be stored in SNO, properly labeled with the correct student name and Grade.
4. EpiPens are not readily available in India. They are not stocked for regular use in our SNO.

Procedure for Head Lice

Children with active lice will be sent home immediately. All nits must be removed after receiving a treatment. Children may be checked by the school nurse before re-entry to the classroom is allowed.

Procedure for Nebulizer and Inhalers

- Only with the doctor’s prescription and instructions, will our SNO treat a student with nebulization.
- If a student has an inhaler, please share the prescription with the SNO and keep a copy of the prescription with the inhaler so that correct use occurs. Many students self-medicate with inhalers, and the SNO hopes to ensure correct dosage of inhaler medications.
- If the SNO notices a child with an inhaler, they may contact the family for more information. Child safety is our utmost concern.

Field Trip First Aid Kits

When on a class trip or field trip, it’s important to be prepared for those minor first aid emergencies. The SNO has First Aid Kits which should be collected from the School Nurse Office and carried with the teacher leaders for the outing. 48 hours notice is required to make sure that the First Aid Kit is ready and organized.

Boarders

If a Boarder is ill at school, the school nurse will contact the Boarding Manager & Boarding Nurse. The Boarding Manager will make the decision to inform the parent/guardian. School Administration is informed when parents are informed or to help in making the decision to contact parents.

Students, generally, stay in the Nurse’s office for the day, but if permission is granted, they may return to the boarding hostel to rest.
PARENTAL/GUARDIAN CONTACT-
MAKING DECISIONS WITH THE NURSE’S OFFICE
When a student is sick and being released from regular classes:

1. The Nurse calls the family for pick-up. The child stays in the nurse office or auxiliary Flu-symptom office until pick-up.
2. The Nurse informs CIS administration and secretaries that the student is excused from classes at school and are awaiting pick-up.
3. A Driver/Parent/Guardian picks up the student from the nurse’s office, then they take the permission slip from SNO to CIS secretaries, then an exit pass is given to the student and their caretaker.
4. Teachers will be informed by the SNO if a student is leaving campus or “resting” in the SNO.

Common Symptoms may include: fever, suspected fracture, dislocation, bleeding that doesn’t stop, head injury, known allergic reaction, or if the child has a special concern that has been documented on the Health History Form completed upon admission and stored with the Registrar’s office.

MEDICAL CERTIFICATES FOR SICK LEAVE
Please submit medical certificates to CIS secretaries if a child has been absent for 3 or more consecutive days. These documents are passed to the registrar’s office and to the school nurse’s office. Boarders are also required to bring medical certificates if they have been absent for 3 or more days or when they have been ill off campus. This helps our staff provide follow-up care.

All students and adults who have contracted Covid-19 will need to produce a negative test and doctor’s clearance prior to returning to campus.

MORE INFORMATION
All health policies are updated regularly and they are available in the Nurse’s office. Please stop by the Nurse’s office if you have any questions. Nurses / Permission slips are in the ‘Forms at CIS’ section at the end.
III. EDUCATIONAL PROGRAMS AND SERVICES

The ES Principal is the academic, personnel, and curricular and disciplinary leader of the Elementary sections of CIS. The ES Principal is in place to support teaching and learning and is available to parents upon request. For more information, please drop by or email: 
Rekha Sachdej: esprincipal@cisb.org.in

The MS Principal is the academic, personnel, curricular, and disciplinary leader of the middle school sections of CIS. The MS Principal is in place to support teaching and learning and is available to parents upon request. For more information, please drop by or email: 
Regis Caudrillier: msprincipal@cisb.org.in

The HS Principal is the academic, personnel, curricular, and disciplinary leader of the high school sections of CIS. The HS Principal is in place to support teaching and learning and is available to parents upon request. For more information, please drop by or email: 
Donald Macmillan: hsprincipal@cisb.org.in

The Dean of Studies oversees all matters curriculum and program related, ensuring that transitions from each division within the school are smooth. Support and resource allocation needs are key components of any school and at CIS the Dean of Studies facilitates the learning process, helping the students and teachers to be the best that they can be. For more information, please drop by or email: 
Jane Macmillan: deanofstudies@cisb.org.in

The Head of Admissions oversees all matters related to student admissions, ensuring that new student transitions to each division within the school are smooth. Oversight of testing and new student services also fall under the umbrella of the Head of Admissions. For more information, please drop by or email: 
Meredith Mehra: headofadmissions@cisb.org.in

EARLY YEARS PROGRAM (PRE K, JK, SK)
CAMBRIDGE PRIMARY

Our Early Years program sets the foundation for future learning in a child’s life. Our students learn through inquiry-based opportunities anchored to Cambridge Primary Curriculum. Through developmentally-appropriate discovery, play, and use of a wide variety of materials, our Early Childhood Students develop the cognitive skills, communication and language skills, social-emotional skills, and motor skills necessary to be successful learners. Most of all, our young learners develop a true joy for learning!

The Early Years Program is comprised of three levels: Pre-Kindergarten (3+ years); Junior Kindergarten (4+ years); and Senior Kindergarten (5+ years). The Early Years Faculty recognize the uniqueness of each child and understand that children are different in the way they develop and think.

ELEMENTARY PROGRAM (GRADES 1 - 5)
CAMBRIDGE PRIMARY

Building on the strong foundation of our Early Childhood Program, CIS Elementary students more fully immerse themselves in developing conceptual understanding and competencies across a broad range of disciplines through the Cambridge Primary Curriculum; character development is also at the heart of our elementary program where our Core Values of Respect, Integrity, Caring, Inspiration, and Joy form the heart of what we do.

Our holistic, student-focused, and interdisciplinary approach to English, Mathematics, Music, Science and Social Studies, Technology, Visual Arts, and World Languages foster a lifelong joy for learning through connecting ideas across subject matter. Engaging classroom learning is complemented with experiential learning opportunities to bring learning to life outside the classroom. Students from Grade 3 – 5 sit Measurement of Academic Progress (MAP) Tests twice each year, once in the September and again in the April – May, to assess age-normed development with students from around the globe.
MIDDLE SCHOOL PROGRAM (GRADES 6 - 8)
CAMBRIDGE LOWER SECONDARY
The move from Elementary to Middle School learning is smooth as we actively counsel our students as they make this important transition. The Cambridge Lower Secondary curriculum develops learners’ skills and understanding across all subject areas for the first three years of secondary education and provides excellent preparation for Cambridge IGCSE and the IB program. Middle School students sit Measurement of Academic Progress (MAP) Tests twice each year, once in the August - September and again in the April - May.

IGCSE PROGRAM (GRADE 9 - 10)
INTERNATIONAL GENERAL CERTIFICATE
OF SECONDARY EDUCATION
CIS offers the International General Certificate of Secondary Education (IGCSE) designed by University of Cambridge International Examinations (CIE) to our Grade 9 and 10 students. The program focuses on academic and creative competencies to further develop and consolidate their prior learning and provides excellent preparation for next steps into the IB Diploma. IGCSE students study 8-10 subjects and are supported by our EAL department as needed.

IB DIPLOMA PROGRAM (GRADE 11 - 12)
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM
The two-year IB Diploma Program, offered in Grades 11 and 12, completes our high school experience. This IB Diploma Programme is designed to provide a challenging, yet achievable learning experience and focuses on developing key learning skills and attributes along with academic and creative learning. Along with our own CIS Diploma, the IB Diploma Programme is widely recognized by the world’s leading universities.

These final two years at CIS prepare students for university and encourages them to ask challenging questions, perform proper research, and eloquently communicate findings in writing and in speech. Students develop a strong sense of their own identity and culture while developing their ability to communicate with and understand people from other cultures. Successfully achieved credits from the program are often recognized for university credit in a student’s first year of college.

THE CANADIAN INTERNATIONAL SCHOOL DIPLOMA
As a fully accredited international school (Council of International Schools-Europe; New England Association of Schools and Colleges-U.S.) our high school diploma is immediately recognized around the world by all universities and colleges. Our high school program is a seamless progression from 9th-12th grade consisting of the IGCSE program in grades 9-10 and the IB Diploma Programme for grades 11-12. Students have the opportunity to achieve both the CIS and IB Diplomas upon graduation.
COUNSELING AND COLLEGE GUIDANCE

The School Counselor provides the following services:
- Individual and small group counseling to meet student needs in the areas of learning, behavior and personal/social development.
- Enhances students’ educational achievement through goal-setting, assists in developing individualized educational programs and activities such as promotion of effective study habits.
- Provides guidance for educational programs and activities that promote student decision-making skills, teach responsibility, and promote self-worth.
- Assists students in the transition from school to school or to a new environment and culture.
- Proactively identifies and refers students and families to community agencies and other professionals in the field.
- Administers aptitude tests, and interprets ability or achievement consistent with CIS standards.
- Host regular workshops for CIS parents to discuss topics salient to their children’s learning, and development.

School Counselor’s Contact:
ms-hscounselor@cisb.org.in | escounselor@cisb.org.in

The Guidance Counselor (University) provides the following services for students preparing for post-secondary studies based on students’ future aspirations.
- Guides students wishing to apply to university.
- Advises on how to choose a course for future study.
- Offers advice on how to choose the country for future study.
- Offers advice on how to choose a university.
- Offers advice on course selection in the IB Diploma Program.
- Helps students write effective personal statements and essays.
- Offers support for testing programs – how to prepare and register for Scholastic Aptitude Test (SATs), Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS). CIS is an SAT Test Centre.
- Maintains a record of application progress.
- Maintains a record of credits required for the CIS Diploma.
- Organizes university visits and college fairs.

Guidance Counselor (University) Contact:
guidance-counselor@cisb.org.in
EAL PROGRAMS AT CIS
CIS accommodates students with a wide range of language abilities. Some students may have concerns coping with many new cultural and linguistic challenges. This gives rise for the need to offer extensive EAL support across the school, both in mainstream and EAL classes, and a strong consideration in terms of settling into India and our school. CIS offers flexible programs that consider the knowledge gaps that may well exist.

Our EAL courses reflect engaging and varied teacher/learner strategies, and seek to enrich the learning with a strong focus on listening, speaking, reading and writing that allows students to become more aware of the English language and modern English usage in all its forms. A final consideration is that the ultimate aim of our EAL program in our school is to raise students to the linguistic level that allows them to become fully involved in mainstream study.

ENTRANCE ASSESSMENT AND MONITORING PROGRESS OF EAL STUDENTS
The language of instruction at all Grade levels is English. All applicants who do not have English as their first language are assessed by an English language specialist upon entry to determine their level of English proficiency. WIDA, an internationally recognized EAL diagnostic program and curriculum, along with writing samples when appropriate, are used to determine a student’s linguistic ability. The assessment includes the WIDA assessment and a brief face-to-face interview conducted in English by a specialist. Although records from previous schools are considered, our school requires students for whom English is not a first language to be assessed by the EAL department, and then be appropriately placed and supported. There could also be occasions when a student who is ‘struggling’ with mainstream study, would be required to be returned into an EAL program and/or complete additional work set by the EAL department. Although parental concerns are considered, the decision on placement into the EAL program is made by the EAL Coordinator and Dean of Studies, on the informed recommendations of all of a student’s teachers.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)
At CIS, our EAL programs supports the language needs of our English Language Learners (ELLs.)
• The EAL model is a co-teaching model with a dedicated EAL specialist teacher per grade level. Grade level teachers and the EAL Specialist Teachers collaborate to ensure that learning is made accessible for our ELLs.
• For grades K to 8, ELLs attend English Language classes with all other students during the English Language Block. ELLs will access and use the same literacy programs as used in grade level classrooms (such as RWI/RAZ reading program), along with all other students. EAL Teacher support will be available for our ELLs during these classes.
• During the World Languages Block, ELLs attend English As An Additional Language (EAL) Classes with the grade level EAL Specialist Teachers. Content design for these classes is done in collaboration with homeroom or grade level teachers/Specialists to align content with what is being taught in classrooms. This may include & is in no way limited to:
  1. Language Acquisition, Vocabulary and Word Recognition, Basic Communication, Sight Words Study, Etc.
  2. Comprehension and working towards fluency
  3. Pre-reading & vocabulary study of content from the mainstream classroom
  4. Reteaching to support mastery for ELLs.
  5. Novel study reading
  6. Learning to Write - Word to Phrase to Sentence to Paragraph.

