



CANADIAN
INTERNATIONAL
SCHOOL

Bangalore, INDIA

FACULTY HANDBOOK

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The CIS Faculty handbook and related policies do not constitute an employment contract with any employee. CIS reserves the right to change, amend or abandon any of the policies contained in the handbook at any time. This handbook applies to all faculty employees, including full-time, part-time and temporary.

OUR COMMITMENT TO QUALITY

A quality International education is available to every student at the Canadian International School. The degree of quality is dependent on various levels of responsibility; The Directors, the Head of School, the Principals, Coordinators, School Leadership Team, committees, classroom teachers, parents, and the students themselves who must work as a team for success. The product of our school is the net result of efforts applied at each of these levels.

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.

VISION

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

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.

MOTTO

Shaping the Future. Together! Today!

CIS LEARNING PRINCIPLES

Principle One

Active Agency

We understand that: our main goal is for our learners to be self-regulating and responsible in their own growth.

Principle Two.

Learning Continuum

We understand that: Learning is an on-going and reflective process that changes one's perspective, thinking, and outlook; learning may occur in both linear and non-linear ways based on the learners prior experiences, mindset, and held beliefs and will unfold at a different pace for different people.

Principle Three

Nature of Learning

We understand that: Learning is a social, emotional, physical, and cognitive experience.

Principle Four

Learning Contexts

We understand that: Learning is contextualized by the individual's personal experiences, culture, and family values. All of these personal, individual values contribute to the uniqueness of our school culture and community.

Principle Five.

Learning Environment

We understand that: Learning is shaped by the created physical, virtual, psychological, social and emotional environment and directly connects to the learner through experiences provided.

CIS 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

We strive to create a community in which each individual is treated with dignity, compassion, and fairness.

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 around us.

We strive to harmonize hard work, achievement and fun!

SCHOOL OVERVIEW

Canadian International School offers a play-based Preschool and Kindergarten program, along with the Cambridge Primary curriculum in Grades 1 - 5, Lower Cambridge/IGCSE in Grades 6 to 10, and the IB Diploma Program in Grades 11 and 12. Diplomas are granted by us, the Canadian International School-accredited by the New England Association of Schools and Colleges (NEASC) and the Council of International Schools (CoIS), along with the International Baccalaureate Organization for students who pursue an IB Diploma. CIS is also fully recognized by the Association of Indian Universities.

We admit students of all backgrounds into our rich and supportive learning environment, able to take full advantage of the programs we offer. CIS offers a learning support program for moderate student needs. Students who require English language support are admitted to the EAL Program.

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 recently had its NEASC/CIS Accreditation 5 Year Visit in September, 2020 with confirmed reaccreditation status from CIS and NEASC in December 2020. With each passing year, the school's facilities and educational programs continue to grow to meet the needs of our diverse student and family community. Our rich academic program is equalled by our vibrant arts programs, world language and mother tongue program and an ever-growing culture, sports and after-school activities opportunities.

CIS is a spacious and airy campus with a wide variety of facilities to promote its educational mission. We have both artificially turfed and grassed sports fields, basketball courts, tennis and badminton courts, two swimming pools and a fitness center with a weight training room and locker/changing facilities. The Odeum, the school's performing arts center, with its 480 seats, is the focal point for The Arts and is very much the centerpiece of the campus. The student residence boarding facility provides a lounge and T.V. room, a kitchenette for preparing light meals, table tennis, pool, board games, and air-conditioned computer labs with Internet access, and visitor rooms. The school cafeteria provides a choice of healthy hot meals. Weekly menus are posted on our website.

The Early Years, Elementary, Middle and High School divisions contain classrooms and general meeting areas, counseling offices and administrative offices, dedicated science rooms, air conditioned computer labs, choral and music rooms, art rooms, EAL classrooms for grades K-10, and libraries. The School Nurse's Office (SNO) provides medical attention to students throughout the day and maintains all student health records. Gardens and lawns are maintained around the school to create a pleasant environment as learners move about the campus. Parking facilities enable staff and visitors to leave their cars in a secure area and provide a safe, efficient method of welcoming students to our campus and getting them home in the afternoon.

A substantial co-curricular sporting and activities program is also offered that includes being founding members of BAASC, a Bangalore athletics and activities conference with five other international schools; CIS is also a full member of FOBISIA and participates in athletic and cultural events internationally with other regional FOBISIA schools. In addition, CIS, Elementary through Secondary, is involved in several outreach and 'Green' programs. All our students participate in community service projects.

Classes are taught by highly qualified staff international and national faculty led by an internationally diverse School Leadership team. Our classes are capped by Board defined class sizes in early childhood, lower elementary, upper elementary and secondary school. Our largest class size is 24 students for grades 3-12. Academic performance is continually assessed. Formal admissions testing utilizes an age-normed external assessment, writing samples and additional assessments dependent on student age.

We instill a positive work ethic, self-discipline, respect for self and others and the motivation to achieve their personal best within our students. CIS provides an in-house, school-wide, on going 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.

HOW WE DEFINE LEARNING

CIS is one of a handful of schools worldwide who has taken the time to co-create a definition of learning along with learning principles and practices that guide all learning from Pre Kindergarten to Grade 12. CIS defines learning as a transformative process that leads to conceptual understanding, the demonstration of competencies through application, and character development as seen through the CIS Core Values.

Our five learning principles anchor the practices of our students, teachers, leaders, Board of Directors, and parents in our community.

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

PROFESSIONAL CULTURE COMMON AGREEMENTS COMMUNICATION

Communication will be transparent, honest, open and precise. To achieve this we:

- Talk with each other, not about each other
- Will remain constructive and positive
- Establish and utilise clear lines of communication
- Will show respect for and understanding of cultural differences
- Will communicate proactively with students, parents and each other
- Understand that confidentiality between teachers and students, and teachers and parents is essential

DRESS

Dress should be clean and in good repair, smart, professional, comfortable, culturally sensitive and conducive to the learning environment. We will:

- Model these standards to the entire CIS community
- Not wear flip flops, non-CIS polo shirts, or jeans
- Shorts may be worn only on days where activities warrant it.
- Jeans may only be worn on Dress Up/Dress Down Days

PROFESSIONAL BEHAVIOR

Respect is an expectation that permeates all areas of the CIS community. We model respect when we:

- Practice the 7 Norms of Collaboration: Pausing, paraphrasing, posing questions, putting ideas on the table, providing data, paying attention to self and others, presuming positive intentions
- Uphold confidentiality
- Separate personal and professional issues
- Engage in cognitive conflict respectfully, note and retreat from affective conflict
- Respect our differences in teaching styles and backgrounds
- Cognitive conflict in our professional setting (faculty/team/department meetings)- and putting ideas on the table are encouraged- but remember to praise in public, but resolve problems in private

SUPPORT

Everyone deserves and needs support. To provide this:

- CIS leaders will be lead by example in providing support to professional staff
- Will clearly model our expectations of others
- Provide a structured, supportive environment - a 'Scaffold' Will 'be there' for each other by providing professional support for colleagues
- Express appreciation of each other's' achievements and contributions
- Provide help and support for colleagues in times of need

STATEMENT ON TOLERANCE AND NON-DISCRIMINATION

CIS respects the dignity of all members of its community regardless of age, socioeconomic status, ethnicity, gender, language, national origin, race or religion. Our school aims to provide a safe and caring environment for all.

CONTRACT/TEACHING CONDITIONS

All employment relationships at CIS are established using contracts. These contracts delineate employment period, remuneration, benefits, and other terms and conditions related to working at CIS.

Each employee is responsible to ensure that accurate records [diplomas, transcripts, letters and credentials from previous employers, teaching credentials, Passport copies, criminal record checks, etc.] are supplied to the school at the time of employment and updated during their tenure.

Teachers are reminded that it is their ultimate responsibility to procure an Employment Visa where this is required and to be familiar with tax exemption procedures. The school will provide teachers with all guidance and assistance possible, within its means.

