



CANADIAN
INTERNATIONAL
SCHOOL

Soak up the
knowledge.

Achieve
It

Diary

Evalyne
David
Ameer
Bhagal
Yuta
Mei

FAMILY HANDBOOK 2017/18

TRULY INTERNATIONAL, SINCE 1996

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I. WELCOME TO CIS

FROM THE HEAD OF SCHOOL

Greetings from Canadian International School – Bangalore!

The history of this school is one of richness and prestige. Since moving to its new campus in 2006, CIS has seen its program offerings as well as its student numbers steadily rise, and we are all extremely proud of that. CIS looks to the future with great enthusiasm, as we now push to build upon our past successes to continue to drive this school to become one of the finest international education institutions in East Asia.

This past year, CIS, along with members of its extended community, successfully updated and revamped its Child Safeguarding policies and procedures to better meet the needs of the students and staff. We are very proud of our commitment to child safety and look to further strengthen and build upon our programs in the upcoming months and years.

Learning at CIS is a shared responsibility, then, between all stakeholders, with each playing a separate, yet integrated and vital role in the educational development of each child. For students, learning is not limited to the school, as the skills, attitudes and processes, they begin to foster in the elementary school, and those acquired at home, are furthered in the middle school years, all culminating in high school graduation. This progression establishes the solid foundation upon which students build their post-secondary experience, yet also affords them the skills and attitudes in their own lives to become truly independent world citizens of the technologically-driven 21st century.

The quality of the International School experience is vital to the success of each child as they move up to the middle and high school levels. For our students, it all begins in the Elementary years, where we focus on individual student growth and success, looking to build a community of learners. Elementary School is a process and a time for the children to learn how to learn. The goal is to begin to develop the whole child and to lay the foundation for their future studies. After successful completion of Elementary school, students enter Middle School and High School with solid learning and life skills enabling them to explore and master the more difficult and challenging content therein.

Students becoming independent, life-long learners, capable of both competing in and integrating into a complex, ever-changing world is our goal. CIS is a school that values its Western tradition in education, and to this, the school has established a challenging and well rounded-academic curriculum, where the arts, student activities and athletics are also highly valued. The students are nurtured to acquire 'habits of mind' such as problem solving, decision-making, critical and creative thinking skills as well as to gain academic success.

I welcome you to CIS and I encourage you to become actively involved in the academic lives of your children. If you have the chance to visit the campus you will undoubtedly be struck by the warmth and professionalism of the entire staff. Teachers, Support Staff, and Administrators all stand ready to assist and partner with you. It is an honor to be the Head of School at CIS and I look forward to many successful years ahead. If you have any questions or concerns, or if you merely wish to say hello, please drop me a line or stop in. **hos@cisb.org.in** My door is always open.

Shane Kells

Head of School

Twitter: #ShaneKellsCISB

Blog: <https://shanekells.wordpress.com/>

FROM THE ELEMENTARY PRINCIPAL

I would like to extend a warm welcome to the Early Years and Elementary program at Canadian International School.

Our strong teaching staff and supportive parent community make CIS such a wonderful place for our children to learn, play, grow and live out our mission of providing a world class international education that serves each student.

Our effort to meet your child's need for growth socially, emotionally and academically is an ongoing and intentional process that happens one day and one experience at time. Regular review and revision of curriculum and pedagogy helps schools ensure they are delivering the best possible learning experience for their students. CIS is no different. We strive to provide teaching that facilitates learning and inspires our students to be enthusiastic, eager and curious.

Your participation in your child's learning process has a significant impact on their achievement. With the many demands and complexities of teaching children, it is essential that we work together in order to truly nurture your child's full potential and ensure lifelong learning takes place.

Three important ways you can participate are; firstly, be sure to stay connected to what is happening in your child's classroom through their agenda book and on the Bloomz App. Secondly, keep in mind that through our daily interactions, whether it be parent to parent or parent to teacher, etc., we have the opportunity to model for our children effective collaboration, successful relationships and positive attitudes. Lastly, make every possible effort to avoid unnecessary absences. It's hard for us to deliver the quality product we offer when our students are not present.

I wish your family a wonderful 2017/18 school year!

Feel free to contact me directly if you ever need anything.

Martin Thomas

Elementary Principal

Email: esprincipal@cisb.org.in

Telephone: +91 9008832299

FROM THE MIDDLE SCHOOL/HIGH SCHOOL PRINCIPAL

Dear Parents and members of the CIS community,

Welcome to the Canadian International School - Bangalore.

For those of you new to CIS, welcome, I look forward to working with you over the course of the academic year 2017/18.

Our goal here at CIS is to give your child(ren) the best opportunities to grow as individuals, to equip them with the skills that will help them to cope with the challenges that they will face in our ever changing world. Through the use of technology, we look to enhance the educational experience and allow students to show their learning in different ways. We are committed to knowing each and every child and treating each one as an individual and understand that students learn in different ways.

Having worked in 4 IB Diploma school before CIS I am a firm believer in the IB Philosophy of 'lifelong learners' and I am excited about working in a school which shares this pedagogic approach.

I have always thought of education as a continuum and do not like to think about schools as different sections. We are one school, with one identity. There is a need to sectionalize schools so that they can be managed appropriately and so that students can have more opportunity for leadership roles. However, the ethos, the educational philosophy and the goals are all the same. As Middle and High School Principal I see my role as looking after one section of the school, not managing two different areas.

Education is a powerful tool, one in which all members of the school community play an important role. Education is not solely the job of the teacher or parent, as learning is not the sole responsibility of the student. At CIS I encourage all staff, parents, students and members of the school community to play their part in making CIS the best it can possibly be. Education has never and will never be the exclusive domain of the classroom, but it will take place in all areas of the school and school community.

I look forward to working with you all. Please feel free to contact me at any time if you have any questions. ms-hsprincipal@cisb.org.in

Rob King

MS | HS Principal

Telephone: +91 9686346555

MISSION STATEMENT

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.

OUR MOTTO

Shaping the Future....Together! Today!

VISION STATEMENT

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

CORE VALUES

INTEGRITY

At CIS, Integrity is a guiding principle:

- Integrity in academics
- Integrity in relationships
- Integrity in decision-making

We strive to be guided by strong moral principles in all that we do.

INSPIRATION

At CIS, Inspiration is a guiding principle:

- Inspiring each other
- Inspiring the love of learning
- Inspiring confidence
- Inspiring to be the change

We strive to unlock the unlimited potential of the entire CIS community.

RESPECT

At CIS, Respect is a guiding principle:

- Respect for individuality
- Respect for community
- Respect for diversity
- Respect for our environment

CARING

At CIS, Caring is a guiding principle:

- Caring for self
- Caring for each other
- Caring for the social, emotional, and academic needs of all students
- Caring for the global community

We strive to act with empathy and kindness towards each other and the changing World around us.

JOY

At CIS, Joy is a guiding principle:

- Joy of learning
- Joy of teaching
- Joy of discovering,
- Joy of connecting with our school, our community and the World beyond.

We strive to harmonize hard work, achievement and fun!

STATEMENT ON TOLERANCE AND NON-DISCRIMINATION

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

CANADIAN INTERNATIONAL SCHOOL OVERVIEW

Canadian International School offers a Montessori-based Preschool and Kindergarten program, along with the Cambridge Primary curriculum in Grades 1 - 5, Cambridge Primary/IGCSE in Grades 6 to 10, and the IB Diploma Program in Grades 11 and 12. Diplomas are granted by the International Baccalaureate Organization and are fully recognized by the Association of Indian Universities. We also offer the Canadian International School Diploma.

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 ESL 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 Review Visit and now looks to further grow the school's facilities and expand its educational programs, raising the bar a bit higher with each passing year. 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 the following: T.V. room, table-tennis, pool, board games, and air conditioned computer labs with Internet access, visitor rooms. The school cafeteria provides a choice of healthy hot meals. Weekly menus are posted on our website.

The Early Years, Elementary and Secondary divisions contain classrooms and general meeting areas, counseling offices and administrative offices, dedicated science rooms, air conditioned computer labs, a piano lab and music rooms, art rooms, ESL classrooms, and libraries. 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. In addition, CIS, Elementary through Secondary, is involved in several outreach and 'Green' programs. Secondary school students participate in community service projects. Classes are taught by highly qualified staff (mainly from Canada, US, UK and India) led by an internationally-diverse School Leadership team. Our classes will normally not exceed 24 students.