TRANSITIONING FROM EAL TO WORLD LANGUAGE.
Final decisions to transition from EAL to a World Language or Mother Tongue Language class are made in consultation with the EAL Coordinator, EAL teacher & Dean of Studies. This decision is based on continued language progress, WIDA assessment, and recommendations of teachers. All English language learners are required to attend EAL classes until they have sufficient language skills to successfully participate in mainstream study.
IGCSE ENGLISH AS A SECOND LANGUAGE (IGCSE EAL) & ENGLISH AS AN ADDITIONAL LANGUAGE

In Grades 9 - 10, English Language Learners (ELLs) study IGCSE EAL. Students placed in this course remain for the duration of the two year program. These students are supported in main-stream classes by EAL informed mainstream teaching, and EAL classes lead by the Grade lev- el EAL Specialist, focussing on content designed in collaboration with other subject specialists.

In Grade 9, a mid-semester 1 assessment will be conducted, and this is the only exit opportu- nity for students in this course. Students must demonstrate language proficiency to be con- sidered for transitioning from IGCSE EAL to IGCSE English. Assessments will be conducted by the grade level EAL Teacher, and final decisions will be taken in consultation with the Division Principal, Dean of Studies & EAL Coordinator.

SUPPORT FOR LEARNING

CIS is able to offer places at each grade level to a limited number of students with mild to moderate learning difficulties. For these students, assistance may be provided both in and out of the classroom as appropriate, usually in small groups and occasionally on an individual basis. Since CIS does not have separate classes for children with learning difficulties, a primary consideration in offering a place will be the student’s ability to access the regular classroom with limited support. CIS also takes account of the number of other students requiring learn- ing support in the grade level applied for, and the level of resources needed to support the student.

FIELD TRIPS

Canadian International School views all educational experiences outside of the classroom for example, field trips, Experiential Learning - as a natural extension of learning inside the class- room. Permission forms must be completed and returned. Students’ behavior at all times must meet the expectations of the school. School uniform shirt and long pants or shorts (not PE) must be worn on Field Trips and off-site excursions, unless the specific school excursion requires alter- native apparel to be worn (at request of teacher).

TECHNOLOGY

CIS, the first Apple Distinguished School in India (2018-2023) and the first 1:1 iPad school in South India, believes in a balanced use of technology to support and innovate learning, and expand material and resources available digitally. This includes a balance between digital content consumption and creation. Our ele- mentary students share iPad carts within classrooms while our 1:1 iPad program begins in grade 6. From Middle through High School, all course content is delivered via iPads including textbooks, subject-specific content, videos, and other resources. Students complete assignments on their iPads, and create a variety of projects including movies, comics, and interactive books as part of their course work.

OUR DIGITAL CITIZENSHIP VISION

Canadian International School strives to prepare students for an ever-changing global com- munity by developing lifelong skills including digital citizenship. At CIS we encourage our stu- dents from K-12 to safely, ethically and consciously explore, create and commu- nicate in a 1:1 environment so that every student at CIS will become good decision makers and consider their digital footprint from a personal and community perspective. As knowledgeable and responsible digital citizens, our students will be able to harness the learning potential of an in- creasingly connected world and lead happy and successful lives.

These vision statements drive decision making at CIS.

CIS provides a wide range of Information Tech tools (iPads, Apple TVs, Mac Minis, Air Print- ers, 3D Printer, Windows Desktops, and more) for both educational and administrative use throughout the school. Students receive IT technology instruction to develop basic skills such as keyboarding and learning to code. There are computer laboratories as well as computers in the school libraries and every classroom to facilitate the integration of technology throughout the program of study. The school computers are exclusively for educa- tional purposes.
iPads
All students in Grades 6 -12 must have an iPad to attend CIS. iPads are used to enhance the educational experience and provide an opportunity for students to learn and show their learning in different ways.

In Elementary School, there are iPad carts allocated for grade level use that are booked out for use in Elementary classes. Please refer to the Information Technology Acceptable Use Policy in the appendix.

PHYSICAL EDUCATION-SPORTS
As part of our pursuit of a truly holistic education that focuses on student well-being, CIS understands the direct connection between physical activity and learning. Students learn the concepts and competencies of soccer, basketball, handball, athletics, softball, cricket, health, swimming, and lifesaving techniques while developing the ever important character qualities of sportsmanship. CIS offers a variety of levels for most major sports, from introductory to more competitive opportunities. CIS is the founder of the Bangalore Athletics and Activities School Conference providing seasonal competition opportunities with other schools within Bangalore as well as being a member of FOBISIA where students participate in international sports and cultural activities throughout the year.

P.E LESSONS
During PE lessons, all students will go through the basics of Soccer, Basketball, Swimming, Handball, Softball, Cricket, Futsal, Athletics. Apart from this they will analyse their own fitness level in the start of the year. Each student will be evaluated on daily basics on the below mentioned criteria.

COMMUNITY SERVICE
The CIS mission but also leads our students towards academic success and life-long learning and develops their humanitarian spirit.
To accomplish our mission in a manner consistent with our values, we develop service opportunities that:
• Enhance learning through practical experience in the community
• Offer participants a greater understanding of social justice and develop their interest for social change

TEXTBOOKS
Grade and subject appropriate textbooks are supplied to students. Students are allocated a code numbered textbook by the division librarian.

If the student loses/damages/defaces a book, he/she is responsible for replacing the textbook or paying for a replacement, including courier cost. All textbooks at CIS are updated regularly.

• If any student does not return a book in their possession before the end of year, they must fill out and sign a lost book/s form on the scheduled book return day. On return of book/s, the form will be discarded. If not, the cost of the book will be deducted from the security deposit.
• For the 2020-21 Academic year, those students who are not able to physically collect their textbooks will be given digital copies of the same textbooks.

TRANSCRIPTS
Transcripts are available in a variety of media. Please contact the Registrar: registrar@cisb.org.in for further information. Transcripts will be:
• Mailed directly from the school (in sealed and signed envelopes)
• Scanned and sent from official school email addresses (and followed with the sealed and signed envelopes)

Colleges/Universities want to be sure that the record of Grades has not in any way been compromised – the same is true for letters of recommendation.

CIS will send a maximum of three final transcripts (on the completion of the IB) without charge to designated colleges/universities. Courier charges for sending all application packages and mailing of extra transcripts to Colleges/Universities will be charged to the student account.
IV. CO-CURRICULAR ACTIVITIES PROGRAM

PROGRAM HOUSE ACTIVITIES
House Activities are held school wide each Wednesday on a rotation basis. Wednesdays at CIS are dedicated to House Activities, Assemblies, Homeroom and Advisory classes as well as for Author and guest Speaker sessions and College visits.

ELEMENTARY CLUB BLOCK
Elementary clubs are an important part of our “character and community building” initiatives. Students choose the club they would like to be a part of each Thursday afternoon. Options vary by Term but normally include music, art, crafts, yoga, gardening, sports, games, programming, etc.

Club time provides students with the opportunity to connect to others with similar interests as them, often students from different sections or grade levels. Students also get the valuable opportunity to get to know teachers with similar interests as them in a non-evaluative environment, providing them with another valuable teacher advocate besides their homeroom teacher.

SECONDARY CLUB BLOCK
Secondary Clubs are held each Tuesday and Thursday throughout the year. Many of our student-led and teacher-led groups and initiatives, such as MUN, Habitat for Humanity, Destination Imagination, Student Council, The Green Idea, The Leo Club (to name just a handful) will have dedicated curricular time afforded them each week.

CIS HAS 4 HOUSES:
- Red House –  Draco
- Green House –  Phoenix
- Blue House –  Scorpius
- Yellow House –  Leo

House games are activities designed to build school community, develop teamwork, and stimulate school spirit. Students are required to wear their house shirts every Wednesday. Clubs and activities vary from term to term depending on student and teacher interests.
ADMISSIONS POLICY
The Canadian International School (CIS) Admissions Policy is determined by the CIS Board in conjunction with the Head of School. For more information on the admission policy, please go to the link on the school website or e-mail the Head of Admissions, Meredith Mehra - headofadmissions@cisb.org.in

ENTRANCE EXAMINATIONS & INTERVIEWS
EARLY YEARS APPLICANTS: PRE K, JK, SK, AND GRADES 1-2
There is no general entrance examination. After initial observations in an appropriate classroom and review of application documents, qualified applicants may be invited to CIS to assess for readiness.

APPLICANTS TO ELEMENTARY SCHOOL: GRADES 3 – 5
• Subject specific entry-level examinations and an interview are required for all applicants to Grades 3 – 5
• Grades 3 – 5 applicants will take the Measure of Academic Progress (MAP) assessment electronically and complete a grade appropriate writing sample. If applying internationally each applicant will be sent (electronically) a Math and English assessment with a writing sample prompt.
• Applicants requiring English as a Additional Language (EAL) will be administered a written and listening assessment for placement at the correct EAL Level upon entry at CIS.

APPLICANTS TO SECONDARY SCHOOL: GRADES 6 - 12
Subject specific entry level examination and an interview:
• For Grade 7 to 10 - Math and English MAP tests to be administered either on site at CIS or remotely. Remote tests to be coordinated by the admissions office. Students will also be required to complete a grade level writing sample.
• For EAL (Placement)-students accepted to CIS, who are non-native English learners will be evaluated by the EAL team upon enrollment at CIS for placement within the EAL program.
• For IB Diploma Program - Math and English MAP tests to be administered either on site at CIS or remotely. Remote tests to be coordinated by the admissions office. Students will also be required to complete a grade level writing sample.
• Interviews will be held for all Grades as deemed necessary by CIS, and students for IGCSE and IB Diploma will meet with the appropriate coordinator.

DISCONTINUATION OF ENROLMENT
A positive, collaborative working relationship between the school and a student’s parents/ guardians is essential to the fulfilment of the School’s Mission. Accordingly, the school does not tolerate behavior that is detrimental to the safety, integrity, or dignity of any individual or group. Therefore the school reserves the right to discontinue enrolment if it concludes that the actions of a student/parent/guardian make such a relationship impossible or otherwise seriously interfere with the CIS’s accomplishment of its educational purposes.