SECTION 4F (TEACHING CONDITIONS) OF THE TEACHER CONTRACT STATES:

- **ATTENDANCE:** The Teacher is expected to be in school and ready to teach at least 10 minutes before classes begin and 10 minutes after classes end. This is normally from 8:00 am to 3:00 pm on Thursday and Fridays and 8:00 am to 3:45 pm on Mondays – Wednesdays (subject to bus arrivals and departures).
- **SUPERVISION DUTIES:** Accordingly, all teachers are required to be available for professional duties, as directed by the Principals / Head of School, during these times.

The last hour and a half of school (3:00 pm to 4:30 pm) on Thursdays is reserved for Professional Development/ Staff Development meetings.

Meetings/professional activities may also be organized on Fridays between the end of classes and 4:30 pm. Where this is the case the organizer will make all reasonable effort to notify teachers of the event, activity or meeting suitably in advance.

Where a meeting/professional activity is not organized for Friday, teachers are expected to exercise professional judgment in undertaking individually or collaboratively (for example) preparation tasks for the following week, parental conferences, professional reflection on practice etc. If a teacher feels suitably prepared for the following week and no organized activities or meetings are arranged they may exercise professional discretion and leave school once all teaching/supervision duties are complete.

PROFESSIONAL PRACTICE AT CIS CLASSROOM TEACHER

At CIS the classroom teacher's duties and responsibilities include but are not limited to:

- To provide planned quality instruction to students, to daily monitor performance and provide timely feedback throughout the learning process.
- To demonstrate knowledge and understanding of individual students.
- To demonstrate written evidence of preparation for classes, both long and short range plans. To be familiar

and cognizant of the Elementary Curriculum, Cambridge Secondary One, IGCSE, and IB Diploma curricula and their expectations as required.

- To update course outlines, long range plans, unit plans, and curriculum maps.
- To assess student achievement levels using a range of authentic formative and summative assessments, as well as formal examinations.
- To mark class work and projects in a timely manner.
- Teachers must provide constructive suggestions for improvement in writing or orally to assist students in their learning.
- To maintain proper attendance, behavioral and academic records.
- To vary instructional techniques and instructional materials to suit learning styles, motivation levels, needs and capabilities of the students.
- To maintain control in the classroom and apply disciplinary measures in accordance with administrative policies and regulations.
- To develop and implement a classroom management scheme which emphasizes a tidy and orderly learning environment.
- To test and evaluate student's abilities, record grades, check and register attendance, send Performance Reports to parents, enter grades on report cards as specified by the administration.
- To supervise students out of the classroom and be responsible for supervising areas as assigned by administration.
- To help in upholding and enforcing school rules and administrative regulations inside and outside the classroom.
- To take all necessary safety and precautionary measures to protect students, equipment, materials and facilities.
- To consult with the counseling and guidance department regarding individual student problems.
- To keep accurate and complete written records for all parents' conferences, student conferences, behavior discipline incidents and extra student assistance...etc.
- To be available to parents and students during regular school hours and at other reasonable times.
- To demonstrate skill in the subject area taught.
- To maintain professional relationships with colleagues, students and parents.
- To safeguard privileged information about students, faculty members and administration.
- To be responsible for receiving and maintaining textbooks, study materials, teaching supplies and classroom equipment.
- To attend and/or participate in all faculty meetings, general assemblies and House Team events.
- To accept responsibility for Supervision, Duties, Clubs and/or Coaching activities assigned by the administration.
- To cooperate with fellow staff members in the sharing and exchanging of materials
- To perform related duties as assigned.
- To participate in pertinent in-service programs, to take courses to upgrade instructional level, staff development.

PUNCTUALITY

Teachers must be punctual if they expect students to be punctual. School starts at 8:00 am. We realize that the buses are not always here at that time.

Classes begin at 8:10 am. It is essential that teachers be in class ahead of time in order to welcome their students and that classes start on time. No students should be in the hallways past 8:10 am. In order to model our expectations, we will:

- Arrive at school on time
- Be ready to meet and greet our students
- Dismiss classes at the correct time
- Understand that students (and Teachers) cannot be in two places at one time. Students are permitted a short travel time at the end of a lesson
- Planned absence to be agreed and notified in advance
- Unplanned absence must be communicated to the Principal and cc'd to corresponding secretary.
- Always provide day plans when absent.

TEACHER ABSENCE FROM SCHOOL

Should you need to be absent from school for personal or medical reasons, you should inform your building Principal in advance (cc Head of School, appropriate secretary), and where necessary seek approval, also completing the following procedures:

1. Leave of absence for a personal day: a written request must be given to the Principal with the final approval taken by the Head of School one week in advance
2. Medical/Sickness: inform your Principal and division secretary the night before or by 7:15 in the morning.
3. Personal Days – 3 per year. Personal Days should be requested a minimum of one workweek in advance through the appropriate Principal. Personal days are neither allowed to extend a long break (Fall, Winter, Spring breaks), nor to be taken during the first three weeks of the school year or the last week of the school year.

ABSENCE PROCEDURES

- Send via e-mail, a daily lesson plan for the period of absence to your building Principal and division secretary
- If this is not possible, ask a friend or colleague to bring each daily lesson plan attached to the relevant material to school each absent day.
- Share any electronic resources necessary with the relevant principals, and post into your student communication portal for students to be able to access.
- Photocopy all relevant handouts and/or learning materials or ask a colleague to assist you in this task, prior to the commencement of the class.
- Attach all lesson plans neatly with the relevant handouts and/or learning material underneath.
- All formal lesson plans should have detailed instructions including: name of the teacher, date, class period followed by all relevant learning material; neatly organized and handed in to the Head of School or left on his desk, well in advance.
- Supervision: Cover for Clubs, Coaching and Supervision Duties must also be arranged by the absent teacher.

THURSDAY MEETINGS DURING THE MONTH

Meetings at CIS run on a scheduled rotation according to need and time of year and allow for all segments of the school to meet and discuss matters of importance at a Sectional or Whole-school level.

SUPERVISION DUTIES

All of us have a huge responsibility for the proper supervision of the children in our care. This is particularly important during times of transition. You are expected to be POSITIVE, PROMPT, PROACTIVE and PROMINENT while undertaking your supervision duties.

All teachers are responsible for student supervision.

If you have a problem with your particular supervision, please try and arrange a swap with a colleague. If all else fails, please see your principal or head of school.

- In the morning, please be visible and attentive to potential problems.
- At lunchtime and at recess, please be on time, visible and circulate in your assigned duty area. Know your blind spots, check upstairs, bathrooms, monitor the appropriate area fully and ensure students return to class on time.
- Elementary: please stand at the two ends of the recess area.
- Engage students in dialogue by establishing eye contact, exchanging greetings with a smile and using names as much as possible.
- Encourage students to move to their next class in a timely fashion and start your classes on time. Keep a watchful eye on students at all times.
- Correct any misbehavior in a calm and relaxed manner; again using student's names and eye contact as much as possible.
- Any serious misconduct should be noted and reported to the Principal/Principal/ Head of School.

BOARDING DUTY

Teachers support the boarding one duty a semester, adding to a total of two duties per year. There are a variety of ways teacher can contribute and depending on the investment of time and effort they carry a different weighting of duty as follows:

All teachers are responsible for student supervision.

- Offering academic support usually before exams or major assignments (After school – week day – 2h)- 1 semester's duty
- Joining a Saturday or Sunday CAS Club (half day) – 2 semesters' duty
- Joining a day-long trek – 2 semester's duty
- Taking part in a Saturday Teacher-Boarder Games or similar event (Chaitanya Day), Bowling competition etc. (half day) – 2 semesters' duty
- Attending NKQ (Night of Kings and Queens) – 2 semesters' duty.
- Organizing an outing / excursion / event – 2 semesters' duty.

A Google sign-up sheet with all necessary information is released at the beginning of every semester. See **Ms. Tanusree Durairaj**, the boarding coordinator for more information.

HOUSE ACTIVITIES (WEDNESDAYS)

House Activities are held school wide each Wednesday on a rotational basis and alternate between different activities including House Games, Assemblies, Reading Buddies, Homeroom as well as for Author and guest Speaker sessions and College visits. House Games are a great way to build school community, develop teamwork, and stimulate school spirit.

CIS has 4 houses each student is a member of one.