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

WEBSITE

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

Please visit our website at www.canadianinternationalschool.com

II. GENERAL INFORMATION

2017-2018 CIS CALENDAR

WK	S	M	T	W	Th	F	S	August 2017	WK	S	M	T	W	Th	F	S	February 2018
			1	2	3	4	5	4 - 8 New Staff Orientation	21					1	2	3	
	6	7	8	9	10	11	12	9 - 16 All Staff Orientation	22	4	5	6	7	8	9	10	9 Tuition Fees Due
1	13	14	15	16	17	18	19	10 Tuition Fees Due	23	11	12	13	14	15	16	17	12 & 13 PD Day
2	20	21	22	23	24	25	26	15 Independence Day	24	18	19	20	21	22	23	24	
3	27	28	29	30	31			17 New Student Orientation 18 1st Day of School 25 Ganesh Chaturthi	25	25	26	27	28				

WK	S	M	T	W	Th	F	S	September 2017	WK	S	M	T	W	Th	F	S	March 2018
						1	2	1 Bakrid	25					1	2	3	Bandh Make up Day
4	3	4	5	6	7	8	9		26	4	5	6	7	8	9	10	
5	10	11	12	13	14	15	16		27	11	12	13	14	15	16	17	
6	17	18	19	20	21	22	23	22 Muharram, PD Day	28	18	19	20	21	22	23	24	
7	24	25	26	27	28	29	30	29 - 30 Dussehra	25	26	27	28	29	30	31		26 - 30 Spring Break (28 Ugadi, 30 Good Friday)

WK	S	M	T	W	Th	F	S	October 2017	WK	S	M	T	W	Th	F	S	April 2018
8	1	2	3	4	5	6	7	2 Gandhi Jayanti	29	1	2	3	4	5	6	7	10 Student-Led Conferences
9	8	9	10	11	12	13	14		30	8	9	10	11	12	13	14	14 Ambedkar Jayanthi
	15	16	17	18	19	20	21	16 - 20 Diwali	31	15	16	17	18	19	20	21	16 Mid Term Holiday
10	22	23	24	25	26	27	28	24 Parent Teacher Conferences	32	22	23	24	25	26	27	28	
11	29	30	31						33	29	30						

WK	S	M	T	W	Th	F	S	November 2017	WK	S	M	T	W	Th	F	S	May 2018
11			1	2	3	4	5	1 Karnataka Rajyotsava	33		1	2	3	4	5	6	1 May Day
12	5	6	7	8	9	10	11	10 Tuition Fees Due	34	6	7	8	9	10	11	12	
13	12	13	14	15	16	17	18		35	13	14	15	16	17	18	19	
14	19	20	21	22	23	24	25		36	20	21	22	23	24	25	26	
15	26	27	28	29	30			27 PD Day	37	27	28	29	30	31			

WK	S	M	T	W	Th	F	S	December 2017	WK	S	M	T	W	Th	F	S	June 2018
15						1	2		37						1	2	
16	3	4	5	6	7	8	9		38	3	4	5	6	7	8	9	
17	10	11	12	13	14	15	16		39	10	11	12	13	14	15	16	14 Last Day Students 15 Last Day Teachers
17		18	19	20	21	22	23	18 - 31 Winter Break		17	18	19	20	21	22	23	
24		25	26	27	28	29	30			24	25	26	27	28	29	30	
31																	

WK	S	M	T	W	Th	F	S	January 2018	WK	S	M	T	W	Th	F	S	July 2018
		1	2	3	4	5	6	1 - 5 Winter Break		1	2	3	4	5	6	7	
18	7	8	9	10	11	12	13			8	9	10	11	12	13	14	
19	14	15	16	17	18	19	20	14 Makar Sankranti		15	16	17	18	19	20	21	
20	21	22	23	24	25	26	27	26 Republic Day		22	23	24	25	26	27	28	
21	28	29	30	31						29	30	31					

WEEK	#	DAYS	DATES	TERM
01 - 14	14	61	AUG 18 - NOV 24	One
15 - 27	13	63	NOV 27 - MAR 16	Two
28 - 39	12	57	MAR 19 - JUNE 14	Three
	39	181		

- School Holidays - School closed for Students & Staff
- National Holidays - School closed for Students & Staff
- Teacher's Professional Development Day
(No School for Students)
- Parent Teacher Conferences / Student-Led Conferences
- End of Academic Term
- Bandh Make Up Day
- Mid Term Holiday

2017 - 2018 DAY CALENDAR

August 2017							
WK	S	M	T	W	Th	F	S
			1	2	3	4	5
6		7	8	9	10	11	12
13		14	15	16	17	18(Day 1)	19
20		21(Day 2)	22(Day 3)	23(Day 4)	24(Day 5)	25	26
27		28(Day 6)	29(Day 1)	30(Day 2)	31(Day 3)		

February 2018							
WK	S	M	T	W	Th	F	S
21					1(Day 1)	2(Day 2)	3
22	4	5(Day 3)	6(Day 4)	7(Day 5)	8(Day 6)	9(Day 1)	10
23	11	12	13	14(Day 2)	15(Day 3)	16(Day 4)	17
24	18	19(Day 5)	20(Day 6)	21(Day 1)	22(Day 2)	23(Day 3)	24
25	25	26(Day 4)	27(Day 5)	28(Day 6)			

September 2017							
WK	S	M	T	W	Th	F	S
						1	2
4	3	4(Day 4)	5(Day 5)	6(Day 6)	7(Day 1)	8(Day 2)	9
5	10	11(Day 3)	12(Day 4)	13(Day 5)	14(Day 6)	15(Day 1)	16
6	17	18(Day 2)	19(Day 3)	20(Day 4)	21(Day 5)	22	23
7	24	25(Day 6)	26(Day 1)	27(Day 2)	28(Day 3)	29	30

March 2018							
WK	S	M	T	W	Th	F	S
25					1(Day 1)	2	3
26	4	5(Day 2)	6(Day 3)	7(Day 4)	8(Day 5)	9(Day 6)	10
27	11	12(Day 1)	13(Day 2)	14(Day 3)	15(Day 4)	16(Day 5)	17
28	18	19(Day 6)	20(Day 1)	21(Day 2)	22(Day 3)	23(Day 4)	24
25	25	26	27	28	29	30	31

October 2017							
WK	S	M	T	W	Th	F	S
8	1	2	3(Day 4)	4(Day 5)	5(Day 6)	6(Day 1)	7
9	8	9(Day 2)	10(Day 3)	11(Day 4)	12(Day 5)	13(Day 6)	14
	15	16	17	18	19	20	21
10	22	23(Day 1)	24	25(Day 2)	26(Day 3)	27(Day 4)	28
11	29	30(Day 5)	31(Day 6)				

April 2018							
WK	S	M	T	W	Th	F	S
29	1	2(Day 5)	3(Day 6)	4(Day 1)	5(Day 2)	6(Day 3)	7
30	8	9(Day 4)	10	11(Day 5)	12(Day 6)	13(Day 1)	14
31	15	16	17(Day 2)	18(Day 3)	19(Day 4)	20(Day 5)	21
32	22	23(Day 6)	24(Day 1)	25(Day 2)	26(Day 3)	27(Day 4)	28
33	29	30(Day 5)					

November 2017							
WK	S	M	T	W	Th	F	S
11				1	2(Day 1)	3(Day 2)	4
12	5	6(Day 3)	7(Day 4)	8(Day 5)	9(Day 6)	10(Day 1)	11
13	12	13(Day 2)	14(Day 3)	15(Day 4)	16(Day 5)	17(Day 6)	18
14	19	20(Day 1)	21(Day 2)	22(Day 3)	23(Day 4)	24(Day 5)	25
15	26	27	28(Day 6)	29(Day 1)	30(Day 2)		

May 2018							
WK	S	M	T	W	Th	F	S
33			1	2(Day 6)	3(Day 1)	4(Day 2)	5
34	6	7(Day 3)	8(Day 4)	9(Day 5)	10(Day 6)	11(Day 1)	12
35	13	14(Day 2)	15(Day 3)	16(Day 4)	17(Day 5)	18(Day 6)	19
36	20	21(Day 1)	22(Day 2)	23(Day 3)	24(Day 4)	25(Day 5)	26
37	27	28(Day 6)	29(Day 1)	30(Day 2)	31(Day 3)		

December 2017							
WK	S	M	T	W	Th	F	S
15						1(Day 3)	2
16	3	4(Day 4)	5(Day 5)	6(Day 6)	7(Day 1)	8(Day 2)	9
17	10	11(Day 3)	12(Day 4)	13(Day 5)	14(Day 6)	15(Day 1)	16
17		18	19	20	21	22	23
24		25	26	27	28	29	30

June 2018							
WK	S	M	T	W	Th	F	S
37						1(Day 4)	2
38	3	4(Day 5)	5(Day 6)	6(Day 1)	7(Day 2)	8(Day 3)	9
39	10	11(Day 4)	12(Day 5)	13(Day 6)	14(Day 1)	15	16
17		18	19	20	21	22	23
24		25	26	27	28	29	30