WITHDRAWAL PROCEDURE
• Please, refer to the Parent/Guardian Admissions Agreement Policy in the appendix.
• Please note that a withdrawal notice is not confirmed until the Admissions Department has received a written withdrawal request and an acknowledgement of receipt has been received by the Parent via CIS Withdrawal Procedure Form.
• This form can be obtained by contacting the Admissions Department.
A. STUDENT DISCIPLINE

CIS understands that the school environment is for students to learn and grow from mistakes made socially when interacting with each other. At times, student actions may stretch past what is recognized as acceptable behavior. In addition to social learning about how to respectfully interact with each other within our community, faculty and administration may need to set consequences for specific or repeated student behavior. Classroom responsibilities are set within classrooms through shared agreements whereas school wide boundaries and consequences are set forth in our discipline policy. In both cases, our school's Core Values of Respect, Integrity, Caring, Inspiration, and Joy are at the core of our behavior and discipline actions.

Administration will support its students and teachers in the maintenance of proper behavior and discipline. All members of the school community should be aware of what is expected of them, and of the possible consequences for breaches of school community policy and regulations. In administering discipline, staff is to treat pupils with dignity and respect.

Discipline at CIS follows a four-stage system with consequences for misbehavior clearly articulated. The policy is sent out to all parents via E-mail at the beginning of each academic year. It can also be obtained from the school at any time. Simply contact one of the Principals for the full policy. Other areas covered within the discipline policy include:

- Disciplinary Procedures (Student Harassment and Bullying)
- Disciplinary Procedures (Bullying)
- Disciplinary Procedures (Anti Racial, Religious, Cultural or Gender Identity Issues)
- Disciplinary Procedures (Suspensions)

Some breaches of the discipline policy are severe to the point where they do not follow any set escalation of steps and are at the Administration’s discretion and may include expulsion. These include:

- Fighting
- Uttering of Threats
- Slurs or aggression based on racial, religious, ethnic, or gender identity
- Alcohol, Drugs, Drug Paraphernalia, and Illegal Substances

* A full Discipline Handbook held by the CIS Administration to inform their decision making.

SYNCHRONOUS AND ASYNCHRONOUS LEARNING

The Canadian International School Board recognizes that with the advent of remote learning, students engage in synchronous and asynchronous learning throughout the week. This makes the concept of “homework” obsolete. This practice will continue when we are able to return to campus with students working both in real time with teachers and peers, and also alone or in small groups away from their teachers.

SYNCHRONOUS LEARNING

Occurs when students and a teacher meet together in real time. This may happen in person or online. When online, synchronous sessions will be limited and not run the length of time normal on campus periods or blocks run. The purpose is for direct instruction, mini lessons and clarifications. Students and teachers can set up small work groups and collaborate together in real time.

ASYNCHRONOUS LEARNING

Asynchronous learning consists of relevant learning experiences that are related to synchronous class learning. A well-designed asynchronous program should:

- Meet the developmental and individual needs of the student;
- Assist students in assuming responsibility for their own learning development;
- Develop positive attitudes towards independent study and life-long learning;
- Encourage the development of self-discipline, good work habits, and time management skills;
- Reinforce and extend school experiences;
- Have direct relevance to the class in which it is assigned;
- Enable parents to become involved and to participate in their children’s learning;
- Enable regular and on-going communication between teachers, parents and students;
- Assist students in preparing for subsequent learning activities;
- Asynchronous work is another way to understand student understanding, thinking, competency, and character.
- Asynchronous learning will not be punitive;
ACADEMIC HONESTY POLICY
It is expected that students will produce original work and acknowledge any outside source of information.

CIS SUBSCRIBES TO THE IBO’S DEFINITION OF ACADEMIC HONESTY:
An authentic piece of work is one that is based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, must wholly and authentically use that student’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. (Academic honesty: Guidance for Schools, IBO: September, 2003).

EXAMPLES OF ACADEMIC DISHONESTY INCLUDE BUT ARE NOT LIMITED TO:
• Plagiarism: directly quoting or paraphrasing another person’s words without acknowledging the source
• Copying / collusion: taking someone else’s work and submitting it as one’s own
• Cheating on exams: having answers to exam questions prior to or during an examination; misbehaving during an exam; impersonating another student.
• Violations of academic honesty will be treated with focused critical attention by the administration and repeated offenses may lead to expulsion.
• Each student (MS/HS) will sign an Academic Honesty Agreement each school year.

ASSESSMENT POLICY
At Canadian International School, we believe that assessment is an essential tool to understand not only a student’s ability, but to monitor his/her progress and reflect on his/her learning. Assessment encourages student growth and provides feedback mechanisms to help both teachers and students reach their curricular goals. Assessment is integral to planning, teaching, and learning. The student body of CIS is very diverse and we recognize that many students are English Additional Language learners and this impacts teaching, learning and assessment.

We acknowledge that students are individuals and as such have different learning styles and that a teacher’s assessments should reflect this. Students are encouraged to be responsible for their own learning. The CIS community nurtures student potential and aims to prepare them for an ever-changing world. There is a shared responsibility between teachers, students and parents that allows for students to correct their work, reflect on their strengths and plan for their own improvement. Assessments are used for evaluating, recording and reporting student progress, with their primary function being focus on instruction and enhancing learning.

We guide our students through the essential elements of learning, the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. We do this to inspire our students to participate responsibly, successfully and with integrity in the local and global community.

**Refer to the CIS Assessment Policy for full details.**
VI. STUDENT RIGHTS, RESPONSIBILITIES AND EXPECTATIONS POLICIES

HONOR AND RESPECT
All members of the CIS community are expected to uphold the principles of honor and respect. The fundamental right of any student, in any school, is to learn in a supportive and productive environment in which they are challenged and free from distraction. Students also learn best when their individual needs, backgrounds, interests and perspectives are reflected in the learning program.

STUDENT RIGHTS AND RESPONSIBILITIES

I. STUDENT RIGHTS

AT SCHOOL EVERY STUDENT HAS THE RIGHT TO:
Learn in an atmosphere free from distraction; be comfortable, secure, safe and supported; free from bullying, harassment or intimidation; be treated with courtesy and respect by all members of the school community; be heard at the appropriate time and place; request and receive as much assistance as his or her teacher can reasonably provide; have due process in disciplinary proceedings; be informed in advance about school activities, attendance policies, dress codes, and other school policies.

STUDENT RESPONSIBILITIES

(A) AT SCHOOL EVERY STUDENT HAS THE RESPONSIBILITY TO:
Be an active participant in the full life of the school; work as a supportive and respectful member of the CIS community; demonstrate courtesy and respect toward others; follow school and classroom rules; be an active participant in the decisions pertaining to his/her learning; maintain proper care of school materials and facilities; demonstrate and appreciate cultural sensitivities.

(B) IN ORDER TO FULFILL HIS/HER FULL POTENTIAL THE STUDENT HAS THE RESPONSIBILITY TO:
Attend school daily, be punctual and have the necessary learning materials; complete home-work and other assignments and submit them on time; be positive role models by following school expectations and demonstrating positive values in and outside the school; produce his/her own authentic and original work; in class, work in the language of instruction.

(C) LANGUAGE IN THE CLASSROOM:
The expectation is English at all times. A student’s mother tongue can be used, but students who want to use their first language should raise their hand and ask permission. First language can be used for clarifying task instructions or content with another student, explaining vocabulary or even when the class is having a short period of free time. Reading English language books in ES during the school day is the expectation.

ATTENDANCE POLICY

For our children to gain the greatest benefit from their education it is vital that they attend all classes regularly, and be at school on time, every day the school is open unless a valid reason for absence is unavoidable. Regular attendance, including punctuality, helps your child remain focused on her or his learning and establishes important work ethic, two qualities valued by employers. At CIS, we monitor all absences, latenesses, and early dismissals thoroughly. The following outlines how latenesses or early dismissals transfer into partial absences.

The school allows for a total of 18 absences over the entire 180 day year. Every 10 weeks, the school will assess absences and principals will communicate in writing with families should your child be on pace to incur this many absences. Additionally, should your child miss 10 consecutive days of school, this is also an issue. Should your child miss 10 consecutive days of school or more than 18 days over the year, the school may consider whether your child is ready for promotion to the next grade.

Considerations may be made for illnesses, but not for leaving early for vacations or breaks, to attend long term family events, or other non-illness related absences.
If your child is absent you must:
- Contact us by phone or email as soon as possible on the first day of absence.
- Secondary student parents can complete the attendance excusal in Managebac.

If your child is absent CIS will:
- Telephone or text you on the first day of absence if we have not heard from you;
- Invite you in to discuss the situation if absences persist;
- The school will inform you if your child’s persistent absences or lateness causes concern and will work with you to find a way of improving your child’s attendance.

**PERSISTENT ABSENTEEISM:**
A student becomes a ‘persistent absentee’ (PA) when they miss 8% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child’s educational prospects and we need parents’ fullest support and cooperation to tackle this. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and you will be informed of this immediately. PA students are tracked and monitored carefully through our pastoral system and we also combine this with academic mentoring where absence affects attainment.
- If a student in Elementary misses more than 10% of the school year, the child may not be recommended to advance to the next Grade level or the family may be placed on an attendance probation contract.
- If a student in Middle School misses more than 10% of the school year, marks will be negatively impacted and the child may not be recommended to advance to the next Grade level.
- If a student in the High School misses more than 10% of the school year for any class, regardless of the reason, then credit for that class is not achievable. The student will not earn credit and may not graduate if sufficient credits are not achieved. 10% of the year is equal to 9 classes, as each class occurs every second day.

Students with persistent absenteeism or lateness (whether in person or online) will be formally notified by an administrator during the school year. After which, if the pattern continues that student may be placed on a contract to rectify the situation.

Failing to meet the terms of the contract could result in the student not being recommended to advance to the next Grade level or withdrawal from the school.

Absences can only be authorised by your child’s school. Legitimate reasons for absence, including the following, may be authorised by your child’s school:
- Sickness
- Medical or dental appointments (where ever possible these should be arranged outside of school hours).
- Days of religious observance
- Exceptional family circumstances e.g. bereavement

Absences during the school day and after school events:
- Students will only be allowed to participate in events after school hours if they have been present at school that day. These include sports/drama practices, dances, MUN, Prom, team fixtures or competitions. Exceptions may be made for examinations outside of school where these have been arranged in advance in agreement with the school.

**LATENESS:**
Students are expected to be in school on time. If your child misses the start of the day he/she can miss work and will not spend time with their class teacher getting vital information and news for the day. Late arriving students also disrupt lessons.

The school day starts at 8:10 am and we expect your child to be in class at that time.
- Registers are marked by 8:10 am and your child will receive a late mark if they are not in by that time.
- Arrivals throughout the day or early dismissals will be counted as partial absences using the following guidelines
If your child has a persistent late record you will be asked to meet with CIS administration to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

Students with persistent absenteeism or lateness may be formally notified by an administrator during the school year. After which, if the pattern continues that student may be placed on a contract to rectify the situation.

Failing to meet the terms of the contract could result in the student not being recommended to advance to the next Grade level or withdrawal from the school.

HOLIDAYS OR EXTENDED LEAVE IN TERM TIME:
Taking holidays or extended leave to play sports in term time will affect your child’s schooling as much as any other absence and we expect parents to help us by not taking children away during school time.

All applications for leave must be made in advance and at the discretion of the school a maximum of 10 days in any academic year may be authorized. In making a decision the school will consider the circumstances of each application individually, including any previous pattern of leave. Students must complete an ‘assignments and work’ agreement that outlines deadlines and homework, before leave begins. Failure to do this will affect future requests for leave.