Red House – Draco | **Green House** – Phoenix | **Blue House** – Scorpius | **Yellow House** – Leo

Students are required to wear their house shirts every Wednesday. On House Days, all teachers are asked to take part on the Field / Odeum or designated areas with the various events and take an active role in organizing / supporting these activities.

ELEMENTARY CLUB BLOCK (TUESDAYS)

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 each semester 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 teacher advocate besides their homeroom teacher.

SECONDARY CLUB BLOCK (MONDAYS AND TUESDAYS)

Secondary Clubs are held each Monday and Tuesday throughout the year. Clubs help students fulfil IAYP and CAS requirements and provide opportunities for student leadership in a variety of areas, including sports, the arts and service. Teachers, with some exceptions, are expected to supervise or lead one club per week.

Supervision: Cover for Clubs, Coaching and Supervision Duties must also be arranged by the absent teacher.

There are advisory classes scheduled every day. Two of these are devoted to clubs and one will be used for assemblies and house activities as needed. The other two provide opportunities for the teacher to play an effective role of a mentor. The Advisory teacher is pivotal in supporting students' achievements. Advisory is a place for the students where they can talk about, discuss or share their concerns with school related issues, and the Advisory teacher by "being there" can provide guidance and support to the students to successfully navigate his/ her way in academics and support their social and emotional needs.

The Advisory structure creates an environment for building relationships between students and teachers. It creates and fosters a spirit of collegiality. The Advisory teacher can promote a sense of community and cooperation amongst students, and between students and teachers.

FIELD TRIPS AND EXCURSIONS

Field trips during school time are encouraged and supported. They should develop cognitive and affective objectives consistent with the curriculum of CIS. Each trip should have activities that lead up to the trip, occur during the trip, and that follow the return of the school trip.

Forms can be found in Google Docs. Approval requests should be made to the of at least two weeks in advance, AND must be reflected on the school calendar/CIS Matters. First aid kits should be collected from the nurse before leaving.

TEACHER PROFESSIONAL GROWTH

Professional growth is the cornerstone of how CIS supports all educational and professional staff in supporting student learning at school. The CIS Professional Growth Model has three parts: Team goal setting, personal goal setting, and walk through points for feedback. Rather than attribute what best teaching practices are prior to developing as an educator, this inductive model trusts each educator to define, design, deliver and demonstrate progress towards learning goals that purposefully and directly address student learning on and off campus. Educators are active agents in their own personal and professional growth.

The following four stages are not necessarily linear and will take thought, reflection, and critical feedback to properly pursue and accomplish. Educators and professional staff are strongly advised to document growth and learning throughout the year, as it becomes more difficult to do weeks or months later.

STAGE 1

Define Goal Setting

- Define your team goal at the start of the year with your team, facilitated by your team leader or department head using the appropriate forms found in Team Drive:
- General: Supervision
- Teachers are strongly encouraged to work in pairs or teams to achieve individual or collective goals we are more able to achieve our goal collaboratively than in isolation
- Meetings with supervisors and whole teams are to be held in first 6 weeks of school, and again throughout the year as appropriate

STAGE 2

Design Goal Setting

- With your goal defined, design how you can achieve your goal. This will include strategies you will use to achieve your goal, resources and materials, including partners and collaborators, coaches, mentors and critical friends.
- This should also include a process for how you intend to document your learning throughout the year to understand if and how successful you were in building your goal.
- Include timelines (including identifying meeting times throughout the coming 20 weeks) when you can meet and dedicate time to building your goals; resources and people; templates and rubrics you may design and use to help you be successful; data points that will help you demonstrate your accomplishments towards your goal.

STAGE 3

Deliver Your Goal

- Implement your strategies in your classroom; on campus or in whatever context it is designed for.
- Include direct and indirect forms of demonstration - direct being face to face work while indirect being in the form of postings, emails, communications, Seesaw entries etc.
- While working towards your goal, continue to collect data as part of the demonstration process.
- Reflect on your actions and outcomes towards your goal in an ongoing manner. You may choose any form of documentation you wish for your reflections so long as they are useful and accessible to you and your goal team members.

STAGE 4

Demonstrate Your Goal

- This fourth and “final” stage is really an ongoing aspect of the four stages as it is the documentation, data collection and evidence of your “delivering” or building towards your goal
- Purposefully include processes and tools for data collection and how you will be able to analyse and synthesize your efforts into.
- Synthesize your findings from your goal setting efforts in an end of goal/end of the year meeting with your supervisor. You may include other people on your team who helped you to achieve your goal as more of a larger conversation about achieving collective goals

WALK THROUGH FEEDBACK

We know that teaching and learning best happens when it is collaborative and collective. The walk through feedback process is a way for you to receive 3rd person feedback on slices of your classroom practice. Through this feedback, we are able to see ourselves in the context of our classrooms and how what we do is impacting student learning.

- Throughout the year, observers will join your classroom for short intervals (5-15 minutes), noting what is observed and provide you with notes, along with questions generated from the brief observation.
- Your supervisors will certainly be among your observers, but you are encouraged to have colleagues be observers as well, after you have established clear guidelines to do so including a tool to document and provide information on the snapshot of your room.
- The intent of the walkthrough is to provide a reflective mirror onto what that particular moment in your classroom. The questions accompanying the observation feedback provided by the observer are meant to encourage reflection and dialogue with the observer.
- Questions should be reflected upon and responded to in a timely manner

SUPPORT FOR LEARNING

On rare occasions, a supervisor may identify specific areas of growth for a teacher that need immediate and focused attention. This may happen if a faculty member struggles with the basics of classroom management, planning, instruction, or other aspects of the highly complex activities teachers do every day.

- A supervisor will confidentially identify that a faculty member is in need of direct and on-going support.
- Direct conversations with the teacher will be held to clearly identify areas of growth, goals, resources, and timelines for success.

- Regular meetings and continued observations will occur to support the teacher's success in addressing the defined issue(s).
- Criteria for success will be set and assessed throughout the process to identify when the teacher has addressed the issue or there is a need for further action.

PROFESSIONAL DEVELOPMENT

Professional Development reflects the needs of the school and the individual. Accordingly, CIS will

- Provide opportunities for teachers to acquire new learning and share new learning.
- Provide teachers with opportunity to reflect on practice in a professionally supportive environment.
- Identify, encourage and support innovation.
- Please see the Professional Development Practices [Here](#)

HOMEWORK POLICY

- The Canadian International School Board supports the assigning of homework for students that are relevant learning experiences that are related to the school curriculum.
- Independent work outside of the classroom environment is an essential component for students to grasp the daily concepts of any study area and reinforce their learning.
- Homework should be an extension to classroom learning. This homework should not require new skills, be overly burdensome nor should it be needlessly repetitive.
- Reading and responding to questions for understanding, practicing skills learned in school, previewing material for future classes, completing work that was started in class, revising/ editing pieces of writing, and researching are all wonderful homework assignments that help children to understand and become enthused about the subject being taught.
- Homework is a planned and purposeful activity. Teachers assign homework, they must have a process for evaluating that homework and offering feedback to students.

HOMEWORK: SCHEDULED SCHOOL VACATIONS, AND LONG WEEKENDS

We ask that all members of the CIS community respect the school calendar and schedule vacations to match those times designated by the school. Students who miss school days for planned vacations should take care of their academic obligations BEFORE they leave for holiday. Long breaks should be free from any regular assignments and long-term projects that come due immediately following the break. Students and their families should be free to use this time as they see fit.

These are marvellous times for students to catch up on any missed work or to review topics which they have found challenging or confusing – No new work will be assigned for these times nor will major tests, projects, or assignments be due immediately following a holiday or long weekend.

Our IB Diploma program differs slightly, as it places demands on students that may dictate the use of vacation and holiday time for the purposes of study. The extended essay (EE) and Creativity, Action, and Service (CAS) components of the program rely on individual students to set a scheme of work in place that certainly may involve work over the holidays. The summer between IB1 and IB2 is a good time for the EE, CAS, and revision of coursework from the previous year. College applications should also be high on the list of work to do for our IB1 and IB2 students at this time.