January 2018							
WK	S	M	T	W	Th	F	S
		1	2	3	4	5	6
18	7	8(Day 2)	9(Day 3)	10(Day 4)	11(Day 5)	12(Day 6)	13
19	14	15(Day 1)	16(Day 2)	17(Day 3)	18(Day 4)	19(Day 5)	20
20	21	22(Day 6)	23(Day 1)	24(Day 2)	25(Day 3)	26	27
21	28	29(Day 4)	30(Day 5)	31(Day 6)			

July 2018							
WK	S	M	T	W	Th	F	S
		1	2	3	4	5	6
1		7	8	9	10	11	12
8		13	14	15	16	17	18
15		19	20	21	22	23	24
22		25	26	27	28	29	30
29		31					

WEEK	#	DAYS	DATES	TERM
01 - 14	14	61	AUG 18 - NOV 24	One
15 - 27	13	63	NOV 27 - MAR 16	Two
28 - 39	12	57	MAR 19 - JUNE 14	Three
	39	181		

- School Holidays - School closed for Students & Staff
- National Holidays - School closed for Students & Staff
- Teacher's Professional Development Day (No School for Students)
- Parent Teacher Conferences / Student-Led Conferences
- End of Academic Term
- Bandh Make Up Day
- Mid Term Holiday

2017 - 2018 DAY SCHEDULE

Pre-Kindergarten to Grade 5					
TIME	DAY 1-6	DAY 1-6	DAY 1-6	DAY 1-6	DAY 1-6
	MON	TUE	WED	THU	FRI
08:10 - 09:00 a.m.	1	1	1	1	1
09:00 - 09:45 a.m.	2	2	2	2	2
09:45 - 10:00 a.m.	RECESS				
10:00 - 10:45 a.m.	3	3	3	3	3
10:45 - 11:30 a.m.	4	4	4	4	4
11:30 - 12:12 p.m.	ES LUNCH				
12:15 - 01:00 p.m.	5	5	5	5	5
01:00 - 01:45 p.m.	6	6	6	6	6
01:45 - 02:02 p.m.	RECESS				
02:05 - 02:50 p.m.	7	7	7	7	7
02:50 - 03:40 p.m.	8	CLUBS*	AS/HT/RB*		
04:00 - 05:00 p.m.		TEAMS	TEAMS		

- TUESDAYS - CLUBS
- WEDNESDAYS (on a rotation) - Assembly/ House Time / Buddies Reading / Special Events
- **Dismissal** at:
3:40 p.m. on MON. TUE. & WED.
2: 50 p.m. on THU. & FRI.
- **Departure** of School buses:
3:50 p.m. on MON. TUE. & WED.
3:00 p.m. on THU. & FRI.

Grades 6 - 12					
TIME	DAY 1-6	DAY 1-6	DAY 1-6	DAY 1-6	DAY 1-6
	MON	TUE	WED	THU	FRI
08:10 - 08:20 a.m.	HR	HR	HR	HR	HR
08:22 - 09:14 a.m.	1	1	1	1	1
09:17 - 10:09 a.m.	2	2	2	2	2
10:09 - 10:21 a.m.	RECESS				
10:23 - 11:15 a.m.	3	3	3	3	3
11:18 - 12:10 p.m.	4	4	4	4	4
12:10 - 12:55 p.m.	MS / HS LUNCH				
12:58 - 01:50 p.m.	CLUBS*	CLUBS*	AD/AS/HT*	5	5
01:53 - 02:45 p.m.	5	5	5	6	6
02:48 - 03:40 p.m.	6	6	6		
04:00 - 05:00 p.m.		TEAMS	TEAMS		

- MONDAYS & TUESDAYS - CLUBS
- WEDNESDAYS (on a rotation) - Advisory / Assembly or House Teams
- **Dismissal** at:
3:40 p.m. on MON. TUE. & WED.
2:45 p.m. on THU. & FRI.
- **Departure** of School buses:
3:50 p.m. on MON. TUE. & WED.
3:00 p.m. on THU. & FRI.

CONTACT INFORMATION

ADDRESS

Canadian International School
No. 4 & 20
Manchenahalli
Yelahanka
Bangalore 560 064, India

SWITCHBOARD NUMBERS

The CIS office switchboard operates from 8:00 am to 5:00 pm. While on campus, dial 9 to reach the operator.

Our numbers are:

- Tel: (91-80) 6759 4444 / 4249 4444

EMERGENCY CONTACT

Outside normal operation hours please call the Head of School's cell phone for emergencies only.

Shane Kells - +91 9741777509

VISITORS

At CIS we maintain a healthy, safe environment that promotes learning at all times. Visitors who add to our learning environment are always welcome and are expected to arrange their visits to the school in advance with the school central office. This enables the office to notify the teachers concerned and security to facilitate entrance into the school as well as parking in school facilities. Parents and guardians are valuable partners in the learning process and we are happy with their active participation throughout the school year.

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

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

Friends, former students, and other family members are able to visit CIS during the day with prior arrangement. Drivers, maids or other family members are allowed on campus with permission from the central office. Valid passes/documentation must be shown on request.

COMMUNICATION

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

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

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

PARENT CONFERENCES AND STUDENT-LED CONFERENCES

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

Parent-teacher, student-led conferences are scheduled to coincide with the publication of the term wise school reports. Please be punctual for conference appointments. Conferences may also be arranged throughout the year as the need arises.

PUBLICATIONS

Each year, students and staff create printed PK – 5 and 6 – 12 Yearbooks, highlighting staffing, year events and relevant grade-level activities.

'CIS Matters', is a weekly ready reckoner of the coming week's events, and posted on the CIS website. For easy access, all parents are e-mailed the link every Friday afternoon.

The CIS website www.canadianinternationalschool.com or the CIS Main Office +(91) 80 4249 4444 should be your first points of reference when seeking information.

Facebook: Canadian International School (CIS)

<https://www.facebook.com/Canadian-International-School-283666374991307/?fref=ts>

Facebook: School Community Association (SCA)

<https://www.facebook.com/groups/cisbparents/>

Twitter: @cisbweb

Hashtags: #cisblearns #cisbRocks #cisbcl #cisbdp

YouTube: cisbindia

Blog: <http://cisbangalore.wordpress.com>

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

Head of School:

Twitter - @ShaneKellsCISB

iTunes U – 'Getting to Know Canadian International School'

Blog - <https://shanekells.wordpress.com/>

Principals:

Twitter – ES - @MrThomasCISB **MS/HS** - @RobKing40

Google Site - <https://sites.google.com/a/cisb.org.in/esprincipal>

Weekly Parent Update - <https://sites.google.com/a/cisb.org.in/esprincipal/parentupdate>

GET THE BLOOMZ APP!

Bloomz is available on iOS or Android devices or using a web browser www.bloomz.net
Form more information visit: <https://sites.google.com/a/cisb.org.in/esprincipal/bloomz>

WEB BASED INFORMATION PORTAL – MANAGEBAC

This is a web-based, information & learning system enabling educators, students and parents to communicate interact and facilitate learning. With ManageBac, parents are given easy access to details of attendance, attainment and homework that has been set, and other useful school information specific to their children. It is also available to students from all grades, facilitating them to see their achievement data, access their homework diary and keep up-to-date with school announcements.

ManageBac differs in how the ES and the MS/HS will utilize it. More specific sectional information on ManageBac can be obtained from the appropriate Principal.

The guidelines for logging into 'ManageBac are available with the CIS Head Secretary. We look forward to your participation. Please e-mail to siofficer@cisb.org.in if you have any problems or questions.

PETS ON CAMPUS

Pets are not allowed on campus. For more information on this, contact the appropriate Principal.

FACILITY USAGE

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

SCHOOL COMMUNITY ASSOCIATION

The School Community Association (SCA) is committed to promoting an active partnership among parents, students, faculty and school leadership at CIS. The SCA is dedicated to help to provide the best possible educational environment for our students and the school community. Parents and guardians of CIS students are automatically part of the SCA once a child has been registered.