LEAVE REQUESTS (EXTENDED LEAVE POLICY)
Extended/early leaves are clearly disruptive to the educational environment, but are sometimes unavoidable. We ask parents to ensure that:

• Administration should receive advance notification of a planned leave and it is the responsibility of the student or parent to notify all teachers of the intended leave;
• Homework, and all assignments due during the leave must be rearranged, with new due dates assigned, before a leave commences;
• Tests/quizzes must be rearranged before the leave is taken;
• It is the responsibility of the student to be aware of work missed and be accountable for its completion;
• No work due during the leave may be submitted after the leave is over without prior written agreement from the teacher involved.

PUBLIC DISPLAYS OF AFFECTION
CIS students have the right not to be embarrassed by other students’ public displays of physical affection. There must be no overt public display of physical affection at school, on school transportation or at school events. Intimate and prolonged embraces, kissing, hand holding and similar actions are considered inappropriate and potentially offensive behavior.

<table>
<thead>
<tr>
<th>Lateness</th>
<th>Early Pick Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td><strong>Elementary</strong></td>
</tr>
<tr>
<td>9:50-10:55 arrival = .25 Absence</td>
<td>1:30pm = .25 Absence</td>
</tr>
<tr>
<td>10:55-12:10 arrival = .50 Absence</td>
<td>12:10pm = .50 Absence</td>
</tr>
<tr>
<td>12:10-1:30 arrival = .75 Absence</td>
<td>10:55am = .75 Absence</td>
</tr>
<tr>
<td>1:30 and beyond = 1.0</td>
<td>9:50am = 1.0 Absence</td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td><strong>Secondary</strong></td>
</tr>
<tr>
<td>9:45-12:00 arrival = .25 Absence</td>
<td>1:30pm = .25 Absence</td>
</tr>
<tr>
<td>12:00-1:30 arrival = .50 Absence</td>
<td>12:00pm = .50 Absence</td>
</tr>
<tr>
<td>1:30-2:30 arrival = .75 Absence</td>
<td>10:30am = .75 Absence</td>
</tr>
<tr>
<td>2:30 and beyond = 1.0</td>
<td>9:15am = 1.0 Absence</td>
</tr>
</tbody>
</table>
CELL PHONES
The use of cell phones is strictly prohibited within the school buildings and its facilities: cell phones are to be switched off during school hours.
• Operation of cell phones whether for communication, music or data retrieval/transmission will result in confiscation of the unit. All such items must be turned off and put away at the arrival area and turned on only at the dismissal area before boarding transport.
• Emergency calls can be made/received at the reception phone lines.
• We remind students and parents that the school will not accept responsibility for loss of, or damage to any digital mobile devices.

UNIFORM AND DRESS CODE
The purpose of the school uniform and dress code is to ensure that students maintain a tidy appearance and promote a positive social atmosphere in the school. Our school uniform is an integral part of the school. School uniforms are to be worn in a proper and acceptable fashion.
• Appropriate shoes are to be worn by students at CIS, Grade 1 through 12. Color is optional.
• We prefer non-marking soled shoes. No flip-flops or sandals.
• Dress Up – Dress Down occurs on the last Friday of each month.
• The CIS Uniform List is located in the Student Agenda Book (ES) and on the website.

Failure to adhere to the Dress Code is a disciplinary infraction and will be dealt with as such.

DISCIPLINARY PROCEDURE FOR STUDENTS OUT OF UNIFORM:
• STEP ONE – Students are reminded of the Dress Code and the Dress Policy of CIS
• STEP TWO - Students are reminded of the Dress Code and Dress Policy of CIS, and are warned that in the event of a future breach, the student will call home to Parent/Guardians and explain that a further incident will result in action being taken.
• STEP THREE – Student calls home and tells Parent/Guardian that they have breached the policy regarding the Dress Code three times and they are now at the stage where if there is another infringement, they will be required to remain at the Office until a proper uniform is brought to them at school.
• STEP FOUR – The Student calls home and states that he/she will be remaining at the Office until a proper CIS uniform is brought to them. Any subsequent breaches will result in suspension from school.

PHYSICAL EDUCATION CLOTHING
All students are required to wear a CIS PE t-shirt, PE shorts and cap during PE lessons. The clothing must be in good repair and not damaged or defaced in any way. The following items are required:
• Students in G1 – G5: Regulation CIS red t-shirts or CIS polo shirts, and regulation navy blue knit shorts and caps
• Secondary School students: CIS white t-shirts or CIS polo shirts, regulation CIS navy blue PE shorts and caps.
• Athletic running shoes and socks
• Athletic shoes must have a flat, rubber sole. (No flip-flops, slip-on, heeled or platform shoes to be used.)
• No cleats/spikes on the tennis/futsal turf
• Uniform infractions will negatively impact PE grades

LOCKERS
Each Secondary student is assigned a locker. The student receives a key, and the office keeps a copy for emergencies. Replacement keys will be issued at a cost. CIS assumes no responsibility for the loss of materials that students bring to school and encourage them to leave valuable items at home, and to keep their lockers locked at all times.
CIS LIBRARY
Recognizing the diversity of individual abilities and interests, CIS views the learners as active participants in education who gain satisfaction from the dynamics of learning. The Library supports all classes and curricula at CIS to encourage students to be self-motivated, self-directed problem solvers.

In partnership with the Library, the student derives a sense of self-worth and confidence. CIS has separate Elementary and Secondary libraries, both supported by media centers. They are open from 8:10 am to 4:30 pm and during lunchtime, Monday through Friday. Students may also come to the Library during class time with the permission of their classroom teacher or with a whole class when scheduled by the teacher.

REPORT CARDS
Students are assessed continuously, and in a variety of ways, such as anecdotal records, checklists, quizzes and tests, reports, journals and oral presentations. 
- Report cards are sent home two times a year. Additionally, mid-term Performance Reports for new students and “students of concern” are provided. These are to be treated as a ‘snapshot’ of your child’s performance at the time of publication.
- Parents are encouraged to meet with the teachers in order to discuss their child’s academic progress.
- Report cards represent a formal evaluation of the student’s progress in all academic areas, in study habits and behavior. Parents are requested to contact teachers if they have any questions about their child’s progress.

VII. EARNING CREDITS AND GRADUATING

GRADUATION REQUIREMENTS POLICY
In order to graduate from CIS with a High School diploma, a student must earn the credits described below. Additionally, each student at CIS must be diligent in accumulating the minimum expected engagement in projects as set in the CAS requirements and reflected upon on Managebac in order to obtain a CIS and/or IB diploma. At CIS in Grades 9 and 10 the IGCSE two-year program of study is required, and in Grades 11 and 12, the IB diploma or the IB diploma course program of study is required.

All students graduating from CIS will earn one of the following:
- CIS diploma
- CIS diploma with IB diploma courses
- CIS diploma and an IB diploma

Most students will earn 18 Compulsory Credits:
- 4 credits of English (Grade 9 - 12)
- 4 credits of Mathematics (Grade 9 - 12)
- 4 credits of Science
- 2 credits of Humanities
- 2 credits of Additional Language
- 1 credit in Vocational Training/Physical Education/Arts/Technology
- 1 credit in Theory of Knowledge (TOK)

10 Additional Credits are required. Students must have at least 10 credits in any combination from the choices below. 2 credits are awarded for 2 consecutive years in the subject.
- 2 Credits of any Arts
- 2 Credits of Technology
- 2 Credits of any Science
- 2 Credits of any Additional Language and/or English as an Additional Language (EAL)
- 2 Credits in any Humanities
- 1 Credit in Physical Education
- 1 Credit for Extended Essay completed Total Credits: 28 credits

Total Credits: 28 credits
IGCSE Minimum Grade for CIS credit: E
IB Minimum Grade for CIS credit: 3

Students who do not complete all graduation requirements before the Graduation Ceremony will not be a part of the Graduation Ceremony. When all requirements are complete, then they may receive their diploma and final transcript.

ICE (International Certificate of Education) is awarded by Cambridge International Examinations to Grade 10 students who have successfully completed a minimum of 7 IGCSE subjects from a wide range of subjects- Math, English, Additional Language, 2 Sciences, an Art (Drama, Music or Art) or ICT, and a Humanities. Students who accomplish this receive an ICE certificate from the IGCSE automatically. This is not required for CIS or IB graduation.

As an IB student 14 credits are usually earned:
- English Language/English Additional Language - 2 credits
- Additional Language (not EAL) - 2 credits
- Math - 2 credits
- Science - 2 credits
- Humanities - 2 credits
- Arts or Science or Humanities or Technology - 2 credits
- TOK-1 credit
- Extended Essay with a minimum score of D - 1 Credit

Credit Typical total Credits earned: 32 credits
Credits required for graduation: 28 credits

GRADUATION REQUIREMENTS

IB Diploma Students must:
- Attend a minimum of 5 courses offered by CIS teachers;
- Attend TOK classes and complete their TOK presentation;
- Complete internal or external assessment in a minimum of 5 different subjects at the end of IB1 and IB2;
- Complete all 7 learning outcomes of CAS over an 18 month period (consistently). CIS Diploma Students may have some accommodations - these are decided on an individual basis.
- Gain credits through successful Term 2 IB 2 results

COMMUNITY, ACTIVITY, SERVICE (CAS):
IBDP STUDENTS
Students should be involved in at least one project involving teamwork that integrates two or more of creativity, activity, and service, and is of significant duration. They must complete the three strands of CAS over the 18 months and achieve a balance between all three. Further, the CAS activities should allow the students to meet all seven outcomes. All CAS activities must be recorded with reflections in the Managebac database. This is monitored by the CAS Supervisor and overseen by the CAS Coordinator.

CIS DIPLOMA STUDENTS
Students need to have evidence of completion of the three strands of CAS over the 18 months and achieve a balance between all three. CAS activities must be recorded with reflections in the Managebac database. This is monitored by the Homeroom Teacher and overseen by the CAS Coordinator.

Students who do not complete all graduation requirements before the graduation ceremony will not be a part of the graduation ceremony. When they complete all requirements, then they may receive their diploma and final transcript.
CIS DIPLOMA STUDENTS
If an IB2 student does not succeed in their internal CIS exam in Term 2 in gaining the minimum score of 3, a re-sit examination is organized in June. This student is not eligible to be part of Graduation.

REPORTS
At CIS, students in grade 10 and IB diploma Grade 12 students will received CIS report cards for Term 1 and 2 only. All other grades and CIS diploma course students* will receive CIS report cards for Terms 1 & 2.

CRITERION FOR AWARDING
CREDITS FOR THE CIS DIPLOMA
Students of CIS follow this typical program of study.
Grade 9 and 10: IGCSE: 18 credits
English Language/
English as a Second Language: 2 credits
International Math: 2 credits
2 Sciences: 4 credits
Arts or Physical Education: 2 credits
Technology or a 3rd Science: 2 credits
Humanities: 2 credits
Additional Language or EAL: 2 credits
CIS Physical Education (non-IGCSE): 1 credit

Possible Additional Credits
Additional Math: 1 Credit
English Literature: 2 Credits
Extended Essay: 1 Credit (Minimum score of D)

ICE- INTERNATIONAL
CERTIFICATE OF EDUCATION (GRADE 9 – 10)
ICE- International Certificate of Education is awarded to Grade 10 students who have succeeded in completing a minimum of 7 IGCSE subjects from a wide range of subjects- Math, English, Additional Language, 2 Sciences, an Art (Drama, Music or Art) or ICT, and a Humanities. Students who accomplish this, receive an ICE certificate from the IGCSE automatically.