TEACHERS AND HOMEWORK

When teachers assign homework there **MUST** be a process for evaluating that assignment. Students should understand in advance **HOW** their work will be evaluated. Students should have their work completed for the designated due date and that work should be returned in a timely manner. There may be occasions when the evaluation of homework is a part of the class activity and this is certainly a valid use of homework; in this case teachers would be moving around the room and recording in their grade books an assessment of that assignment. Children should receive verbal feedback from their teacher during the course of this class activity.

Homework without constructive feedback from the teacher is unhelpful. Feedback that is not timely is difficult (if not impossible) for students to use in a constructive manner.

Class Work or Projects assigned **MUST** be promptly evaluated by the assigning teacher and promptly returned to students.

TIPS FOR ASSIGNING HOMEWORK

- Homework should have clear specific goals and or purposes.
- Set the homework tasks at the beginning, or during, the lesson – not at the end.
- Do not assign homework as a form of punishment.
- Ensure that your students fully understand the expectations of the homework assignment; this is especially for students receiving learning and/or language support.
- Students should be able to succeed with their homework and 'new concepts' should not be included as part of their homework.
- You want to avoid the child going home and saying "I don't know what to do" or "I don't understand this, we've never done this before"
- Homework should not be assigned in isolation of regular school lessons; it needs to be connected with current topics that are being taught.
- Regular homework can be assigned for the sake of learning addition/multiplication facts or improving reading /writing.
- Parents should be well aware of these homework expectations. E.g., 15 minutes per evening of reading and 10 minutes of math drill. However, homework should not be assigned just for the sake of giving homework.
- Set your students up for success.
- Take time at the end of the period or day to ensure students fully understand your homework expectations.
- Quality, not quantity should be stressed in all homework assignments.
- Apportioning homework against time is a positive and realistic tool to assist students with learning difficulties and/or English language development needs. For example, ask students to work for 20 or 40 minutes on a specific assignment; this will help the student and family monitor progress.
- Consideration to ability should always be given prior to assigning homework. Homework needs to be meaningful to students.
- Agenda or homework planners (ManageBac in Secondary) will assist students to remember their homework assessment. Parents and teachers can sign these agenda/planners (access ManageBac) if necessary.
- Homework assignments in ManageBac should be clearly include – a deadline, what the task is, where the homework can be found (book/page number/iTunesU/file on ManageBac) and how it is to be submitted (email, on paper/Google drive/Showbie/ManageBac).

- Careful consideration should be given to the amount of time the homework assignment will require it should be reasonable. In secondary schools, consideration must be given to other subjects and the homework that is given there as well.
- Homework assignments should always be checked.
- Homework will require additional support from teachers. Be prepared to implement logical consequences when students fail to complete homework assignments.
- Should a student need help in all matters relating to homework and is not performing as he/she should and with the help of administration, the student may be put on a tracking sheet system.

PURPOSE OF HOMEWORK

Homework consists of relevant learning experiences that are related to the school curriculum.

- A well-designed homework program should:
- Meet the developmental and individual needs of the student;
- Reinforce and extend school experiences;
- Homework has a direct relevance to the class in which it is assigned;
- 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;
- Enable parents to become involved and to participate in their children's learning;
- Enable regular and ongoing communication between teachers, parents and students;
- Assist students in preparing for subsequent learning activities;
- Homework is another way of evaluating student knowledge, understanding, thinking, communication and application.

A Homework Program will not:

- Be punitive;
- Will not be assigned over long breaks in the school year, to be handed in immediately after that long break (Diwali, Winter Break, Spring Break)
- Place unreasonable demands on parent(s).

HOMEWORK TIME GUIDELINES

Grade (1 - 8) - Time Allotment:

- 5 to 10 minutes per grade most nights Gr. 1 – 5 to 10 minutes
- Gr. 2 – 10 to 20 minutes
- Gr. 3 – 15 to 20 minutes
- Gr. 4 – 20 to 40 minutes
- Gr. 5 – 25 to 50 minutes
- Gr. 6 – 30 to 60 minutes
- Gr. 7 – 35 to 70 minutes
- Gr. 8 – 40 to 80 minutes
- Plus Read Aloud or Independent Reading

Grade (9 - 10) - Time Allotment:

- 6 to 10 hours per week (depending on the type of assignment, course, or program; some students, including those with special needs, may have more of an in-class focus for their learning)

Grade (11- 12) - Time Allotment:

- An average of 10 to 20 hours per week (depending on Grade and course) The failure to regularly complete or hand in homework on time is considered a disciplinary offence.

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.

STUDENT SERVICES

A variety of services are necessary to support programs to promote student learning and to establish a positive learning environment. A positive learning environment includes high expectations of students' learning and behaviour, a positive learning and working relationship, and a safe and healthy physical learning environment.

The goal of CIS is to provide students with learning differences the academic, behavioral and emotional support they require to reach their potential and become a self-reliant and independent individual.

Area of support offered:

- Identifying abilities
- Matching students' needs with learning and teaching strategies
- Academic support
- Classroom guidance
- Student counselling
- College and career counselling
- English language support
- Assisting students in participating fully in school life through shared sporting, cultural, social and community bass services
- Providing support to families for full participation in the educational process for their children.
- Providing appropriate guidance and health services

ROLE OF EAL IN THE SCHOOL

As an international school, our students come from a wide variety of linguistic backgrounds. For most of these students, English is not their first language; often it is their second or even third. Some of the students come to us with an already high level of proficiency of English; others are still in the process of developing the level of English language proficiency that is required for academic success. As an international school, it is our responsibility to provide an EAL program that enables all students to succeed academically.

English as an Additional Language (EAL) specialists work with children on a co-teaching / withdrawal basis, as well as with classroom teachers to enhance classroom-learning strategies for individual students who are experiencing difficulties.

The medium of instruction at all grade levels is English. All applicants to Grade 1 and above for whom English is not the primary language at home will be assessed to determine placement in the CIS English as an Additional Language (EAL) program.

The following guidelines will be used by the Admissions team to determine which students will be assessed by an EAL specialist:

- The primary language spoken by the child
- The language(s) spoken between the parents and child
- The language(s) spoken by the parents
- The child's educational background

English language support will continue until such time as deemed necessary to achieve full integration into the mainstream Language Arts Program

SUPPORT FOR LEARNING

CIS is able to offer places at each grade level to a limited number of students with mild learning difficulties. For these students, assistance is provided both to the classroom teacher and to the student.

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 learning support in the grade level applied for, and the level of resources needed to support the student.

While CIS recognises the value for all children of the social learning which can occur through contact with a peer group, places cannot be offered to students who require extensive programme modifications, an alternative curriculum or constant support.

CIS usually adheres to the school admissions policy of placing students by chronological age and educational background, so the ability to function with a group of similarly aged students is an important factor. CIS is also able to accept some students with minor physical disabilities, although expertise with any kind of adaptive communications systems is not available.

ROLE OF SCHOOL COUNSELOR

The school Counselors:

- Provides individual and small group counseling to meet the student's needs in the areas of learning, behavior and personal/social development.
- Enhances student's educational achievement through goal setting, assisting developing individualized educational programs and activities such as promotion of effective study habits.
- Provides guidance instructional 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 from school to work and to a new environment and culture.
- Assists new families and teachers in the transition to a new school and new culture.
- Proactively identifies and refers students and families to community agencies and other professional.
- Provides crisis intervention and follow-up counseling/referral in areas such as suicide, abuse and bereavement.
- Provides as needed special education for students requiring such a service.
- Facilitates workshops for students, parents and teachers.

ROLE OF SCHOOL COLLEGE COUNSELORS

The University Guidance Counselors will:

- Guide students for applying to University
- Advise on how to choose a course for future study
- Advise on how to choose the country for future study
- Advise on how to choose a University
- Advise on course selection in IB Diploma based on students' future aspirations
- Help students during the application process
- Help students write good Personal Statements, Essays or SOPs
- Conduct and assist in all standardized testing for SATs, TOEFL, EQAO, OSSLT, etc....
- Maintain a record of Application Progress
- Organize University Fairs and University presentations
- Liaise with University Admissions office
- Maintain a record of Student Files, grades 11 and 12
- Write Recommendation letters.