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

PARENT VOLUNTEERS

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

TRANSPORTATION (OPTIONAL BUS SERVICE)

Transport is an optional service and children are encouraged to utilize school buses. CIS has its own fleet of buses to provide transportation to and from school for CIS students. Children are picked up and dropped from the main road as close to the residence as is safely possible within the route and time limitations. While we make every effort to ensure that the service is both safe and efficient, please keep in mind that this is not a door-to-door service. We are working under local constraints. If you have questions or concerns about the operation of the school buses, please direct them to either: **Maintenance Coordinator** : Mr. Roshan Abraham (E: maintenance-coordinator@cisb.org.in), **Vice Principal**: Regis Caudrillier (E: k-12viceprincipal@cisb.org.in)

- Buses arrive at school around 8:00 am. The exact location of your stop and the time of pick-up will be arranged with the Maintenance Coordinator / Secretary (Katarina Fernandez – secretary@cisb.org.in) at the time of Admission.
- Students are to be at the designated stop 5 minutes ahead of the designated time.
- Buses depart from school at 3:50 pm on Mondays, Tuesdays & Wednesdays.
- Buses depart from school at 3:00 pm on Thursdays & Fridays.

A responsible adult must be at the bus stop to see off/receive elementary and new students. Should the assigned collecting adult fail to be present at the student's bus stop, the student will remain on the bus and be returned to school. Parents will be contacted for instruction.

- Safety rules are displayed in all buses.
- Seat Belts must be worn.
- For any change in busing for your child, please inform the secretary in charge of transport, Katarina Fernandez by email, the day before (secretary@cisb.org.in) or by phone up to 12 pm on the same day of the change (9148668444 / 6759 4444)

BUS CONDUCT EXPECTATIONS

Getting children to and from school safely each day is a serious responsibility. It is essential for all children on CIS buses to follow the below rules for the safety of all the riders.

Riders will:

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

SEATING ARRANGEMENT:

- Bus monitor sits in front.
- Gr.9 – Gr.12 students sit from rear to the middle (depending on student numbers and bus capacity)
- Elementary students and Gr.6 to Gr.8 students sit from the middle to the front
- School bags to be placed on the floor
- In case there is a seating plan in force, students may not change their assigned seating unless seats are reassigned by the teacher on duty or Vice-Principal / Principal. Offences on the bus will be reported to the Vice-Principal / Principal, by the bus monitor and teachers on the bus. The school reserves the right to withdraw bus privileges or enforce suspensions due to violation of bus rules. The CIS Bus Program is under the watchful eye of Vice Principal, Regis Caudrillier. He can be contacted at any time with respect to bus conduct and expectations.

OWN TRANSPORT

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

SCHOOL 'DROP OFF' & 'PICK UP' GUIDELINES

The circular drive in front of the School is used to drop off and pick up students at school. This strategy facilitates efficient use of the drop off & pick up zone at the busiest times, beginning and end, of the school day. The only areas where student pick-up is allowed is on the left side of the driveway, at the steps or near the palm trees. No students are allowed to walk out into the parking lot and no pickups are allowed in the lane furthest from the steps.

- Parents must complete the required forms that carry photographic ID of the driver/nanny and the children being transported.
- Drivers are to display the school issued ID in a prominent place. CIS provides all families with car identification stickers.

- Nannies are to present ID on request.
- All are to strictly adhere to pick up, drop off and parking protocol.
- All drop-offs and pick-ups must happen at the steps 'the arrival and dismissal area'.
- Cars circle the parking area to facilitate an orderly and safe drop off and pick up routine.
- Unaccompanied children must wait at the landing steps of the arrival and dismissal area till their cars pull up to the steps.
- If the child is not at the arrival and dismissal area, the driver must circle or re-park and repeat the pickup process when his /her ward/s arrive/s at the arrival and dismissal area.
- Students are not permitted to walk across the driveway into the car park.

PARKING

Parents and visitors are provided with the opportunity to use the school's parking facility while on official school business. Parents, visitors and drivers, please cooperate with the security/parking attendants. The only areas where student pick-ups are allowed are on the left side of the driveway, at the steps or near the palm trees. No students are allowed to walk out into the parking lot and no pickups are allowed in the lane furthest from the steps.

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. The School Nurse is a member of the Learning Support team. If a student is on any type of medication, for any reason, please inform the school nurse's office.

ROLE OF THE SCHOOL NURSE

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

Admission's Documents contain a simple, yet effective Health History Form

Items included:

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

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

EMERGENCY AND FIRST AID PROTOCOL

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

No parental contact- Minor First Aid - Visit usually 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. School Administration rarely know of these visits. Parents and/or Guardians who have not approved or signed the treatment consent form to give over the counter medications will be called before any medications are administered.

REGULAR OVER THE COUNTER (OTC) CARE

- 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, tooth ache)
- TAB. DOMSTAL – nausea , vomiting
- TAB .. CALPOL /TAB. CROCIN – fever
- TAB. MEFTAL – Dysmennorea
- 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.

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

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

III. EDUCATIONAL PROGRAMS AND SERVICES

The MS/HS Principal is the academic, personnel, curricular and disciplinary leader of the Middle School/High School sections of CIS. The MS/HS Principal is in place to support teaching and learning and is available to parents upon request. For more information, please drop by or e-mail: **Rob King: ms-hsprincipal@cisb.org.in**

The ES Principal is the academic, personnel, curricular and disciplinary leader of the Elementary/Middle School sections of CIS. The ES Principal is in place to support teaching and learning and is available to parents upon request. For more information, please drop by or e-mail: **Martin Thomas: esprincipal@cisb.org.in**

The K – 12 Vice Principal is in place to support teaching and learning and is available to parents upon request. The VP deals with disciplinary issues, busing and also supports the school administration and oversees the Boarding program. For more information, please drop by or e-mail: **Regis Caudrillier: k-12viceprincipal@cisb.org.in**

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

The Admissions Manager oversees all matters related to student admissions, ensuring that new student transitions to each division within the school are smooth. Oversight of testing and new student services also fall under the umbrella of the Admissions Manager. For more information, please drop by or e-mail: **Natasha Bhandari: admissionsmanager@cisb.org.in**

THE EARLY YEARS PROGRAM (PK – SK)

The Early Years Program has three levels: Pre-Kindergarten (3+ years); Junior Kindergarten (4+ years); and Kindergarten (5+ years), each with a Montessori component. The EYP recognizes the uniqueness of each child and understands that children are different from adults in the way they develop and think. Experiential learning is emphasized.

THE ELEMENTARY PROGRAM (GRADES 1 – 5)

The Elementary curriculum meets the differing needs of the 'international student' and 'third culture child'. This Cambridge Primary is in place from Grade 1 through to Grade 5. Cultural Hindi Classes are introduced in Grade 1 and continue through Grade 3, when the choice of French, Spanish or Hindi, to be studied more intensively, is made. Students from Grade 3 – 5 sit Measurement of Academic Progress (MAP) Tests twice each year, once in the Fall and again in the Spring.

THE MIDDLE SCHOOL PROGRAM (GRADES 6 – 8)

The progression from Elementary curriculum to Middle School curriculum is smooth. The Cambridge Secondary 1 curriculum develops learners' skills and understanding in Mathematics, English and Science for the first three years of secondary education and provides excellent preparation for Cambridge IGCSE and the IB program. Externally created and assessed, Cambridge Checkpoint exams in Mathematics, English, and Science are requisite of the Middle School program. These standardized tests are held in the spring. Students from Grade 6 – 8 sit Measurement of Academic Progress (MAP) Tests twice each year, once in the Fall and again in the Spring. Grade 8 sit only the Fall MAP session.

INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (GR. 9 – 10)

CIS offers for our Grade 9 and 10 students, the International General Certificate of Secondary Education (IGCSE) provided by University of Cambridge International Examinations (CIE). The two-year IGCSE program is the world's most popular International qualification for 14-16 year olds. It develops successful students, giving them excellent preparation for their next steps in education, progression to the IB Diploma, and equips them with skills for immediate employment. Universities and colleges worldwide recognize the IGCSE. Students in the IGCSE program study 10 exam subjects and are supported by our ESL department as necessary.

Further information is available at:

www.cie.org.uk/qualifications/academic/middlesec/igcse/subjects

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (GRADE 11 – 12)

The two-year Diploma Program, offered in Grades 11 and 12, is a demanding pre-university course of study designed for highly motivated students. It leads to a qualification that is widely recognized by the world's leading universities. The Diploma Program prepares students for university and encourages them to ask challenging questions.

Students learn how to learn, developing a strong sense of their own identity and culture while also developing the ability to communicate with and understand people from other countries.

For more information about the IB Diploma program visit:

www.ibo.org/Diploma/

COUNSELING AND COLLEGE GUIDANCE

The School Counselor provides the following services:

- Individual and small group counseling to meet student needs in the areas of learning, behavior and personal/social development
- Enhances students' educational achievement through goal-setting, assists in developing individualized educational programs and activities such as promotion of effective study habits
- Provides guidance for educational programs and activities that promote student decision-making skills, teach responsibility, and promote self-worth

- Assists students in the transition from school to school or to a new environment and culture
- Proactively identifies and refers students and families to community agencies and other professionals in the field.
- Administers aptitude tests, and interprets ability or achievement consistent with CIS standards.