Grades:
Grade 11 and 12: IB Credits: 13 credits
English Language/English as a Second Language: 2 credits
Additional Language (not EAL): 2 credits
Math: 2 credits
Science: 2 credits
Humanities: 2 credits
Arts or Science or Humanities or Technology: 2 credits
TOK: 1 credit
Extended Essay: 1 credit (Minimum score of D)

Typical Credits earned: 32 credits
Credits required for graduation: 28 credits

EXPLANATION OF GRADES:

<table>
<thead>
<tr>
<th>IBDP</th>
<th>IGCSE</th>
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<tbody>
<tr>
<td>7</td>
<td>Excellent</td>
</tr>
<tr>
<td>6</td>
<td>Very Good</td>
</tr>
<tr>
<td>5</td>
<td>Good</td>
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<tr>
<td>4</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>3</td>
<td>Mediocre</td>
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<tr>
<td>2</td>
<td>Poor</td>
</tr>
<tr>
<td>1</td>
<td>Very Poor</td>
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</tbody>
</table>
DEFINITIONS:

• English is defined as English, English Language, English B, Literature, and/or English as a Second Language.
• Math is defined as Math, International Math, Additional Math, Math Studies, Math SL, and/or Math HL. Additional Math over 1 year earns 1 credit.
• Science is defined as Coordinated Science, Combined Science, ESS, Biology, Physics.
• Computer Science, and/or Chemistry.
• Humanities is defined as History, Global Perspectives, Economics, Psychology, and/or Business Management, Information Communication and Technology, Information Technology in a Global Society.
• Additional Language is defined as Mandarin, French, French Ab Initio, Spanish, Spanish Ab.
• Hindi, English, EAL, and/or Independent Study Mother Tongue.
• Vocational Training is defined as any skills/trade-oriented course taught at the high school level and may include cooking, keyboarding, photography, or electronics.
• Arts is defined as Music, Art, Drama, and/or Theater arts.
• Technology is defined as Computers, Information and Communication Technology (ICT), and Information Technology for a Global Society (ITGS).
• CIS Physical Education is defined as physical education, health, and/or swimming.
• Physical Education is defined as IGCSE Physical Education, a two year IGCSE program.
• Theory of Knowledge is defined as a course that uses a process of discovering and sharing student’s views on knowledge issues.
• Credit is defined as successful completion of a 1 year course (or equivalent) in a subject.

CIS Diploma Course Student is defined as someone who has successfully completed 28 credits and 18 months of service in Grades 11-12. This student may or may not also be an IB Diploma or IB Diploma Course student.

IB Diploma Student is defined as someone who has successfully completed a minimum of 24 points in 6 courses with a minimum of 3 HL courses and completion of TOK, CAS, and EE. All other conditions of the IBO must be met.

IB Diploma Course Student is defined as someone who is a successful CIS Diploma student and has also completed select IB diploma courses successfully.

IB Diploma Course is defined as a two-year course of study culminating in an external exam set by the IBO.

IB Course is defined as a two-year course of study culminating with an internal exam set at CIS but following the IBO curriculum.

CIE Certificate is defined as the Cambridge International Exam Certificate and may be earned with a combination of 7 IGCSE certificates from a wide range of subject areas.

EE is defined as the IB extended essay component of the two-year program of study.

CAS is defined as the IB creativity, activity, and service component of the two-year program of study. This is recorded and reflected upon by the CAS coordinator and using ManageBac. Service is defined as community service completed in Grade 11 and 12. This may be the same as CAS. It is recorded and reflected upon by the CAS coordinator and using ManageBac.

Transcript is defined as the record of grades only from 9-12 in all subjects taken. Also add CAS, HS Dip awarded or not.
TRANSFERRING CREDITS

With the prior approval of the Head of School, Guidance Counselor and Parent/Guardian and the IGCSE and/or IB Coordinator where applicable, the student may:

• Receive a transfer of credits for courses completed at previous schools. This transfer of credit must be assessed before a student is admitted to CIS in grades 10, 11 or 12.
• Receive a waiver of diploma requirements if the student has achieved a level of proficiency commensurate with the credit requirements of this school.
• Coordinated sciences in grades 9 and 10 is equal to 2 credits/year (from national secondary school)

TRANSFERRING TO GRADE 11

1. A student who is accepted in grade 11 must stay for a minimum of 2 years to receive the CIS diploma.
2. A student who is accepted in grade 11 must have a minimum of 16 credits before joining the school. These should include:
   • 2 credits of English/EAL
   • 2 credits of Mathematics
   • 2 credits of Science
   • 2 credits of Humanities
   • 2 credits of Arts or Technology
3. A transfer student will receive four credits of science, if the student has transferred into our IB program from the CBSE or ICSE curriculums with study of three sciences.

TRANSSCRIPTS

At CIS, transcripts will be created by the Registrar, in conjunction with the Guidance Counselor. Final transcript grades for 9 and 11 will be the average of the summative reported grades for Term 1 & 2. Final transcript grades in grade 10 will be the grade awarded on the externally moderated examinations.

CAS/ Community Service and TOK appear on the CIS transcript.

Self-taught IGCSE Language will appear on the transcript and 2 credits will be awarded upon successful completion of the examination.

Self-taught IB studies are summatively assessed at the end of Grade 11 and in a Grade 12 Mock Examinations. Successful completion of both of these exams will earn 2 credits.

Final Grade 12 credits and transcript marks are explained below. All transcripts will reflect the current grades and credits that a student has obtained. Transcripts will reflect any resit grades, but only after the exam grades have been calculated and approved.

• For IB Diploma students: Credit is awarded on average of Semester 1 and Semester 2 summative grades.
• For CIS Diploma students (all subjects taken as internal exams): Credit is awarded on the average of Semester 1 + Semester 2* summative grades.**
• For IB Diploma Course students:
  1. In the courses they have not taken the External IB Exam, credit will be awarded on the average of Semester 1 + Semester 2*.
  2. In the Courses with an IB external Exam, the average of Semester 1 + Semester 2 summative grades will be awarded as final grade.

**If a student has not achieved a pass grade of 3, the predicted grade sent to IBO will be used to award credit.

*Internal Final CIS Exam
CIS ACADEMIC AWARDS PROCEDURE

At the end of Semester 1 and 2, an Academic Awards Assembly occurs for Grades 6 - 12 students and their parents. This assembly usually lasts about 1 hour and presents students with highest in subject, honor roll, and Head of School award certificates.

HIGHEST IN SUBJECT

One student per grade, per subject is selected for this award. In Middle School, this grade reported on the term report card is used to determine the highest grade. This is an aggregation of coursework and summative assessment. For IGCSE and IB students, the grade reports for summative assessment is used to determine the highest in subject. In the event of a tie, the subject teacher will look to coursework marks to help with this decision. If there is still a tie, then the subject teacher may choose to offer a maximum of two awards. Classroom behavior, attitude, and participation efforts will be used to make this decision. In the event of a class size being less than 5, only 1 award may be given. The highest in subject awards will not be given if the highest in subject is not equivalent to an A or above (Grades 6 - 10), 5 in IB1, or 6 in IB2 in the subject.

HONOR ROLL

All students with an average over 80% in Grades 6 - 8, and above 75% in IGCSE (Grades 9 & 10) (See below for IB guidelines) are recognized with this award.

HEAD OF SCHOOL’S ACCOLADE -This average score or above is recognised for this award.

<table>
<thead>
<tr>
<th>IB1</th>
<th>IB2</th>
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<tbody>
<tr>
<td>Semester I</td>
<td>5.00</td>
</tr>
<tr>
<td>Semester II</td>
<td>5.50</td>
</tr>
</tbody>
</table>

*(with a minimum of 4 + pluses)  
**(with at least 1 6+) or 5.66 average

Students that are CIS diploma students or those with CIS diploma and diploma courses will not be eligible for Head of School’s Accolade.

Students studying less than 5 subjects and a self-study A1 course will be eligible for both awards and their average will be based on 5 subjects.

HEAD OF SCHOOL’S ACCOLADE

All students with an average over 90% in Grades 6-8, and above 85% in IGCSE (Grades 9 and 10) (see below for IB guidelines) are recognized with this award. At the end of Semester II, an academic awards assembly occurs for middle schools students and those in Grades 9 and 11. The criterion for awards is the same as described above.

IGCSE students (Grade 10 students) are recognized at the beginning of the next school year after IGCSE results are released. IB (Grade 12) students are recognized at Graduation in May of each school year.
GRADUATION AWARDS
The highest achieving student of the IB 2 Class is honored with the Head of School’s Accolade. This award is given out at Graduation Night each year. Also at Graduation Night, the IB 2 Class Valedictorian, as selected by a CIS Staff Committee, through a student nomination process and following the CIS Valedictorian Selection Rubric, addresses the gathered guests and graduates.

MAKE-UP WORK AND INCOMPLETE GRADES
If students have not completed their assignments for the term, their Grades will reflect this.

If a student has not completed an assignment, then he/she will not receive any marks for that given assignment. This in turn means that the student might not pass. It is the responsibility of the student to complete all assigned work and hand it to the teachers for assessment at the appropriate time. If there are circumstances that demand extra time for examinations for scheduling of an exam or assignment, that situation needs to be discussed in advance with the appropriate concerned teachers.

PROBATIONARY STATUS
Probationary Status is assigned to students who are not demonstrating satisfactory academic achievement or who do not meet behavior expectations. Failure to adhere to conditions established during probation will jeopardize continued enrolment at CIS.

AT RISK STUDENTS
CIS Administration, with support from appropriate coordinators, will contact families of students who are at risk in a timely fashion to ensure success over the course of the year with regard to academics, social adjustment, behavior, maturity, potential for future CIS success, etc., and looks to meet with parents of students that are seen as ‘at risk’ with respect to one or more of these categories.

STUDY PERIODS
There are supervised study periods designed to support student learning at the IB Diploma level. Students are encouraged to use this time wisely. Boarding students also have supervised study periods throughout the week.

ALL-SCHOOL SPECIAL EVENTS
Numeracy Week, Literacy Week, Sports Days, Science Fair, Multi-Cultural Day, Festival of the Arts, Earth Day are all examples of special events at CIS.

STUDENT LEADERSHIP COUNCIL
The Student Council is the authorized student representative and governing body. A Student Leadership Council Faculty Advisor oversees the Student Leadership Council; nonetheless, the Student Leadership Council is above all a student-led organization whose main concern is to represent the welfare of the student body, as well as to promote and preserve school spirit. Student Leadership Council members are elected by their peers. There are Student Leadership Councils in the Elementary School, the Middle School, and the High School.

TESTING
The students of Grades 3 through 8 undergo Measure of Academic Progress Tests (MAP) twice each year, once in the Fall and again in the Spring. These tests in Reading, Language Usage, and Math, (Science at Gr 6-8) strive to find out exactly where students are performing and to better allow the teacher to know what they should be working on to improve.
CIS COMMUNITY MEMBER AGREEMENTS

(TO BE SIGNED AT TIME OF ADMISSION TO CIS)

For the purpose of continuing admission to Canadian International School Bangalore (CIS) for my child, I hereby declare and undertake as follows:

☐ I agree to use proper channels of communication established by the School when seeking resolution to a problem or concern regarding my child/children (i.e. initial contact with the teacher or person closest to the problem and then, if necessary, forwarding the matter to upper administration).

☐ Should there be any concerns/issues regarding facility, faculty or curriculum that require clarification or action, I will bring them directly to the notice of administration without involving other persons.

☐ Any and all of my contributions (in person, online or in social media) to the school community will be positive, constructive and collaborative.