POLICIES AND PROCEDURES

As at any school, there are policies and procedures that guide us at Canadian International School. Below, in no particular order, are some of the policies and procedures that are more commonly referred to during the course of any given school year. Though not an exhaustive list, the policies and procedures below reflect much of what a teacher needs to know for the day-to-day. The full list can be found in the CIS Policy Manual.

ASSESSMENT POLICY OVERVIEW

At CIS, we practice assessment for learning, of learning and as learning. Respectively this relates to formative assessments, summative assessments, and assessments that lead to metacognitive growth and self-development.

Assessment at CIS is based upon the following:

The three C's:

- Assessment supports conceptual development
- Assessment helps students build competencies
- Assessment is approached by all from a position of character

THE SCHOOL'S 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.

The concept of growth mindset:

- Every child has potential
- Assessment is designed for learning
- Assessments may be varied for the student
- Assessments measure students' personal growth
- The development of student autonomy and metacognition
- Assessment provides opportunity for reflection and growth
- Assessments provide benchmarks for students to celebrate their growth
- Student input into assessment types supports agency and metacognition

The CIS Core Values:

- Respect
- Inspiration
- Caring
- Integrity
- Joy

**Refer to the CIS Assessment Policy for full details

CIS ACADEMIC AWARDS PROCEDURES

As at any school, there are policies and procedures that guide us at Canadian International School. Below are some of the policies and procedures that are more commonly referred to during the course of any given school year. Though not an exhaustive list, the policies and procedures below reflect much of what a teacher needs to know for the day-to-day. The full list can be found in the CIS Policy Manual.

At the end of Semester 1 and 2, an academic awards assembly occurs for Grade 6 - 12 students and their parents. This assembly usually lasts about 1 hour and presents students with highest in subject, honour 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 the 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 two awards. In the event of a class size being less than 5, only 1 award may be given. Classroom behaviour, attitude, and participation efforts will be used to make this decision. The highest in subject awards will not be given if the highest in subject is not 80% or above (Grade 6-10), 5 in IB1, or 6 in IB2 in the subject.

Honour Roll- All students with an average over 80% (see below for IB guidelines) and over 75% in IGCSE (Grades 9 & 10) are recognised with this award.

Head of School's Accolade- All students with an average over 90% (Grades 6-8) and over 85% in IGCSE (Grades 9 & 10) (see below for IB guidelines) are recognised with this award.

At the end of Term 2, 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 recognised at the beginning of the next school year after IGCSE results are released. IB (Grade 12 students) are recognised at graduation in May of each school year.

Honor Roll - This average score of above is recognized for this award.

	IB1	IB2
Sem 1	5.66	5.66
Sem 2	5.66	5.66

Head of School's Accolade - This average score of above is recognized for this award.

	IB1	IB2
Sem 1	6.33	6.33
Sem 2	6.33	6.33

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 6 subjects and an SSST course, will be eligible for both awards and their average will be based on 5 subjects.

GRADUATION REQUIREMENTS POLICY

In order to graduate from CIS with a High School diploma, a student must attend Grades 9 - 12 (4 years) and pass each year with 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 19 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 the Arts
- 1 credit in Vocational Training/Physical Education/Arts/Technology
- 1 credit in Theory of Knowledge (TOK)
- 1 credit Extended Essay

9 Additional Credits are required. Students must have at least 9 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 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 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 with a minimum score of D- 1 credit Typical total Credits earned: 32 Credits required for graduation: 28 credits

GRADUATION REQUIREMENTS

IB Diploma Students must:

- attend 6 courses offered, 3 SL and 3HL;
- must attend TOK classes and complete their TOK presentation and essay; complete external assessment in 6 different subjects;
- complete all CAS requirements; complete the extended essay. CIS Diploma Students must:
- attend 6 courses, 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 8 learning outcomes of CAS over a 12 month period (consistently).

CIS Diploma Students may have some of the accommodations - these are decided on an individual basis. If a CIS Diploma student takes IB Courses, then the term 2 IB 2 result is used to gain credit.

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 eight outcomes. All CAS activities must be recorded with reflections in ManageBac database. This is monitored by the CAS Supervisors and overseen by the CAS Coordinator. IB students advisors play the role of CAS Supervisors.

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 ManageBac database. This is monitored by the students' advisors 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.

Credit Risk - IGCSE Grade 9: If a student in grade 9 earns less than E in a subject, then the next opportunity to earn the credit is the mock exams in grade 10. The result of this exam will determine whether credit is earned, with a maximum grade of E for that course.

Credit Risk - IB Grade 11: If a student in grade 11 earns less than a grade of 3 in a subject, then the next opportunity to earn the credit is the mock exams in grade 12. The result of this exam will determine whether credit is earned, with a maximum grade of 3 for that course.

VALEDICTORIAN SELECTION PROCEDURE

- Nominations from 3 students.
- No limit to the number of students nominated.
- Each student can give only one nomination.
- Valedictorian Committee to have an info session and nomination session at the start of Semester 2.
- Using the rubric below, the teachers of the committee decide on the Valedictorian, from the pool of nominated students.
- The student with the highest number of points gets the award.

	4 - Exemplary	3 - Very Good	2 - Good	1 - Satisfactory
Representation of the class	Student is a genuine ambassador for the Class and is a reflection of the ethos of the class	Student is often an ambassador for the Class and is a reflection of the ethos of a section of the class	Student has at time been an ambassador for the Class	Student is capable but is not a reflection of the ethos of the class
Ability to make a good positive speech	Student has an excellent command of the language, perfect diction and has the ability to give a meaningful relevant speech, and to reach the audience effectively.	Student has a very good command of the language, reasonably good diction and has the ability to give a meaningful and relevant speech and reach the audience effectively.	Student has a good command of the language, good diction, the ability to give a meaningful and relevant speech but may not be able to capture the entire audience.	Student has a reasonable command of the language, average diction and may be able to deliver good speech.
Fulfillment of academic potential.	Consistent top achiever in all academic areas.	Usually on top of the class in academics.	Sometimes tops the class in certain subject areas.	Does not top the class but is an overall academic achiever.
Role model/ Participation in CIS life	Demonstrates all attributes of the Learner Profile and has taken a leadership role in life at CIS	Demonstrates most attributes of the Learner Profile and has taken an active role in life at CIS	Demonstrates quite a few attributes of the Learner Profile and has taken a reasonably active role in life at CIS	Demonstrates a few of the attributes of the Learner Profile and has not taken an active role in life at CIS

NURSING OFFICE POLICY AND PROCEDURES

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.

ROLE OF THE SCHOOL NURSE

The School Nurse is a member of the Learning Support team and the leader in the school community to oversee school health policies and programs. If a student is on any type of medication, for any reason, please inform the school nurse's office. The school nurse serves in a pivotal role to provide expertise and oversight for the provision of school health services and the promotion of health education. 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 health care 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).

ADMISSIONS & MEDICAL DOCUMENTATION

Admissions Documents contain a simple, yet effective Health History Form Items included:

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

This form is copied and placed in the student's nurse's file upon admission. If circumstances change it is the parent's responsibility to inform the nurse's office directly.

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. Nurses / Permission slips are in the Forms at CIS section at the end.

A. EMAIL PARENTAL CONTACT - MINOR FIRST AID- VISIT USUALLY LAST 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. 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

- Calamine Lotion- insect Bites
- Eye Drops- dust
- Vaseline- dry lips OTC Medications at CIS
- TAB. GELUSIL and SYRUP. GELUSIL – chest burn, gastritis
- TAB. BRUFEN – pain (headache, toothache)
- TAB. DOMSTAL – nausea, vomiting
- TAB. CALPOL /TAB. CROCIN – fever
- TAB. MEFTAL – Dysmenorrhoea
- TAB. BUSCOPAN – stomach pain (in case of loose motion)
- TAB.SPROLAC – loose motion more than 3 times
- TAB. CETRIZINE – severe cold
- TAB. RANTAC – gastritis
- TAB. SARIDON – headache, migraine
- SYRUP. PERITON – cough
- RELISPRAY – sprain
- NASIVION (nasal drops) – nose block (in case of cold only)
- TEARS PLUS (eye drops) – dust in the eyes (eg: sand).
- STREPSILS – throat irritation in case of cough.