School Counselor Contact: school-counselor@cisb.org.in

The **Guidance Counselor (University) provides** the following services for students preparing for post-secondary studies based on students' future aspirations.

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

Guidance Counselor (University) Contact: guidance-counselor@cisb.org.in

ESL PROGRAMS AT CIS

CIS accommodates students with a wide range of language abilities. Some students may have concerns coping with many new cultural and linguistic challenges. This gives rise for the need to offer extensive ESL support across the school, both in mainstream and ESL classes, and a strong consideration in terms of settling into India and our school. CIS offers flexible programs that consider the knowledge gaps that may well exist.

Our ESL/EAL courses reflect engaging and varied teacher/learner strategies, and seek to enrich the learning with a strong literary focus that allows students to become more aware of the genres, styles and conventions of modern English usage. A final consideration is that the ultimate aim of ESL/EAL provision in our school is to raise students to the linguistic level that allows them to become fully involved in mainstream study.

ENTRANCE ASSESSMENT AND MONITORING PROGRESS OF ESL STUDENTS

The language of instruction at all Grade levels is English. All applicants who do not have English as their first language are assessed by an English language specialist upon entry, to determine their level of English proficiency. Cambridge TESOL and IGCSE assessments are used to determine a student's linguistic ability. The assessment includes a 60 minute reading and writing component and a brief face-to-face interview conducted in English by a specialist and a further listening component conducted after the student has been admitted into ESL/ EAL programs. Although records from previous schools are considered, our school requires students for whom English is not a first language to be assessed by the ESL department, and then be appropriately placed and supported. There could also be occasions when a student who is 'struggling' with mainstream study, would be required to be returned into an ESL program and/or complete additional work set by the ESL department. Although parental concerns are considered, the decision on placement into ESL program is made by the ESL Coordinator and Dean of Studies, on the informed recommendations of the ESL Department.

ENGLISH AS A SECOND LANGUAGE (ESL)/ ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

At CIS, our ESL programs are divided into three specific learning opportunities.

- ESL courses develop language skills with a great emphasis on successful communication. These courses draw on the best methods and practice from CEFR (Common European Framework of Reference for Languages), Oxford English, and Cambridge TESOL. Students follow courses designed with Cambridge Young Learners outcomes, levels and assessment. In Elementary, students follow Cambridge Starters-Movers-Flyers programs and in Secondary students follow Cambridge KET (Key English Test) and PET (Preliminary English Test) programs that lead to the opportunity for students to take an IGCSE (International General Certificate of Secondary Education) in ESL at the end of Grade 10. This is a quality qualification that enables students to continue with IB study. Teachers focus on speaking, reading, writing, and listening. This course occurs when mainstream English classes are occurring on the timetable. Usually students new to English language learning move to mainstream after 1-2 years of ESL.
- The EAL(English as an Additional Language) course in Grades 2-5 focuses specifically on the language and skills required to access main-stream subject areas-History, Geography, Science and English Literature. These courses have a more academic focus with reading, comprehension, and writing being a priority. During this time, students have a range of learning opportunities that include supporting mainstream classes. EAL is offered in Grades 2 through 5 in lieu of Additional Languages. Students remain in EAL for approximately 1 year after they have moved into mainstream English. English Language Learners in grades 6-8 are supported by a coteaching model during all social studies classes.

- ESL teacher support in the mainstream classes. Throughout the school, ESL teachers are scheduled to support math, science, or social studies classes to guide English language students while they are attending mainstream classes. This schedule is arranged in September each year and is provided on a needs basis with the ESL coordinator creating the schedule. This schedule changes each term as the needs of students and teachers also change.

This decision to move from ESL to mainstream English and from EAL to an Additional Language is made by the Dean of Studies in consultation with the ESL Coordinator and ESL teachers. All English language learners are required to take part in the ESL until they have sufficient language skills to successfully participate in mainstream study.

IGCSE:

In Grades 9 - 10, ESL students study IGCSE ESL and not IGCSE English Language and IGCSE English Literature. Students placed in IGCSE/ESL classes will not be moved after the first term of Grade 9. These students are supported in mainstream classes by ESL specialists, and ESL-informed mainstream teaching.

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 may be provided both in and out of the classroom as appropriate, usually in small groups and occasionally on an individual basis. Since CIS does not have separate classes for children with learning difficulties, a primary consideration in offering a place will be the student's ability to access the regular classroom with limited support. CIS also takes account of the number of other students requiring learning support in the Grade level applied for, and the level of resources needed to support the student.

FIELD TRIPS

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

INFORMATION TECHNOLOGY

TECHNOLOGY VISION:

Canadian International School strives to prepare students to act with INTEGRITY, CARE, and RESPECT in an increasingly digital world. Our students will be able to use technology to INSPIRE others and to create a JOY of learning and sharing with our community.

Our technology vision support CIS's vision and mission. It incorporates our core values of Joy, (Joy of connecting with our school, our community and the world around us) and Inspiration (Inspiring to be the change), Integrity (Integrity in academics, relationships, and in decision making), Caring (Act with empathy and kindness towards each other and the changing World around us), and Respect (Respect for individuality, community, diversity, and for our environment).

OUR DIGITAL CITIZENSHIP VISION

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

These vision statements drive decision making at CIS.

CIS provides a wide range of Information Tech tools (iPads, Apple TVs, Mac Minis, Air Printers, 3D Printer, Windows Desktops, and more) for both educational and administrative use throughout the school. Students receive IT technology instruction to develop basic skills such as keyboarding and to learn to code. There are computer laboratories as well as computers in the school libraries and every classroom to facilitate the integration of technology throughout the program of study. The school computers are exclusively for educational purposes.

iPads

All students in Grades 6 -12 must have an iPad to attend CIS. iPads are used to enhance the educational experience and provide an opportunity for students to learn and show their learning in different ways.

In Elementary School, there are two iPad carts (3 iPads per cart) to be booked out for use in Elementary classes. Please refer to the **Information Technology Acceptable Use Policy** in the appendix.

PHYSICAL EDUCATION

Physical Education (PE) including Swimming is an essential part of the total education process. PE provides opportunities for the continuous development of each student's physical, mental, social and emotional growth and development. Physical Education at CIS is varied and challenging. Students participate in team sports and individual sports.

Students will be excused from activities that would aggravate an illness or injury. A note from a doctor and/or parent must accompany a request to be excused from such an activity.

If a student is not feeling well at school, they need to inform the nurse and PE teacher at the beginning of the class. If a student is not able to take part in PE, they may be asked to assist, if possible, or they will be assigned work.

COMMUNITY SERVICE

The CIS mission not only leads our students towards academic success and life-long learning but also develops their humanitarian spirit.

To accomplish our mission in a manner consistent with our values, we develop service opportunities that:

- Enhance learning through practical experience in the community
- Offer participants a greater understanding of social justice and develop their interest for social change

TEXTBOOKS

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

- If the student loses/damages/defaces a book, he/she is responsible for replacing the textbook or paying for a replacement, including courier cost. All textbooks at CIS are updated regularly.
- If any student does not return a book in their possession before the end of year, they must fill out and sign a lost book/s form on scheduled book return day. On return of book/s, the form will be discarded. If not, the cost of the book will be deducted from the security deposit.

TRANSCRIPTS

Transcripts are available in a variety of media.

Please contact the Registrar: registrar@cisb.org.in for further information.

Transcripts will be:

- Mailed directly from the school (in sealed and signed envelopes)
- Scanned and sent from official school e-mail addresses (and followed with the sealed and signed envelopes)

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

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

IV. CO-CURRICULAR ACTIVITIES PROGRAM

HOUSE ACTIVITIES

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

ELEMENTARY CLUB BLOCK

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

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

SECONDARY CLUB BLOCK

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

CIS HAS 4 HOUSES:

1. Red House – Draco
2. Green House – Phoenix
3. Blue House – Scorpius
4. Yellow House – Leo

House games are activities designed to build school community, develop teamwork, and stimulate school spirit. Students are required to wear their house shirts every Wednesday. Clubs and activities vary from term to term depending on student and teacher interests.

V. SCHOOL-WIDE POLICIES AND PROCEDURES

ADMISSIONS POLICY

The Canadian International School (CIS) Admissions Policy is determined by the CIS Board in conjunction with the Head of School. For more information on the admission policy, please go to the link on the school website or e-mail the **Head of Admissions, Natasha Hemdev - head-ofadmissions@cisb.org.in**

ENTRANCE EXAMINATIONS & INTERVIEWS

EARLY YEARS APPLICANTS: PRE K, JK, AND SK

- There is no general entrance examination. After initial review of application documents, qualified applicants may be invited to CIS to assess for readiness.