☐ I understand my responsibility to contribute to a positive school environment and avoid conduct that creates or promotes intolerance or disharmony between and/or among the members of the school community.

☐ I will avoid making comments (in person, online or in social media) that may damage the image of the School, its students and its staff.

☐ I will ensure that my child/children regularly attend/s all scheduled classes. In the event of an absence, I understand that supporting documents of explanation for absence must be submitted. I will support my child/children in order to help him/her meet the School’s academic and behavioral standards.

☐ I have read the CIS family handbook and acknowledge that the information contained in it is known and accepted by me.

☐ I agree to co-operate and follow the directions of teachers and administrators in order to support the progress of my child/children.

☐ I have submitted all the required health documents for my child/children and will follow all CIS health and safety guidelines and instructions.

☐ I understand that failure to comply with this agreement and the policies/guidelines of Canadian International School, Bangalore, may result in my child/children being removed from the school.

Parent Signature ___________________________ DATE ___________________________

The data given will be maintained on record in the student’s file.
• Responsible for guiding students in setting up school day routines and processes that support learning.
• Responsible for providing necessary resources either via CIS Remote Learning Toolbox or materials available at home.
• Assist in submitting online assignments when needed.
• Support the submission of authentic student work. Mistakes are welcome and necessary for learning.
• Communicate with teachers during their designated office hours.

SYNCHRONOUS CLASSROOM EXPECTATIONS:
Child Safeguarding All Grades
Due to important child safeguarding measures to protect our students when online, please adhere to the following:
• Ensure an adult is nearby when students are online learning synchronously and be able to see the device screen easily.
• Make sure students are working in a common area, or a room where the door is open.
• Make sure students are having synchronous sessions with teachers/classmates only.
• Do not share live sessions ID and password to anyone.
• Students must be visible via video.
• Profile names are to be their names as addressed in school.
• No personalized virtual background. The background should be the room that the student is in.

IMPORTANT - If any of the above expectations are not adhered to, the student will not be allowed to continue class sessions.

GRADES 1 - 5
• These sessions are to reflect class time as it would be at school. Therefore we request parents not to “present” in the class or attend the instructional session. Students will learn independence and integrity when approaching concepts on their own and with the presence of a teacher who is trained assisting students to learn to their best potential.

• Attendance in synchronous classes are mandatory. Missing attendance will be marked as absent. Late attendance will be marked as tardy.
• The student, or parent is responsible for emailing teachers for absences, or inability to join synchronous classes due to tech issues. Failure to do so will result in students being marked absent.
• Headphones are allowed (at discretion of the teacher) as it allows for better audio resulting in better focus.
• Parents refrain from dialogue, providing feedback during Zoom sessions. Communicate with the teacher directly after or before the session, or respective team leader or administrator.
• If your child has missed a synchronous session, there will be no make up sessions. There will neither be a repeat session for those in different time zones.

EARLY YEARS (PK - SK):
• These sessions are to reflect class time as it would be at school. Therefore we request parents not to “present” in the class or attend the instructional session as much as possible.
• PK Parents, your assistance will be needed with your child during Zoom sessions.
• JK and SK parents may be with the child during synchronous classes should your child need that support. If your child is ready and able to stay on task online independently, please let them do so. Stay within earshot and eyeshot while your child is in Zoom classes.
• Make sure they have used the restroom before the session.
• Find a spot in the home where it’s relatively quiet, and free of extra noise.
• No toys, siblings, TV, or other distractions. They should only have materials requested by teachers.
- Headphones are allowed (at discretion of the teacher) as it allows for better audio resulting in better focus.
- Attendance in synchronous classes are mandatory. Missing attendance will be marked as absent. Late attendance will be marked as tardy.
- If your child has missed a synchronous session, there will be no make up sessions. There will neither be a repeat session for those in different time zones.
- Parents refrain from dialogue, providing feedback during Zoom sessions. Communicate with the teacher directly after or before the session, or respective team leader or admin via email.

**ASYNCHRONOUS SESSION EXPECTATIONS:**
Child Safeguarding All Grades  Due to important child safeguarding measures to protect our students when on line, please adhere to the following:
- Snack time and lunch time should occur at same time daily to establish a school day routine. Please ensure to eat healthy snacks such as fruit, grains, nuts, dairy, etc. Avoid sweets, fried food, or sweet carbonated beverages.
- Drink plenty of water.
- Parents may assist and guide students that are in need of assistance, as well as help students stay on task. But please ensure authentic student work, not parent work.
- Free play time should be designated as an off screen time. Students should be encouraged to rest from the screen through various activities that are of interest to them such as physically playing outside, indoor play such as jump rope, listening to music, drawing, coloring, reading, chatting with family and friends, etc.

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**ENGLISH AS AN ACADEMIC LANGUAGE SUPPORT (EAL PROGRAM)**
These are roles and responsibilities of students, parents, and teachers within our remote learning framework. They are non-negotiable and should be adhered to at all times.

The EAL program follows a co-teaching model with a dedicated EAL teacher working with grade level teachers. EAL teachers work closely with homeroom teachers to design language objectives within learning objectives.

English Language Learning students will participate in and use the same literacy programs as used in grade level classrooms (such as RWI/RAZ reading program), along with all other students. However grade level EAL teachers, in collaboration with homeroom teachers/specialists will support the individual language needs of all ELLs. This may include & is in no way limited to:
- Language Acquisition, Vocabulary and Word Recognition, Basic Communication, Sight Words Study, Etc.
- Comprehension and working towards fluency
- Pre-reading & vocabulary study of content from the mainstream classroom
- Reteaching to support mastery for ELLs.
- Novel study reading
- Learning to Write - Word to Phrase to Sentence to Paragraph.

I understand my responsibilities towards online learning at CIS and commit to following them.

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<table>
<thead>
<tr>
<th>Parent Signature</th>
<th>Student Signature</th>
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<tbody>
<tr>
<td>Student Name/Grade</td>
<td>DATE</td>
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</table>
CHILD SAFEGUARDING FOR ONLINE LEARNING:
• Adult present or nearby (able to see the screen easily at a glance)
• Common area, or in a room with the door open.
• Face to face sessions with teachers / classmates only
• Do not share live session codes with anyone

ADVISORS
• Connect with students to help address online isolation issues
• Develop a supportive community within the advisory group
• Deliver child safeguarding and digital citizenship programs under guidance of counsellors and coordinators
• Prepare students for Student-led conferences (SLCs) and guide portfolio development
• Schedule and conduct online SLCs with parents and students

WHEN STUDENTS LIVE OUT OF IST (INDIAN STANDARD TIME) ZONE:
• Students will not be expected to be awake at unreasonable times because of their time zone
• Teachers will use pre-recorded videos or to deliver lessons so that students can view these at any time
• Recording of student attendance will not be affected by time zones
• Deadlines for submission of work will take time zones into account
• Summative assessments such as tests/exams will be scheduled at reasonable times for students who are in different time zones
• Procedures will be in place to manage synchronous interaction with teachers and classmates
• No toys, siblings, TV, or other distractions. They should only have materials requested by teachers.

I understand my responsibilities towards online learning at CIS and commit to following them.

Parent Signature ___________________________ Student Signature ___________________________

_________________________ Student Name/Grade ___________________________ DATE _______________
The Information Technology program, and online resources provided by CIS are intended to be used as an educational tool to support the instructional program and further enhance student learning. Information technology at CIS is to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the Canadian International School - Bangalore.

Access to the school network and the Internet is a privilege that is tied to responsibilities. Part of the educational technology program at CIS is to teach and promote responsible use of technology. It is expected that all students will be responsible users of technology at all times on campus and at home. Each teacher will also have specific policies regarding the use of technology in their classrooms. These policies should be respected at all times.

The guidelines below apply to all digital devices students may be using in school, including smartphones, MP3 players, slates, tablet pc’s, iPads etc.

As a ‘Responsible User’ I agree to:

- Use computers, software, and other information resources to support learning, complete school assignments, and gain a better understanding of information technologies and their applications.
- Use the Internet to perform research related to academic and extracurricular school functions, and to communicate with scholars, students, and specialists outside of campus to improve knowledge and advance academic work.
- Print only when necessary and with permission.
- Cite references for any materials gathered using information technology, using all resources to the maximum degree allowed by copyright laws.
- Use technology to collaborate with students and faculty in academic and extracurricular school functions.
- Seek permission to record or photograph classroom presentations and activities.
- Represent my own views, and not those of others, in any form of electronic communication.
- Protect my personal contact information and that of others, such as full name, home address, phone number, or other information of a personal nature.
- Speak with an adult I trust should I receive a message that is inappropriate or makes me feel uncomfortable.
- Respect that network bandwidth (no streaming), server disk space, and printer paper/toner are shared and limited resources.
- Support and respect the school’s computer security systems.
- Keep my password private and not use anyone else’s password (This includes your Apple ID.)
- Send and display only appropriate messages, pictures, music, or any other media. Use language appropriate to a classroom at CIS when communicating in an online environment and know that any online communication should be something you would actually say in person: this includes e-mails, instant messages, digital images/videos, or web postings.
- Conduct myself appropriately when interacting with others in an online environment.
- Be responsible for all of my data and to store and back-up regularly.
- Be entirely responsible for the material stored on my school computer or iPad.
EXAMPLES OF UNACCEPTABLE USE:

- Online gaming and downloading music/videos/software from the Internet
- The Internet provides access to information (ex. pornographic materials, vulgarity, gambling, militant/extremist material, hate speech, etc.) that is inconsistent with CIS's mission. Users may not access, store, share or display such information
- Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any of the institutions', or other networks that are connected to the Internet is prohibited

CIS NETIQUETTE - BANDWIDTH AND PRINTING ARE SHARED RESOURCES. THINK ABOUT OTHERS WHEN YOU ARE ONLINE AND PRINTING.

- Please do not print directly from the websites; Copy the website contents paste it into Pages or a word processing document and print that document.
- Do not use the Internet unless specifically instructed by your class teacher.
- Respect the CIS Bandwidth; do not install any Apps during school hours. (Use only after 4.00 p.m. or do it at home)
- Do not Print Multiple copies of the same document. Use Photocopier for the second copy.
- Do not store any personal files (songs, pictures, or images, video clips etc...) in your schoolFolder.
I will use CIS Information Technology to help me: gather, evaluate, and use information for assignments or related personal interests, construct knowledge, and develop innovative products related to my learning, communicate and work collaboratively for my learning and the learning of others, plan and conduct research, manage projects, solve problems, and make informed decisions related to my learning.

By my signature below, I acknowledge that I have read, understand, and agree to follow and Comply with the CIS Responsible Use Policy.

------------------------------------------                                                       --------------------------------------------
Student Name (Please Print)                                                     Grade

------------------------------------------                                                       -------------------------------------------
Student Signature                                                                           Date

------------------------------------------                                                        ------------------------------------------
Parent Signature                                                                          Date
This Agreement will start on the first day of use of the iPad. This agreement is required for each iPad-using student of CIS. The school reserves the right to remove iPad privileges, if the student does not, or is unable to, for any reason, fulfill the requirements of this Agreement.