B. PARENTAL/GUARDIAN CONTACT - MAKING DECISIONS WITH THE NURSE'S OFFICE

In circumstances of emergency, the nurse will treat as necessary and then contact parents to decide upon a further course of action. School Administration is also informed when these incidents happen.

Common emergencies 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.

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.

When a student is sick and being released from regular classes,

- The Nurse calls the family for pick-up. The child stays in nurse's office until pick-up.
- The Nurse informs CIS administration and secretaries that the student is released from school and awaiting pick-up.
- 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.
- Rarely, a student will rest in the SNO instead of going home.
- Teachers will be informed by CIS secretaries if a student is leaving campus.
- Teachers will be informed by the CIS Nurse if a student is resting in the Nurse'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.

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.

UNIFORM INFRACTIONS PROCEDURES

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.

School uniforms will be monitored in each class, and CIS policy will be enforced by the teacher, with the support of the Administration.

Students will wear full collared shirts and long pants or shorts (not PE shorts) on Field Trips and when representing CIS off campus. This will be the 'default'. If there is a change to this procedure with respect to any particular excursions or outing, the school will notify students of such.

Uniform infractions are dealt with as behaviour and reported in the same way following the 4 step procedure.

DRESS UP DRESS DOWN DAYS

Dress Up Dress Down Days occur on the last Friday of each month. Dress Up Dress Down Days are non-uniform days.

At all times, we ask that families remain culturally sensitive when sending their children off to CIS on Dress Up Dress Down Days. Dress should still be appropriate for school.

**** On school excursions, sports competitions and class outings, even if on Dress Up Dress Down Day, the proper school uniform is the expectation unless the activity requires a certain type of clothes.**

DISCIPLINARY PROCEDURE FOR STUDENTS OUT OF UNIFORM:

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

- **Step One** - Students are reminded of the Dress Code and the Dress Policy of CIS. Report ManageBac for uniform or to Principal for documentation.
- **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. Report ManageBac for uniform or to Principal for documentation.
- **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. Send to the office and report in ManageBac for uniform or to the Principal for documentation.

- **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. Send to Office and Report in ManageBac for uniform or to the Principal for documentation.

Any subsequent breaches may result in suspension from school.

STUDENT TARDINESS PROCEDURE

Tardiness is a disruption to class routines and is disruptive to the learning process, and is understood by CIS to be a disciplinary matter. If a student misses the start of the day they can miss work and do not spend time with their class teacher getting vital information and news for the day. Late arriving students also disrupt lessons, can be embarrassing for the child and can also encourage absence. Poor punctuality is not acceptable.

The school day starts at 8:10 am and we expect students to be in class at that time.

Registers are marked by 8:20 am for ES students, and at 8:10 for MS and HS students. Students will receive a late mark if they are not in by that time.

At 9.30 am the registers will be closed. If a student arrives after that time they will receive a mark that shows them to be on site, but this will not count as a present mark and it will mean they have an unauthorized absence.

If a student has a persistent late record, teachers should advise CIS administration who will meet with parents to resolve the problem, you can approach administration at any time if you foresee problems beginning to arise or a child needs support.

If students arrive late they must go to the office for a LATE/ADMIT slip. Please ensure they have completed a LATE/ADMIT slip from the office before allowing them to attend your class (checking attendance in ManageBac).

Again, Tardies are discipline issues, and there is a 4-step system to address the issue.

- **Step One** - Students are reminded to be on time to class. Report using ManageBac for behaviour or to the Principal for documentation.
- **Step Two** - Students are reminded of the necessity of being in class on time, 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. Report using ManageBac for behaviour or to the Principal for documentation.
- **Step Three** - Student calls home and tells Parent/Guardian that they have breached the policy regarding school tardiness three times and they are now at the stage where if there is another infringement, they will be disciplined. Send to Office and Report using ManageBac for behaviour or to the Principal for documentation.
- **Step Four** - The Student calls home and states the consequence (likely consequence will be the parent must come in and meet administration with respect to their child's behaviour).

Send to Office and Report using ManageBac for behaviour or to the Principal for documentation.

STUDENT ATTENDANCE POLICY

CIS aims for an environment that enables and encourages all members of the community to reach out for excellence. For our children to gain the greatest benefit from their education it is vital that they attend regularly and your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

A student who does not attend classes regularly struggles. Being absent from school means a lost learning opportunity. Regular attendance including punctuality helps your child become reliable and organised - two qualities valued by employers.

If your child is absent you should contact the school in the morning of the same day with the reason for the absence. The school will inform you if your child's absence or lateness causes concern and will work with you to find a way of improving your child's attendance.

Absences can only be authorized by your child's school. Legitimate reasons for absence, including the following, may be authorized by your child's school:

- Sickness
- Medical or dental appointments (wherever possible these should be arranged outside of school hours).
- Days of religious observance
- Exceptional family circumstances e.g. bereavement.

At CIS, students are expected to attend classes regularly.

A student becomes a 'Persistent Absentee' (PA) when they miss 8% (14 days out of 180) 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.

We monitor all absences thoroughly. 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 misses more than 10% of any course (9 classes) for whatever reason of the school year, then credit for courses may not be achievable. The student will not earn credit and may not pass to the next grade level. A student in Grades 9-12 may not be absent more than 9 times in any class over the entire school year and will not graduate if they do not have sufficient credits due to absenteeism. If extenuating circumstances occur, parents may request pre-approved leave, absence beyond 18 days. This is not automatic, and must occur before the student's leave has occurred.

If a student is absent a parent must:

- Contact us (by phone or email or in ManageBac using the attendance excusal) as soon as possible on the first day of absence;
- Send a note in on the first day they return with an explanation of the absence – you must do this even if you have already telephoned us;

- Provide a medical certificate for all “illness related” absences of 3 days or more.

The school 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

HOLIDAYS OR EXTENDED LEAVE IN TERM TIME:

Taking holidays or extended leave to play sports will affect a student'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.

Extended/early leaves are clearly disruptive to the educational environment, but are sometimes unavoidable. We ask parents to ensure that:

- Administration receives advance notification of a planned leave and it is the responsibility- of the 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.

STUDENTS RIGHTS AND RESPONSIBILITIES

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

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 good care of school materials and facilities; demonstrate and appreciate cultural sensitivities.

In order to fulfil his/her full potential the student has the responsibility to:

- Attend school daily, be punctual and have the necessary learning materials; complete homework 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.

CIS students are required to understand that cultural and religious differences require sensitivity in the use of language. Therefore, inappropriate, abusive, or profane language and visual images are not permitted in school, on transportation, or on school-sponsored activities and offensive materials will be confiscated.

STUDENT DISCIPLINE POLICY

CIS understands that the school should develop standards of conduct and that each member of the school staff is responsible for the supervision of the conduct of students in the school.

The administration will support its students and teachers in the maintenance of proper order and discipline. All members of the school community must be made aware of what is expected of them in this regard, and of the possible consequences for breaches of school community policy and school regulations. In administering discipline, staff are to treat pupils with dignity and respect which is considerate of their circumstances.

In order to foster and contribute to a positive school climate teachers are expected to

- Consistently apply all guidelines on discipline.
- Understand that all Staff and Administrators are responsible for student supervision and discipline.
- Take personal responsibility for upholding school rules.

STUDENT CONDUCT, EXPECTATIONS AND RULES

The following conduct rules apply to students while they are in school, on the bus, on school grounds, at school-sponsored events, or in other circumstances that have a real and substantial relationship to the lawful maintenance and operation of the school. Any students who violate the rules in this policy, depending upon the individual circumstances involved, is subject to discipline, suspension, or expulsion.

Students may also be subject to expulsion for violations of these rules or for any other situation whereby the student's presence poses an immediate or continuing danger to the student, other students or school personnel, or an immediate and continuing threat of substantial disruption of the educational process. Unless otherwise specified, violations of these rules are cumulative throughout the student's secondary school years.

In addition, the school reserves the right to discontinue a student's enrolment based on student disciplinary history, for either an individual occurrence or multiple infractions.