APPLICANTS TO ELEMENTARY SCHOOL: GRADES 1 – 5

- Subject specific entry-level examinations and an interview are required for all applicants to Grades 1 – 5.
- Grades 1 – 2 Math and English
- Grades 3 – 5 Math and English If on campus; applicants will take the Measure of Academic Progress (MAP) assessment electronically with a writing sample. If applying internationally each applicant will be sent (electronically) a Math and English assessment with a writing sample prompt.
- Applicants requiring English as a Second Language (ESL) will be administered a written and listening assessment for placement at the correct ESL Level.

APPLICANTS TO SECONDARY SCHOOL: GRADES 6 - 12

- Subject specific entry level examination and an interview:
- For Grade 7 to 10 - Math and English
- For ESL (Placement)
- For IB Diploma Program - Math, English, and any Science: Physics/Chemistry/Biology students plan to study at CIS
- Interviews will be held for all Grades as deemed necessary by CIS, and students for IGCSE and IB Diploma will meet with the appropriate coordinator.

DISCONTINUATION OF ENROLMENT

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

WITHDRAWAL PROCEDURE

Please, refer to the Parent/Guardian Admissions Agreement Policy in the appendix.

Please note that a withdrawal notice is not confirmed until the Admissions Department has received a written withdrawal request and an acknowledgement of receipt has been received by the Parent via CIS Withdrawal Procedure Form.

This form can be obtained by contacting the Admissions Department.

A. STUDENT DISCIPLINE

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

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 is to treat pupils with dignity and respect that is considerate of their circumstances.

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

Other areas covered within the discipline policy include:

- Disciplinary Procedures (Student Harassment and Bullying)
- Disciplinary Procedures (Bullying)
- Disciplinary Procedures (Suspensions)

Some breaches of the discipline policy are severe to the point where they do not follow any set escalation of steps and are at the Administration's discretion.

These include:

- Fighting
- Uttering of Threats
- Alcohol, Drugs, and Illegal Substances

HOMEWORK POLICY

The Canadian International School Board supports the assigning of homework for students that are relevant learning experiences, related to the school curriculum.

RATIONALE

Homework can be defined as an important and relevant learning activity that is related to the school program. When children complete their homework, they consolidate and reinforce the learning from in-school experiences in a practical and meaningful way. Homework is a planned and purposeful activity. Regular homework is a very important part of students grasping the daily concepts of any study area. Teachers who assign homework must have a process for evaluating that assignment.

I. 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 on-going communication between teachers, parents and students;
- Assist students in preparing for subsequent learning activities;

Homework is another way of evaluation student knowledge, understanding, thinking, communication and application.

A Homework Program will not:

- Be punitive;
- Place unreasonable demands on parent(s).

II. TIME GUIDELINES

GRADE	TIME ALLOTMENT
1-8	<p>5 to 10 minutes per Grade most nights</p> <p>Gr. 1 – 5 to 10 minutes</p> <p>Gr. 2 – 10 to 20 minutes</p> <p>Gr. 3 – 15 to 20 minutes</p> <p>Gr. 4 – 20 to 40 minutes</p> <p>Gr. 5 – 25 to 50 minutes</p> <p>Gr. 6 – 30 to 60 minutes</p> <p>Gr. 7 – 35 to 70 minutes</p> <p>Gr. 8 – 40 to 80 minutes</p> <p>Plus Read Aloud or Independent Reading</p>
9-10	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)
11-12	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.

Each student (MS/HS) will sign an Academic Honesty Agreement each school year.

ASSESSMENT POLICY

At Canadian International School, we believe that assessment is an essential tool to understand not only a student's ability, but to monitor his/her progress and reflect on his/her learning. Assessment encourages student growth and provides feedback mechanisms to help both teachers and students reach their curricular goals. Assessment is integral to planning, teaching, and learning. Assessment is a reflection of effort and of academic ability. A student who is ready and eager to learn may produce excellent coursework for which they will be assessed, but this may not be reflected in their summative result. Value is placed on preparation. All students begin their life-long learning journey with CIS and grow with CIS. The student body of CIS is very diverse and we recognize that many students are Additional Language English and this impacts teaching and learning.

We acknowledge that students are individuals and as such have different learning styles and that a teacher's assessments should reflect this. Students are encouraged to be responsible for their own learning. The CIS community nurtures student potential and aims to prepare them for an ever-changing world. There is a shared responsibility between teachers, students and parents that allows for students to correct their work, reflect on their strengths and plan for their own improvement. Assessments are used for evaluating, recording and reporting student progress, with their primary function being focus on instruction and enhancing learning. We guide our students through the essential elements of learning, the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. We do this to inspire our students to participate responsibly, successfully and with integrity in the local and global community.

****Refer to the CIS Assessment Policy for full details.**

VI. STUDENT RIGHTS, RESPONSIBILITIES AND EXPECTATIONS POLICIES

HONOR AND RESPECT

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

STUDENT RIGHTS AND RESPONSIBILITIES

I. STUDENT RIGHTS

(A) AT SCHOOL EVERY STUDENT HAS THE RIGHT TO:

learn in an atmosphere free from distraction; be comfortable, secure, safe and supportive; 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.

II. STUDENT RESPONSIBILITIES

(A) AT SCHOOL EVERY STUDENT HAS THE RESPONSIBILITY TO:

be an active participant in the full life of the school; work as a supportive and respectful member of the CIS community; demonstrate courtesy and respect toward others; follow school and classroom rules; be an active participant in the decisions pertaining to his/her learning; maintain good care of school materials and facilities; demonstrate and appreciate cultural sensitivities.

(B) IN ORDER TO FULFILL HIS/HER FULL POTENTIAL THE STUDENT HAS THE RESPONSIBILITY TO:

attend school daily, be punctual and have the necessary learning materials; complete 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.

(C) LANGUAGE IN THE CLASSROOM:

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

ATTENDANCE POLICY

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 authorised by your child's school. Legitimate reasons for absence, including the following, may be authorised by your child's school:

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

At CIS, students are expected to attend classes regularly. A student becomes a 'persistent absentee' when they miss 8% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parents' fullest support and co-operation to tackle this.

We monitor all absence 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 in Elementary/Middle School misses more the 10% of the school year, marks will be negatively impacted and the child may not be recommended to advance to the next Grade level. If a student in the High School misses more the 10% of the school year, then credit for courses is not achievable. The student will not earn credit and may not pass to the next grade level. 10% of the year is equal to 18 days. A student in Grades 9-12 may not graduate if they do not have sufficient credits.

If your child is absent you must:

- Contact us (by phone or email or complete the attendance excusal in Managebac) 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;

If your child is absent CIS will:

- Telephone or text you on the first day of absence if we have not heard from you;
- Invite you in to discuss the situation if absences persist;

AFTER SCHOOL EVENTS

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

LATENESS:

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

- The school day starts at 8:15 am and we expect your child to be in class at that time.
- Registers are marked by 8:20 am and your child will receive a late mark if they are not in by that time.
- At 9.30 a m attendance registers will be closed. If your child arrives after that time he/she 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 your child has a persistent late record you will be asked to meet with CIS administration to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

HOLIDAYS OR EXTENDED LEAVE IN TERM TIME:

Taking holidays or extended leave to play sport in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not to take children away during school time.

All applications for leave must be made in advance and at the discretion of the school a maximum of 10 days in any academic year may be authorized. In making a decision the school will consider the circumstances of each application individually, including any previous pattern of leave.

Students must complete an 'assignments and work' agreement that outlines deadlines and homework, before leave begins. Failure to do this will affect future requests for leave.

LEAVE REQUESTS (EXTENDED LEAVE POLICY)

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

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

PUBLIC DISPLAYS OF AFFECTION

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

CELL PHONES

The use of cell phones is strictly prohibited within the school buildings and its facilities: cell phones are to be switched off during school hours.

- Operation of cell phones whether for communication, music or data retrieval/transmission will result in confiscation of the unit. All such items must be turned off and put away at the arrival area and turned on only at the dismissal area before boarding transport.
- Emergency calls can be made/received at the reception phone lines.
- **We remind students and parents that the school will not accept responsibility for loss of, or damage to any digital mobile devices.**

UNIFORM AND DRESS CODE

The purpose of the school uniform and dress code is to ensure that students maintain a tidy appearance and promote a positive social atmosphere in the school. Our school uniform is an integral part of the school. School uniforms are to be worn in a proper and acceptable fashion.