UNDER THIS AGREEMENT THE SCHOOL WILL:
Provide the student with:
• Sample instruction in how to use their iPads.
• Ongoing technical support both for hardware and software to keep the iPad working well.
1. Provide access to server space to backup all school related data from each student’s iPad. However, the school will not take responsibility for backing up personal data such as music and pictures. It is recommended the student also use home storage to backup work.
2. Provide access to our Apple Sales Representative (if the iPad was purchased through CIS) and help with servicing and the 1-year warranty (or extended warranty if purchased) from Apple upon purchase of the iPad by CIS. Please familiarize yourself with the warranty conditions. Any charges for damage or loss are the responsibility of the student.
3. Provide iMac computers in the library, to allow syncing and access to iTunes.
4. Provide a wifi enabled secondary school to allow students access to all required learning materials.

CONDITIONS OF USE
• It is expected that students who learn with iPads will:
  1. Familiarize themselves with their iPads and how to use them for learning in the classroom.
  2. Follow sensible procedures to safeguard their personal property and the school’s property.
  3. Agree to the School’s Acceptable Use Policy (AUP), in particular that inappropriate content is not being placed on the iPad.
  4. Ensure that their iPad is routinely updated with all operating systems and Apps.
• Students must make a commitment to achieving the Technology goals of the School and take part in the Technology activities provided.
• The iPad is for school use, and students will be using their iPad at home. The iPad must be available always and be charged at school for use in classes.
• The iPad remains the property of the student at all times.
• Students and their families are held responsible for any loss or damage to the iPad and may be asked to pay servicing and/or replacement costs if damages occur.
• Students must take adequate care and security precautions when using their iPad. For example, students will not leave their iPad in an unlocked room or unsecured overnight at school, or in any bus or car while the bus or car is unoccupied.
• Students will immediately report any damage or loss of the iPad to the School and to parents.
• Students will refer any problems in using the iPad to a member of the IT Department at CIS. Seeking help should occur before school, during break, or at lunchtime. Regular classes should not be disrupted with visits to the IT Department.
• Students will be responsible for syncing their iPad to their personal iTunes account or to iCloud.
• Each student will create an Apple ID. This ID will “own” all purchased apps. Transferring or changing the Apple ID may result in the loss of purchased apps.
• Students are welcome to customize their iPad. Students are encouraged to protect screens and backs of their iPads with laminating screens and back and corner covers. This protection adds longevity to the life of the iPad. Privacy screen protectors that do not allow side view are not permitted.
• Students and parents will purchase and install required apps. A list of apps will be provided. This list will be specific to each grade level and has been created by teachers. These apps must be downloaded and ready for the first day of learning with iPads. Additionally, teachers may require free Apps to be downloaded throughout the year. Students are responsible for downloading the Apps within 24 hours of this request.
CIS RESPONSIBLE USE POLICY

The Information Technology, and online resources provided by CIS are intended to be used as an educational tool to support the instructional and further enhance student learning. Information technology at CIS is to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the Canadian International School.

Access to the school network and the Internet is a privilege that is tied to responsibilities. Part of the educational technology at CIS is to teach and promote responsible use of technology. It is expected that all students will be responsible users of technology at all times on campus and at home. Each teacher will also have specific policies regarding the use of technology in their classrooms. These policies should be respected at all times.

As a ‘Responsible User’ I agree to:

• Use computers, software, and other information resources to support learning, complete school assignments, and gain a better understanding of information technologies and their applications.
• Use the Internet to perform research related to academic and extracurricular school functions, and to communicate with scholars, students, and specialists outside of campus to improve knowledge and advance academic work.
• Print only when necessary and with permission.
• Cite references for any materials gathered using information technology, using all resources to the maximum degree allowed by copyright laws.
• Use technology to collaborate with students and faculty in academic and extracurricular school functions.
• Seek permission to record or photograph classroom presentations and activities.
• Represent my own views, and not those of others, in any form of electronic communication.
• Protect my personal contact information and that of others, such as full name, home address, phone number, or other information of a personal nature.
• Speak with an adult I trust should I receive a message that is inappropriate or makes me feel uncomfortable.
• Respect that network bandwidth (no streaming), server disk space, and printer paper/toner are shared and limited resources. Do not install any Apps during school hours. (Use only after 4.00 p.m. or at home)
• Support and respect the school’s computer security systems. Do not use programs to move outside our firewall.
• Keep my password(s) private and not use anyone else’s password (This includes your Apple ID.)
• Send and display only appropriate messages, pictures, music, or any other media
• Use language appropriate to a classroom at CIS when communicating in an online environment and know that any online communication should be something you would actually say in person: this includes e-mails, instant messages, digital images/videos or web postings.
• Conduct myself appropriately when interacting with others in an online environment.
• Be responsible for all of my data and to store and back-up regularly.

Online gaming and downloading music/videos/software from the Internet is an example of unacceptable use. The Internet provides access to information (ex. pornographic materials, vulgarity, gambling, militant/extremist material, hate speech, etc.) that is inconsistent with CIS’s mission. Users may not access, store, share or display such information.

Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any of the institutions’, or other networks that are connected to the Internet is prohibited.

I will use CIS Information Technology to help me: gather, evaluate, and use information for assignments or related personal interests, construct knowledge, and develop innovative products related to my learning communicate and work collaboratively for my learning and the learning of others plan and conduct research, manage projects, solve problems, and make informed decisions related to my learning.

By my signature below, I acknowledge that I have read, understand, and agree to follow and comply with the CIS Acceptable Use Policy and the iPad agreement.

By my signature below, I acknowledge that I have read, understand, and agree to follow and comply with the CIS Acceptable Use Policy and the iPad agreement.
(Name of student and grade level)

By my signature below, I acknowledge that I have read, understand, and agree to follow and Comply with the CIS Responsible Use Policy.

The student owns a________________________________________________________iPad
(Make and model)
with serial no__________________________________________________________

Date of Purchase of iPad:___________________

------------------------------------------                                                        --------------------------------------------
Student Name (Please Print)                                                     Grade
------------------------------------------                                                       -------------------------------------------
Student Signature                                                                           Date

------------------------------------------                                                        ------------------------------------------
Parent Signature                                                                          Date

IPAD STUDENT AGREEMENT
ACCEPTANCE OF CONDITIONS
WHAT’S THE ISSUE?
We may think of our kids’ online, mobile, and technological activities as “digital life,” but to them it’s just life. In their world, being able to connect and communicate 24/7 from just about any location is normal – and expected! Between kindergarten and fifth grade, kids go through rapid growth in learning about many topics, including digital media technologies. From playing games on their mom or dad’s cell phone, to learning how to point and click a mouse, to navigating online by themselves, kids this age are participating in a connected culture.

WHY DOES IT MATTER?
Young children need to learn early how to make good choices so they can take advantage of the powerful technologies available to them. And to make these good choices, kids need parental guidance. The stakes are high because our kids’ technological abilities can be greater than their maturity and judgment. Having unrestricted access to information and people can result in gaining a wealth of information and experiences. But it can also mean accessing inappropriate content and making inappropriate contact with others. The difference between a great experience and an iffy one lies in the decisions kids make. Just as kids learn to eat properly, swim safely, or drive a car carefully, they need to know how to live in the digital world responsibly and respectfully. Their ultimate success depends on their abilities to use digital media to create, collaborate, and communicate well with others. Those who master these skills in using digital tools will benefit from the digital world’s awesome power.

Consider using filtering and blocking software. Some parents find these tools to be useful to help protect younger children from accessing inappropriate content.

Have older siblings help. Have your older children help teach your younger children how to be responsible and safe online. Let the older ones know that you want them to help you protect their little brothers or sisters online.

Share wisdom. Kids often don’t understand the implications of their actions. So we have a collective role in supporting student use and footprint in the digital world. We teach kids to choose their words carefully, play nicely with others, and respect their teachers. Now we have to extend those lessons to a vast, invisible world.

Pass along your values. As a parent, you can translate your values into the digital world and help kids understand the implications of their actions. Oftentimes the same rules that apply in the real world apply online, such as “be nice to others,” “don’t say mean things,” and “think critically about information.”

Seek balance. It’s hard to know how much freedom to give kids. We want them to explore, enjoy, communicate, and create. We also want to be sure they are protected. If our kids are going to thrive with digital media, we must balance the negative with the positive, privacy with protection. As our children grow, they need more independence and privacy. But parents have to be sure their kids know how to be safe and responsible before letting them loose.

Keep an open mind. We don’t see the world the way our kids do. And we don’t help our kids when we judge their lives through the lens of a non-digital world. It’s important for us to understand that our kids will spend much of their lives in a connected world, where everyone creates and communicates. We need to help them to enjoy it and learn from it.

Use bookmarks and safe search. Teach your child to bookmark his or her favorite sites. This way, your child is less likely to go somewhere online you don’t want them to. Use safe search options on Web browsers, such as Google or Bing, to make sure your child can search safely.

Consider using filtering and blocking software. Some parents find these tools to be useful to help protect younger children from accessing inappropriate content.

Have older siblings help. Have your older children help teach your younger children how to be responsible and safe online. Let the older ones know that you want them to help you protect their little brothers or sisters online.

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Pass along your values. As a parent, you can translate your values into the digital world and help kids understand the implications of their actions. Oftentimes the same rules that apply in the real world apply online, such as “be nice to others,” “don’t say mean things,” and “think critically about information.”

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Keep an open mind. We don’t see the world the way our kids do. And we don’t help our kids when we judge their lives through the lens of a non-digital world. It’s important for us to understand that our kids will spend much of their lives in a connected world, where everyone creates and communicates. We need to help them to enjoy it and learn from it.
WHAT’S THE ISSUE?
We may think of our kids’ online, mobile, and technological activities as “digital life,” but to them, it’s just part of life. Their world is as much about creating media as it is about consuming it. Media devices have converged and become extremely powerful and portable. Phones aren’t simply for phone calls anymore but for listening to music, sending texts, filming videos, snapping and sharing photos, and accessing the Internet. Our kids use their computers to do their homework, but they also use them to socialize, stream video, and create movies and songs. And they can connect and communicate 24/7 from just about any location.

WHY DOES IT MATTER?
We want our kids to make good decisions so they can take advantage of the powerful technology that fills their lives. But in order to make good choices, kids must know how the digital world works. The very nature of the constantly connected culture means kids must understand the concept of privacy, so that what they post and create won’t hurt or embarrass them at some point in the future. Much of digital communication is anonymous means that consequences can be separated from actions, which can lead to irresponsible or disrespectful behavior. Much of the task of childhood and adolescence involves figuring out who you are. But in digital life, anything said or posted can live on indefinitely and create undesired consequences.

The stakes are high because our kids’ technological abilities can be greater than their maturity and judgment. Having unrestricted access to information and people can result in gaining a wealth of information and experiences. But it can also mean accessing inappropriate contact and content. The difference between a great experience and an iffy one lies in the decisions kids make. Just as kids learn to eat properly, swim safely, or drive a car carefully, they need to know how to live in the digital world responsibly and respectfully. Their ultimate success depends on their abilities to use digital media to create, collaborate, and communicate well with others. Those who master these skills in using digital tools will be able to harness the digital world’s awesome power. Sense says

Teach kids the skills they need to use technology wisely and well. It’s hard to be a gatekeeper in a world with no fences. Parents have little control over the flow of information to their kids, who see too much, too soon. We no longer hear conversations or see what our kids create and share with others. Since we cannot cover their eyes, or shadow them everywhere they go, we need to teach them how to behave responsibly in the digital world.

Keep an open mind. We don’t see the world the way our kids do. And we don’t help our kids when we judge their lives through the lens of a non-digital world. It’s important for us to understand that our kids will spend much of their lives in a connected world, where everyone creates and communicates.