GENERAL EXPECTATIONS OF STUDENT CONDUCT (ELEMENTARY)

1. Students shall be responsible and accountable for their behavior and conduct:

- while involved in school-sponsored or related activities;
- while on school property;
- during any recess or lunch periods on or off school property; and

- while traveling to and from school.

2. CIS Elementary requires that all students:

- be diligent in pursuing their studies;
- attend school regularly and punctually;
- cooperate fully with everyone authorized by CIS Administration to provide education programs and other services;
- comply with the rules of the school;
- account to their teachers for their conduct, are to be held accountable for their behavior;
- respect the rights of others.

3. CIS Elementary Policy on Student Conduct establishes standards for appropriate behavior and the context for school rules and codes of conduct that students are to observe.

4. Within the classroom the teacher is expected to establish and maintain disciplinary procedures within the classroom. Such measures must at all times be:

- reasonable, bearing in mind how severe the behavior was, and the nature of the child;
- capable of being enforced; and
- administered impartially and consistently.

A sincere effort shall be made by all teachers to control and/or eliminate behavior by any student that is detrimental to the students' welfare or tone of the school.

5. Within the School:

CIS Administration is responsible for formulating and operating the school discipline policy, with the cooperation of staff. Repeated breaches of reasonable standards of conduct shall be referred to the Sectional Administrator. Each case will be fully investigated and the Sectional Administrator, in consultation with the referring teacher, shall take such action as is deemed necessary. At any point, the Sectional Administrator may refer to the Head of School for assistance. Parents will be consulted when their child poses a serious discipline problem or when CIS Administration deems it necessary.

6. Suspension and/or Expulsion of Students

CIS Elementary takes the view that suspension of students should only be used after other avenues to resolve the difficulty have been explored or if the given act is of such a nature that a suspension is immediately warranted.

7. Acts of vandalism or purposeful damage may require that the student make financial restitution to CIS.

GENERAL EXPECTATIONS OF STUDENT CONDUCT (SECONDARY)

- The school's student conduct rules and discipline procedures must be interpreted to ensure an optimum learning atmosphere in the classroom. An optimum learning atmosphere is a climate in which each student has the maximum opportunity to learn and the conduct of students that interferes with that climate is kept at an absolute minimum as determined by the classroom Teacher.
- Students must comply with rules established for the governing of schools.

- Students must pursue their course of study and make reasonable progress.
- Students must respect the authority of Teachers and the school's authority to impose disciplinary action.
- Teachers must hold students strictly accountable for disorderly or antisocial conduct while under the Teacher's supervision, and make recommendations for the suspension of a student for a just cause.
- Students who damage property at school or while under school jurisdiction may be suspended and/or disciplined accordingly. The student, parent/ guardian shall be liable for any and all damages.
- Teachers may temporarily exclude students from the classroom instructional or activity area for disrupting the educational process in violation of the school's disciplinary standards. These students must not be left unsupervised.
- Students shall be disciplined for bullying, intimidation or harassment on the basis of race, national origin, gender, age, religion, marital status, sexual orientation, disability or other traits.

DISCIPLINARY PROCEDURES – FOUR STEPS

Classroom discipline strategies and techniques vary from room to room. There are many redirection strategies available for teachers to use in their classrooms. It depends on the classroom and the students involved. It all begins, though, with a reminder to a student that his or her behavior is inappropriate and that reminder must be followed up on with a warning at some point. The teacher is to use all that is in his/her toolkit to work out the issue in class, including disregard of homework assignments. Step One (warning) is not to be implemented until regular in-class disciplinary and corrective measures appear to not be having the desired effect of negating the improper behavior or conduct.

Sometimes the Teacher feels that he/she needs to remove a student from the class, temporarily, and that is acceptable. This usually occurs when the student is awaiting a 'talk' from the Teacher in a more private setting than in front of other students in the classroom. Passing this information on to the Administrator and Counselor is an option, but not the expectation.

Step One - Students are given a reminder by the teacher that their behavior/action is inappropriate. Student is told that further indiscretions will be dealt with more sternly, beginning with contact to the home. Report using Managebac for behaviour or to the Principal for documentation.

Step Two - Students are reminded that their behavior/action is, again, inappropriate and that they have been reminded of this in the past. The teacher contacts home to touch base with parent/guardian, to let them know what has been occurring, and what has been done to that point to rectify the situation, and explains that a further incident will result in action being taken. Report using Managbac for behaviour or to the Principal for documentation. The teacher may also involve the EAL Coordinator if the student concerns are thought to be related, in some way, to a lack of understanding of the expectations placed upon them, based on their situation as an EAL learner.

At all times, the CIS Counselor may be consulted and be brought into the situation for support and guidance with the individual student. The point to remember is that after a teacher feels that he/she has exhausted all avenues of disciplining a child within the classroom the teacher may move to the next level in as far as discipline is concerned.

This starts with parent contact. The goal here is to work together with the home to ensure that;

- (a) matters from the classroom have been reported to parent/guardian;
- (b) parent/guardian has been made aware of the previous warning (Step One);
- (c) parent/guardian is aware of the rules and procedures in the classroom.

It is important at all times for the communication lines to be kept open between teacher and home. When a student becomes a problem, whether it be for behavioral reasons or academic indifference, parents must be informed.

Step Three - Student calls home, from the Office, in the presence of a CIS Administrator, and tells Parent/Guardian that they have breached the policy regarding school student behavioral expectations three times and they are now at the stage where if there is another infringement, they will be disciplined. Send to Office and Report using Managbac for behaviour or to the Principal for documentation.

The student is taken or sent to the office. The matter is reported to the Administrator, including the particulars of the infraction and what strategies were employed. The student and Administrator speak to the parent/guardian about the incident and Administration relates potential future consequences if repeated transgressions occur. It is important to note that when a student is sent to the Administration, ample documentation is provided in order for the Administrator to do his/her job with confidence, knowing that due diligence has been done on the part of the teacher. The counselor may be utilized to help set behavior goals without disciplinary issues to help the student with her/his behavior.

Step Four - There will be more serious consequences, which will be communicated to the parents. This may include the head of school involvement and detailed and documented consequences and responsibilities.

DISCIPLINARY PROCEDURES – SUSPENSIONS

- **Level One:** An in-school suspension of no longer than one day. A second in-school suspension will lead to an out-of-school suspension.
- **Level Two:** An out-of-school suspension may be from one to three days.
- **Expulsion:** Students not deemed fit for continued enrollment by reason of extraordinary misbehavior, including a single misbehavior episode, may be expelled at the recommendation of the CIS Head of School to the Board of Directors depending on individual circumstances, consequence for offensive behavior range from warning to expulsion. Expelled students will not be eligible for readmission.

APPEALS:

Students and parents/guardians have certain due process and other rights to have student discipline and other corrective action reviewed. The Sectional Administrator will investigate discipline issues, contact parents with relevant discoveries when appropriate and administer appropriate discipline if required, which may include detention, in-school suspension, or further actions. If parents are dissatisfied with these results they are encouraged to discuss them with the Sectional Administrator. If, after speaking with the Sectional Administrator, parents are still concerned about decisions and/or disciplinary consequences they may contact the Head of School. The Head of School's decisions will be final. Disciplinary authority shall be exercised with fairness and every effort shall be made by Administrators and faculty members to resolve problems through effective utilization of school resources in cooperation with the student and his/her parent/guardian.

STUDENT HARASSMENT AND BULLYING

CIS is committed to providing a safe and caring learning environment in which all individuals are treated with respect and dignity. It is the intention of the school to prevent and discourage harassment among students. For the purposes of this policy, harassment is synonymous with the terms intimidation, bullying, taunting, and teasing.

Regulations:

1. Harassment includes behavior, which may be verbal, physical, deliberate, unsolicited, or unwelcome; it may be one incident or a series of incidents. Harassment may include:
 - verbal abuse or threats;
 - derogatory remarks, jokes, innuendoes, or taunts about a person's body, age, gender, ethnic or national origin, socioeconomic status, or religion;
 - displaying of offensive or derogatory pictures;
 - inappropriate jokes which cause awkwardness or embarrassment;
 - inappropriate gestures;
 - intimidation to participate in an unethical activity or to participate in activities which contravene school policy;
 - unwelcome physical contact; and/or
 - coercing or influencing third parties to harass others.
2. CIS shall have the following measures in place to prevent harassment, which shall include:
 - policy and regulation on harassment and bullying to be regularly communicated to students, parents, and staff; and
 - access to counseling support where available.
3. The behavior need not be intentional in order to be considered harassment; it is sufficient that the offender knows, or as appropriate for age and grade, ought to reasonably know, that the behavior is offensive and unwelcome.
4. Any student who willingly makes a false claim of harassment or intentionally provokes harassment shall be subject to appropriate disciplinary action.