- Appropriate shoes are to be worn by students at CIS, Grade 1 through 12. Color is optional. We prefer non-marking soled shoes. No flip-flops or sandals.
- Dress Up – Dress Down occurs on the last Friday of each month.
- The CIS Uniform List is located in the Student Agenda Book (ES) and on the website.

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

DISCIPLINARY PROCEDURE FOR STUDENTS OUT OF UNIFORM:

- **Step One** – Students are reminded of the Dress Code and the Dress Policy of CIS
- **Step Two** - Students are reminded of the Dress Code and Dress Policy of CIS, and are warned
- that in the event of a future breach, the student will call home to Parent/Guardians and explain that a further incident will result in action being taken.
- **Step Three** – Student calls home and tells Parent/Guardian that they have breached the policy regarding the Dress Code three times and they are now at the stage where if there is another infringement, they will be required to remain at the Office until a proper uniform is brought to them at school.
- **Step Four** – The Student calls home and states that he/she will be remaining at the Office until a proper CIS uniform is brought to them.

Any subsequent breaches will result in suspension from school.

P.E (PHYSICAL EDUCATION) CLOTHING

All students are required to wear a CIS PE t-shirt, PE shorts and cap during PE lessons. The clothing must be in good repair and not damaged or defaced in any way. The following items are required:

- Students in G1 – G5: Regulation CIS red t-shirts or CIS polo shirts, and regulation navy blue knit shorts and caps

- Secondary School students: CIS white t-shirts or CIS polo shirts, regulation CIS navy blue PE shorts and caps.
- Athletic running shoes and socks
- Athletic shoes must have a flat, rubber sole. (No flip-flops, slip-on, heeled or platform shoes to be used.)
- No cleats/spikes on the tennis/futsal turf
- Uniform infractions will negatively impact PE grades

LOCKERS

Each Secondary student is assigned a locker. The student receives a key, and the office keeps a copy for emergencies. Replacement keys will be issued at a cost. CIS assumes no responsibility for the loss of materials that students bring to school and encourage them to leave valuable items at home, and to keep their lockers locked at all times.

CIS LIBRARY

Recognizing the diversity of individual abilities and interests, CIS views the learners as active participants in education who gain satisfaction from the dynamics of learning. The Library supports all classes and curriculums at CIS in creating students that are self-motivated, self-directed problem-solvers.

In partnership with the Library, the student derives a sense of self-worth and confidence. CIS has separate Elementary and Secondary libraries, both supported by media centers. They are open from 8:15 a m to 4:30 p m and during lunchtime, Monday through Friday. Students may also come to the Library during class time with the permission of their classroom teacher or with a whole class when scheduled by the teacher.

REPORT CARDS

Students are assessed continuously, and in a variety of ways, such as anecdotal records, checklists, quizzes and tests, reports, journals and oral presentations.

- Report cards are sent home three times a year. Additionally, mid-term Performance Reports for new students and "students of concern" are provided. These are to be treated as a 'snapshot' of your child's performance at the time of publication.
- Parents are encouraged to meet with the teachers in order to discuss their child's academic progress. In Grades 6 through 12, teachers distribute a breakdown of coursework weightage, so that students and parents are aware of grading practices.
- Report cards represent a formal evaluation of the student's progress in all academic areas, in study habits and behavior. Parents are requested to contact teachers, if they have any questions about their child's progress.

VII. EARNING CREDITS AND GRADUATING

GRADUATION REQUIREMENTS POLICY

In order to graduate from CIS with a High School diploma, a student must 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 18 Compulsory Credits:

- 4 credits of English (Grade 9 - 12)
- 4 credits of Mathematics (Grade 9 - 12)
- 4 credits of Science
- 2 credits of Humanities
- 2 credits of Additional Language
- 1 credit in Vocational Training/Physical Education/Arts/Technology
- 1 credit in Theory of Knowledge (TOK)

10 Additional Credits are required. Students must have at least 10 credits in any combination from the choices below. 2 credits are awarded for 2 consecutive years in the subject.

- 2 Credits of any Arts
- 2 Credits of Technology
- 2 Credits of any Science
- 2 Credits of any Additional Language and/or English as an Additional Language (EAL)
- 2 Credits in any Humanities
- 1 Credit in Physical Education
- 1 Credit for Extended Essay completed

Total Credits: 28 credits

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

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 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):**IB DP 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 Supervisor and overseen by the CAS Coordinator.

CIS DIPLOMA STUDENTS

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

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

RE-SITTING EXAMINATIONS - IGCSE (GRADE 9)

If a student in Grade 9 fails a subject, then a re-sit examination will be conducted at the beginning of the next school year. The result of this exam will determine if credit is awarded. The transcript grade will be E for IGCSE subject. Maximum number of re-sit exams: 3

RE-SITTING EXAMINATIONS - IB (GRADE 11)

If an IB 1 student scores less than 3 in any SL subject and less than 4 in any HL subject in the Term 3 exam, then a re-sit examination will be conducted at the beginning of the next school year. A student can take resit exam only for a maximum of two subjects. The re-sit result must fulfill the required grade score. If the required scores of 3 in SL and 4 in HL are seen in more than two subjects in total, a re-sit will not rescue. The result of this exam will determine if a credit could be awarded. The transcript grade will be a maximum of 3. So a student getting a 3 in HL resit will be awarded a credit, right?

If an IB 1 student is deemed "at risk", then that student may be asked to re-sit one or more exams. "At Risk" is defined by 'totals points' being less than 28. Re-sitting examinations in weak subjects will help them enter IB2 with a stronger foundation and as an IB diploma student. Failure of the re-sit examination will likely lead to a student becoming a CIS diploma student. Parents of students deemed 'at risk', will be contacted at the start of Terms 2 and 3, to discuss support for improvement. A grade award meeting at the end of Term 3 will be held to decide upon the promotion to IB year 2. Students who do not meet the above 3 requirements will be asked to repeat IB1 or register for some IB Diploma Courses and the CIS diploma instead of the full IB diploma. The IB Coordinator then meets with student and parents to discuss recommendations. The priority is on providing students with a challenging path to success. This is a sensitive and very individual process.

If an IB2 student does not succeed in their internal CIS exam in Term 3, a re-sit examination is organized in June. This student is not eligible to be part of Graduation.

REPORTS

At CIS, students in grade 10 and IB diploma Grade 12 students will received CIS report cards for Term 1 and 2 only. All other grades and CIS diploma course students* will receive CIS report cards for Terms 1,2 & 3.

*Term 3 reports for Internally assessed Grade 12 exams only.

CRITERION FOR AWARDING CREDITS FOR THE CIS DIPLOMA

Students of CIS follow this typical program of study.

Grade 9 and 10: IGCSE:	18 credits
English Language/ English as a Second Language:	2 credits
International Mat h:	2 credits
2 Sciences:	4 credits
Arts or Physical Education:	2 credits
Technology or a 3rd Science:	2 credits
Humanities :	2 credits
Additional Language or EAL:	2 credits
CIS Physical Education (non-IGCSE):	1 credit

Possible Additional Credits

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

ICE- INTERNATIONAL CERTIFICATE OF EDUCATION (GRADE 9 – 10)

ICE- International Certificate of Education is awarded to Grade 10 students who have 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.

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

Typical Credits earned: 32 credits

Credits required for graduation: 28 credits

EXPLANATION OF GRADES:

IBDP		IGCSE	
7	Excellent	A*	90-100
6	Very Good	A	80-89
5	Good	B	70-79
4	Satisfactory	C	60-69
3	Mediocre	D	50-59
2	Poor	E	40-49
1	Very Poor	F	30-39
		G	20-29

DEFINITIONS:

- English is defined as English, English Language, English B, Literature, and/or English as a Second Language.
- Math is defined as Math, International Math, Additional Math, Math Studies, Math SL, and/or Math HL. International Math over 2 years earn 2 credits. International Math over 1 year earns 2 credits. Additional Math over 1 year earns 1 credit.
- Science is defined as Coordinated Science, Combined Science, ESS, Biology, Physics, Computer Science, and/or Chemistry.
- Humanities is defined as History, Global Perspectives, Economics, Psychology, and/or Business Management, Information Communication and Technology, Information Technology in a Global Society

- Additional Language is defined as Mandarin, French, French Ab Initio, Spanish, Spanish Ab Initio, Hindi, English, EAL, and/or Independent Study Mother Tongue.
- Vocational Training is defined as any skills/trade-orientated course taught at the high school level and may include cooking, keyboarding, photography, or electronics.
- Arts is defined as Music, Art, Drama, and/or Theater arts.
- Technology is defined as Computers, Information and Communication Technology (ICT), and Information Technology for a Global Society (ITGS).
- CIS Physical Education is defined as physical education, health, and/or swimming.
- Physical Education is defined as IGCSE Physical Education, a two year IGCSE program.
- Theory of Knowledge is defined as a course that uses a process of discovering and sharing student's views on knowledge issues.
- Credit is defined as successful completion of a 1 year course (or equivalent) in a subject .