Don’t be afraid. Parents can’t afford to be technophobic. Our kids adopt technologies faster than we do. That means they’re often way out in front of us. This fact can upset the parent-child relationship. So get in the game. Have your kids show you how to do something online if you don’t already know.

Share wisdom. Kids often don’t understand the implications of their actions. But we do. So we have to remember to extend our basic parenting wisdom to the digital world. We teach kids to choose their words carefully, play nicely with others, and respect their teachers. Now we have to extend those lessons to a vast, invisible world.
Pass along your values. One of the most important jobs of parenting is instilling in your kids the values you cherish. But in a digital world where actions are often divorced from consequences, where kids can be anonymous, and where they aren’t face to face with the people they communicate with, they can lose their way. As parents, we have to be able to translate our values into the digital world and help kids understand the implications of their actions.

Seek balance. It’s hard to know how much freedom to give kids. We want them to explore, enjoy, communicate, and create. We also want to be sure they are protected, or know how to protect themselves. If our kids are going to thrive with digital media, we must balance the negative with the positive, privacy with protection.

As our children grow, they need more independence and privacy. But parents have to be sure their kids know how to be safe and responsible before letting them loose. Kids need to see both the possibilities and the perils of digital life, so they can act responsibly and seize all that is wondrous about digital media to enrich their lives.
If you change your residence or telephone number, please inform the school in writing and provide new contact information immediately.

Student’s Name: ________________________________________________________________

Regular Bus Route #:____________________________________________________________

Requested Change of Route #:____________________________________________________

Requested Bus Stop:______________________________________________________________

Driver to be informed:___________________________________________________________

Permanent/Temporary:___________________________________________________________

Any other Information:___________________________________________________________

Date of Change:________________________________________________________________

Parent’s/Guardian’s Name:______________________________________________________

Parent’s/Guardian’s Signature:____________________________________________________

NOTE: Changes in any of the above, even if for a day, must include the appropriate format. Below is the pledge that all staff at Canadian International School take with regard to student safety and well-being:
This Standards of Practice ("Standards") serves as a guide to ethical conduct and professional behavior standards at Canadian International School.

Canadian International School is committed to the safety and protection of children and all members of our school community. The Standards applies to all faculty, staff, employees, subcontractors, vendors, volunteers and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

INTRODUCTION
Educators are dedicated to their care and commitment to students. They treat students and staff equitably and with respect. Educators are sensitive to factors that influence learning. Educators complete assigned professional duties and tasks effectively.

Educators strive to be current in their professional knowledge and recognize the importance to daily practice. They understand and reflect on student development, learning, pedagogy, curriculum, ethics, and refine their professional practice through ongoing inquiry, dialogue and reflection.

Educators promote and participate in shared leadership responsibilities within the CIS community that enhance the learning environment for all students.

Educators, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, other professionals, and the public. Honesty, reliability, and moral action are embodied in professional integrity. Intrinsic to ethical expectations are trust and fair-mindedness. Educators honor human dignity, emotional wellness, and cognitive development. In their practice, educators model respect for spiritual and cultural values, social justice, and confidentiality.

The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of Canadian International School can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work, including providing safe and healthy environments for all of our students.

The Purpose of this Standards of Practice is to:
• Inspire a shared vision of the educator where mutual respect is promoted;
• Identify values, knowledge and skills that are distinctive to educators;
• Guide professional judgment and actions of all educators;
• Ensure the health, welfare and safety of our students and other members of our school community;
• Assure our parent and community stakeholders, accreditation agencies, and others of the accountability of the educators/staff who work at our school.

OUR SCHOOL COMMUNITY STANDARDS:
The following standards are intended to outline expectations and accountability for those individuals at our school who assume the important responsibility of working with children.

STANDARD 1: GOOD MORAL CHARACTER — Because of the nature of their trusted positions, educators and staff members must exhibit good moral character.

Although Canadian International School understands that no background checks are 100% reliable, Canadian International School conducts professional background screening of the school’s personnel prior to employment, providing reasonable assurance as to the lack of conviction of any crime or public actions or statements involving:
• A conviction of any crime that would call into question the individual’s worthiness to work with children.
• Prior public conduct, action or statements that are unethical, disrespectful towards gender, race, religion, national origin, sexual identity, or disability, or morally questionable in nature.

**STANDARD 2: ETHICAL CONDUCT TOWARD STUDENTS**
— School employees and support staff should always maintain a professional relationship with all students, both in and out of the classroom. They are also responsible for maintaining physical and emotional boundaries in such interactions.

**Unethical and/or Illegal Conduct** that also violates such boundaries includes, but is not limited to:
• Striking, hurting, or causing a student physical pain.
• Physical contact that exploits, abuses, or harasses.
• Engaging in any harassing behavior on the basis of race, gender, sex, sexual identity, national origin, religion, or disability.
• Covert or overt sexual behaviors involving students.
• Furnishing or allowing students to consume tobacco, alcohol, illegal/unauthorized drugs or inappropriate reading materials.
• Any other act of child abuse—including physical and verbal abuse, child endangerment, or acts of cruelty to children.
• Having in possession images of students on personal devices, that do not serve any official or academic purpose.
• Posting images of students on social media without parental consent.
• Posting images of yourself on social media with students in the background or in the picture.

**Communication with Children** – is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between Canadian International School parents, administration, teachers, personnel, volunteers, and children:
• Where possible, e-mail exchanges between a student and families and a person acting on behalf of the school are to be made using a school e-mail address.
• Faculty, staff, and volunteers may not use any form of online communications, including social media (Facebook, Instagram, Twitter, etc.) and text messaging to communicate with minors.
• Faculty may only communicate with students through school sanctioned platforms (Managebac, Bloomz, and School email accounts. For specific events like trips, Whatsapp groups with families may be made.

**General Physical Contact** - Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private. School employees and support staff should show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration.

**One-on-one Meetings & After** - Interactions with a child or youth are best held in a public area or in a room where the interaction can be (or is being) observed; or in a room with an open door or window that provides visibility; including informing another adult when appropriate. The same prudence should be applied for after-school activities.

**Student Discipline** – School personnel and volunteers are prohibited at all times from physically disciplining a child and should adhere to the school’s handbook policies on discipline.
STANDARD 3: ETHICAL CONDUCT TOWARD PROFESSIONAL COLLEAGUES — Ethical conduct between colleagues and other community members uphold the following principles:

- A colleague does not engage in any verbal, physical, or sexual harassment of another colleague. Sexual harassment includes but is not limited to unwelcome sexual advances and invitations, verbal or physical conduct of a sexual nature, physical gestures of a sexual nature. Harassment can also be based on characteristics other than sexual or gender related, such as race, religion, national origin, sexual identity, or disability. It can take the form of epithets, insults or other forms of mistreatment.

- A colleague does not make false statements about other colleagues; falsify or misrepresent his or her credentials, titles or experiences, school-related activities, or the school community.

- A colleague does not reveal confidential information about colleagues unless required by law.

STANDARD 4: ETHICAL CONDUCT TOWARD CONFIDENTIALITY

- Professional & Ethical Practices -- includes maintaining the confidentiality of students and staff academic, health, disciplinary, and other personal records; and having an understanding as to when transparency is necessary (e.g., student has a nut allergy) in order to promote the health, welfare or safety of students/staff.

STANDARD 5: ETHICAL CONDUCT TOWARD REMUNERATION AND GIFTS

- Vendors - School personnel are prohibited from accepting gifts from vendors or potential vendors for personal gain in which the appearance of a conflict of interest may exist. School personnel are also prohibited from acting as vendors within the school community without prior written consent from the head of school.

- Tutoring – School personnel should adhere to the school’s handbook policies with regard to tutoring students or other services. All national hire faculty may not tutor any CIS students. All international hire faculty are prohibited from working/accepting cash or other payments outside of CIS. Both national and international hire faculty may tutor CIS on campus through school sanctioned after school tutoring programs.

STANDARD 6: ETHICAL CONDUCT TOWARD HONORING EMPLOYMENT CONTRACTS — School personnel should honor all of the terms as contained in their employment contracts other than for unforeseeable reasons in which the school may formally release the employee from the contract prior to the employee abandoning any of its provisions.

STANDARD 7: ETHICAL CONDUCT TOWARD SCHOOL PROPERTY AND FUNDS — the unauthorized, misuse, theft, or intentional damage of school property and misappropriation of school funds is a violation of school policies and subject to severe discipline.

STANDARD 8: ETHICAL CONDUCT TOWARD REPORTING INCIDENTS — School personnel must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way; or any other violation of this Code. Suspected abuse or neglect must be reported to the appropriate school authorities. In particular, the following are prohibited:

- Knowing failure to report physical abuse or sexual misconduct by another school employee, parent or adult.

- Knowing failure to inform the Head of School, Principal or Counselor about the commission of an act of unprofessional conduct by another educational practitioner.

STANDARD 9: ETHICAL CONDUCT TOWARD ACKNOWLEDGEMENT AND ADHERENCE TO THIS CODE

Members of the school community to which this Code applies must read this Code in its entirety and periodically sign-off; that is, agreeing to all of the Code’s standards as summarized below.
I promise to strictly follow all of the rules and guidelines as contained in the school’s Standards of Practice as a condition of my providing services to the children and youth participating in the school’s programs. The Standards includes the following key areas of my responsibility:

**I will:**

- To the best of my ability, promote the good health, welfare, and safety of all members of our school community and uphold high ethical standards.
- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Conduct one-on-one meetings with children and/or youth in settings that are open and visible to others; as well as never be alone at school activities without another adult being notified or present.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth, while also adhering to the school’s policies on student discipline.
- Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Cooperate fully in any investigation of abuse of children and/or youth.
- Avoid transactions with students, parents, or vendors that may be perceived as conflicts of interest.
- Comply fully with the school’s policies on anti-harassment, representation and confidentiality standards, safeguarding of property and funds, and the honoring of contracts.
- Comply fully with the school’s mandatory reporting requirements and the school’s policy to report suspected child abuse, and other violations of the Code or other school policies.

**I will not:**

- Touch or speak to a child or adult in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children or adults.
- Accept or give gifts to children without the knowledge of their parents or guardians or from parents in excess of INR 1,000.
- Communicate with children over unmonitored e-mail/social media/app
- Communicate electronically or by phone with parents inappropriately
- Use (Facebook, Twitter, etc.) or similar forms of electronic or social media to communicate with students except in the case of an emergency (like a school field trip)
- Use social media/communication apps to communicate negative or disparaging content about the school, its employees, or community members

**ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE CANADIAN INTERNATIONAL SCHOOL STANDARDS OF PRACTICE**

My signature confirms that I have read this Standards of Practice and that as a person working with children and youth I agree to follow these standards. I understand that any action inconsistent with this Standards of Practice or failure to take action mandated by this Standards of Practice may result in disciplinary action up to and including removal from Canadian International School.

<table>
<thead>
<tr>
<th>Action</th>
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<tbody>
<tr>
<td>Verbal discussion with administration documented via email</td>
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<tr>
<td>Verbal warning – with documentation placed in faculty member’s HR file</td>
</tr>
<tr>
<td>Letter of expectation placed on file</td>
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<tr>
<td>Disciplinary action</td>
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Name  ________________

Signature  ________________

Date  ________________
This document was created by Canadian International School, with portions extracted from AISA’s Child Protection Handbook (i.e., recommendations for a Code of Conduct; pgs. 34-35)
CIS is a culturally-rich mosaic serving each student by providing a world-class international education, nurturing potential, developing life-long skills, and preparing students for an ever-changing global community.