DISCIPLINARY PROCEDURES - BULLYING

Bullying is not tolerated in any form at the Canadian International School. If students are caught bullying, the following consequences apply:

- **Step One** - Student is reminded of the indiscretion by the Staff member who comes across the behavior and receives explanation of what the behavior truly is (bullying). Report to Advisory Teacher. **First Offense:** The Staff Member alerts the Advisory Teacher who then reports the incident using ManageBac for behaviour or to the Principal for documentation. Advisory Teacher may take disciplinary action, notify the parent/guardian, have the student notify the parent/guardian, or alert additional Administration and/or Counselor (depending on the severity of the bullying reported) about the issue.
- **Step Two** – Student is reminded of the indiscretion by the Staff member who comes across the behavior and

receives explanation of what the behavior truly is (bullying). Report to Advisory Teacher. **Second Offense:** The Staff Member alerts the Advisory Teacher who then reports the incident using ManageBac for behaviour or to the Principal for documentation. Student is reminded of the behavior, has it explained that this is not the first incident of the type of behavior. Advisory Teacher contacts the parents about the incident and reports using Google Form. Advisory Teacher may alert additional Administration and/or Counselor (depending on severity of the bullying reported).

- **Step Three** - Student is reminded of the indiscretion by the Staff member who comes across the behavior and receives explanation of what the behavior truly is (bullying). Report to Advisory Teacher. **Third Offense:** Due to this being a third offence, the Student is sent to the Sectional Administrator and calls parents home to explain their poor choice/behavior. The Teacher and Sectional Administrator report using ManageBac for behavior or to the Principal for documentation. The Sectional Administrator reiterates to parents the student's poor choice/behavior. A meeting may be scheduled with any of (Teacher, parent/guardian, student, Sectional Administrator) where the next level of consequence will be discussed.
- **Step Four** - Student is reminded of the indiscretion by the Staff member who comes across the behavior and receives explanation of what the behavior truly is (bullying). Report to Advisory Teacher. Due to this being a **fourth offence**, the Student is sent to the Sectional Administrator and calls parent/guardian to explain their poor choice/behavior. The student explains that this is the fourth indiscretion, and that after the third, he/she had called and said the next time, serious measures would be taken. The Sectional Administrator then informs parent/guardian of consequences (serious measures). The Teacher and Sectional Administrator report using ManageBac for behaviour.

As always, the Principals and Head of School has the option to suspend a violating student with in-school or out-of-school suspension.

OFFENCES NOT FOLLOWING FOUR-STEP SYSTEM

Disciplinary issues of a relatively minor nature are almost always dealt with in the first instance by the classroom Teacher/Teacher on duty. There is very often a satisfactory resolution at this stage. From time to time, however, more serious issues occur and the Four-Step Discipline Policy comes into play. In very rare circumstances, the severity of the indiscretion negates the usual Four-Step Discipline Policy and serious measures may be taken regardless of student's prior standing. These may include but not be limited to the following:

FIGHTING: Any physical altercation with another, or promoting or encouraging an altercation between others. At CIS, this offence may be administered with the following consequences, at the discretion of the Vice Principal - Academic, Principal, and Head of School.

- First offense: Suspension (1-3 days)
- Second offense: Suspension or Expulsion (4 or more days) Third offense: Expulsion

UTTERING OF THREATS: Communicating to another with the intent to cause them harm. At CIS, this offence may be administered with the following consequences, at the discretion of the Principals or Head of School.

- First offense: Suspension (1-3 days)
- Second offense: Suspension or Expulsion (4 or more days) Third offense: Expulsion

VERBAL OR PHYSICAL AGGRESSION BASED ON RACE, RELIGION, ETHNICITY, GENDER OR ORIENTATION: CIS is an inclusive campus where people of all persuasions have the right to a calm, respectful and inclusive environment. We support all identities and do not tolerate speech that seeks to diminish or ridicule anyone in

our community based on their race, religion, ethnicity, gender or gender identity.

- First offense: Suspension (1-3 days)
- Second offense: Suspension or Expulsion (4 or more days) Third offense: Expulsion

ALCOHOL, DRUGS, AND ILLEGAL SUBSTANCES: Bringing or consuming alcohol, tobacco in any form, or illicit substances on the school campus by students is forbidden will result in immediate expulsion. This policy will apply to all other school related functions and school sponsored trips.

SCHOOL PROPERTY: All school property (including buildings, grounds, equipment, furnishings, fixtures, libraries, iPads, computers and other resource collections) must be treated with respect. Those who damage, destroy or deface school property will be required to pay the full cost of repair or replacement.

SCHOOL TRANSPORTATION POLICY AND REGULATIONS

Getting children to and from school safely each day is a serious responsibility. It is essential for all bus riders to follow these rules for the safety of all riders. Please make your children aware of the rules below in order to make our bus service as safe as possible.

Discipline on school transportation is monitored by the Bus Conductor. As with any other student common area, teachers are expected to take on a supervisory role when required, and to communicate issues to Administration.

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
- Be seated quickly and remain seated throughout the trip
- Not distract the bus driver
- Keep all body parts inside the bus while riding
- Not throw anything inside or outside of the bus
- Always use appropriate language and speak in reasonable tones inside the bus
- Practice safe, appropriate behavior and set an example for younger students
- Be respectful and responsible toward others and
- Listen to and follow the instructions of the bus monitor and other adults.

Offences on the bus will be reported to the Vice Principal by the bus monitor and adult riders. In extreme cases, the school reserves the right to withdraw bus privileges due to violation of bus rules.

CONSEQUENCES FOR FAILURE TO RESPECT BUS RULES

A student will be dismissed from the bus service for any major infraction of the rules or when he/she is exhibiting unsafe behaviors on the bus.

For minor infractions of the rules:

- First Offense: Warning is issued.

- Second Offense: Additional warning or two-day suspension of bus privileges.
- Third Offense: Up to two-week suspension of bus privileges.
- Fourth Offense: Up to two-month suspension of bus privileges.

PUBLIC DISPLAYS OF AFFECTIONS

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, handholding and similar actions are considered inappropriate and potentially offensive behaviour.

CANADIAN INTERNATIONAL SCHOOL STANDARDS OF PRACTICE

(Teachers, Teacher Assistants, Staff, Volunteers, and Others)

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, 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 in 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 procuring 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 involving:

- A conviction of any crime that would call into questions the individual's worthiness to work with children.
- All staff working at Canadian International School must obtain a police clearance/criminal background check certificate.

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.

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 a person acting on behalf of the school are to be made using a school e-mail address.
- Faculty, staff, and volunteers who use any form of online communications including social media (Face-

book, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.

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-School Related Activities – 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 upholds 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, 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.
- Tutoring – No teacher may tutor a CIS student other than through the school's own After School Tutoring program. Under rare circumstances, tutoring a CIS student may be granted by the head of school.

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 the 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.

CANADIAN INTERNATIONAL SCHOOL'S STATEMENT OF ACKNOWLEDGEMENT OF STANDARDS OF PRACTICE FOR SIGNATURE

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 antiharassment, 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 and/or youth 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 and/or youth.
- Accept or give gifts to children or youth without the knowledge of their parents or guardians.
- Communicate with children over unmonitored, non-CIS e-mail.
- Use (Facebook, Twitter, etc.) or similar forms of electronic or social media to communicate with students except for activities strictly involving school business.

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.

- Verbal discussion with administration
- Verbal warning – with documentation placed on file
- Letter of expectation placed on file
- Disciplinary action



CANADIAN
INTERNATIONAL
SCHOOL

Bangalore, INDIA

OUR 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.

CONTACT DETAILS

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