CIS Diploma Course Student is defined as someone who has successfully completed 28 credits and 50 service hours in grades 9-12. This student may or may not also be an IB Diploma or IB Diploma Course student.

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

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

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

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

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

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

CAS is defined as the IB creativity, action, service component of the two year program of study. This is recorded and reflected upon by the CAS coordinator and using ManageBac.

Service is defined as community service completed in Grade 11 and 12. This may be the same as CAS. It is recorded and reflected upon by the CAS coordinator and using ManageBac.

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

TRANSFERRING CREDITS

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

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

TRANSFERRING TO GRADE 11

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

TRANSCRIPTS

At CIS, transcripts will be created by the Registrar, in conjunction with the Guidance Counselor. Final transcript grades for 9 and 11 will be the average of the summative reported grades for Term 1, 2 & 3. Final transcript grades in grade 10 will be the grade awarded on the externally moderated examinations.

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

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

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

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

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

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

*Internal Final CIS Exam

CIS ACADEMIC AWARDS PROCEDURE

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

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

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

Head of School's Accolade - All students with an average over 90% in Grades 6-8, and above 85% in IGCSE (Grades 9 and 10) (see below for IB guidelines) are recognized with this award. At the end of Term 3, an academic awards assembly occurs for middle schools students and those in Grades 9 and 11. The criterion for awards is the same as described above. IGCSE students (Grade 10 students) are recognized at the beginning of the next school year after IGCSE results are released. IB (Grade 12) students are recognized at Graduation in May of each school year.

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

	IB1	IB2
Term I	5.00 (*)	5.66
Term II	5.50 (**)	5.66
Term III	5.66	5.66

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

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

	IB1	IB2
Term I	5.0 (*)	6.0
Term II	6.0 (**)	6.0
Term III	6.33 (***)	6.0

* (with a minimum of 6 + pluses)
 ** (6.0 - with a minimum of 2 + pluses)
 *** (6.33 - 38 points)

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

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

GRADUATION AWARDS

The highest achieving student of the IB 2 Class is honored with the Head of School's Accolade. This award is given out at Graduation Night each year. Also at Graduation Night, the IB 2 Class Valedictorian, as selected by a CIS Staff Committee, through a student nomination process and following the CIS Valedictorian Selection Rubric, addresses the gathered guests and graduates.

MAKE-UP WORK AND INCOMPLETE GRADES

If students have not completed their assignments for the term, their Grades will reflect this.

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

PROBATIONARY STATUS

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

AT RISK STUDENTS

CIS Administration, in conjunction with classroom teachers, using information garnered throughout Term One and Two, takes a look at the students in its programs during the first weeks of Term Two and Three, with regard to academics, social adjustment, behavior, maturity, potential for future CIS success, etc, and looks to meet with parents of students that are seen as 'at risk' with respect to one or more of these categories.

STUDY HALL

There are supervised study halls designed to support student learning at the IB Diploma and IGCSE levels. Students are encouraged to use this time wisely. Boarding students also have supervised study periods throughout the week.

ALL-SCHOOL SPECIAL EVENTS

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

STUDENT COUNCIL

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

TESTING

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

Grade 8 students also sit Cambridge Checkpoint exams each Spring.

VIII. APPENDIX

A. CIS INFORMATION TECHNOLOGY RESPONSIBLE USE POLICY (TO BE SIGNED AT TIME OF ADMISSION TO CIS)

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

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

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

As a 'Responsible User' I agree to:

- Use computers, software, and other information resources to support learning, complete school assignments, and gain a better understanding of information technologies and their applications.
- Use the Internet to perform research related to academic and extracurricular school functions, and to communicate with scholars, students, and specialists outside of campus to improve knowledge and advance academic work.
- Print only when necessary and with permission.
- Cite references for any materials gathered using information technology, using all resources to the maximum degree allowed by copyright laws.
- Use technology to collaborate with students and faculty in academic and extracurricular school functions.
- Seek permission to record or photograph classroom presentations and activities.
- Represent my own views, and not those of others, in any form of electronic communication.
- Protect my personal contact information and that of others, such as full name, home address, phone number, or other information of a personal nature.
- Speak with an adult I trust should I receive a message that is inappropriate or makes me feel uncomfortable.
- Respect that network bandwidth (no streaming), server disk space, and printer paper/toner are shared and limited resources.
- Support and respect the school's computer security systems.

- Keep my password private and not use anyone else's password (This includes your Apple ID.)
- Send and display only appropriate messages, pictures, music, or any other mediaUse language appropriate to a classroom at CIS when communicating in an online environment and know that any online communication should be something you would actually say in person: this includes e-mails, instant messages, digital images/videos, or web postings
- Conduct myself appropriately when interacting with others in an online environment
- Be responsible for all of my data and to store and back-up regularly
- Be entirely responsible for the material stored on my school computer or iPad

EXAMPLES OF UNACCEPTABLE USE:

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

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

- Please do not print directly from the websites; Copy the website contents paste it into Pages or a word processing document and print that document.
- Do not use the internet unless specifically instructed by your class teacher.
- Respect the CIS Bandwidth; do not install any Apps during school hours. (Use only after 4.00 p.m. or do it at home)
- Do not Print Multiple copies of the same document. Use Photocopier for the second copy.
- Do not store any personal files (songs, pictures, or images, video clips etc...) in your school Folder.



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CIS INFORMATION TECHNOLOGY RESPONSIBLE USE POLICY

(TO BE SIGNED UPON ADMISSION TO CIS)

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

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

Student Name (Please Print)

Grade

Student Signature

Date

Parent Signature

Date

IPAD STUDENT AGREEMENT 2017/18

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

UNDER THIS AGREEMENT THE SCHOOL WILL:

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

CONDITIONS OF USE

- It is expected that students who learn with iPads will:
 1. Familiarize themselves with their iPads and how to use them for learning in the classroom
 2. Follow sensible procedures to safeguard their personal property and the school's property.
 3. Agree to the School's Acceptable Use Policy (AUP), in particular that inappropriate content is not being placed on the iPad.
 4. Ensure that their iPad is routinely updated with all operating systems and Apps.
- Students must make a commitment to achieving the Technology goals of the School and take part in the Technology activities provided.
- The iPad is for school use, and students will be using their iPad at home. The iPad must be available always and be charged at school for use in classes.
- The iPad remains the property of the student at all times.
- Students and their families are held responsible for any loss or damage to the iPad and may be asked to pay servicing and/or replacement costs if damages occur.
- Students must take adequate care and security precautions when using their iPad. For example, students will not leave their iPad in an unlocked room or unsecured overnight at school, or in any bus or car while the bus or car is unoccupied.
- Students will immediately report any damage or loss of the iPad to the School and to parents.

- Students will refer any problems in using the iPad to a member of the IT Department at CIS. Seeking help should occur before school, during break, or at lunchtime. Regular classes should not be disrupted with visits to the IT Department.
- Students will be responsible for syncing their iPad to their personal iTunes account or to iCloud.
- Each student will create an Apple ID. This ID will “own” all purchased apps. Transferring or changing the Apple ID may result in the loss of purchased apps.
- Students are welcome to customize their iPad. Students are encouraged to protect screens and backs of their iPads with laminating screens and back and corner covers. This protection adds longevity to the life of the iPad. Privacy screen protectors that do not allow side view are not permitted.
- Students and parents will purchase and install required apps. A list of apps will be provided. This list will be specific to each grade level and has been created by teachers. These apps must be downloaded and ready for the first day of learning with iPads. Additionally, teachers may require free Apps to be downloaded throughout the year. Students are responsible for downloading the Apps within 24 hours of this request.

CIS RESPONSIBLE USE POLICY - MS/HS 2017/18

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

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

- As a ‘Responsible User’ I agree to:
- Use computers, software, and other information resources to support learning, complete school assignments, and gain a better understanding of information technologies and their applications.
- use the Internet to perform research related to academic and extracurricular school functions, and to communicate with scholars, students, and specialists outside of campus to improve knowledge and advance academic work.
- Print only when necessary and with permission.
- Cite references for any materials gathered using information technology, using all resources to the maximum degree allowed by copyright laws.
- Use technology to collaborate with students and faculty in academic and extracurricular school functions.
- Seek permission to record or photograph classroom presentations and activities.

- Represent my own views, and not those of others, in any form of electronic communication.
- Protect my personal contact information and that of others, such as full name, home address, phone number, or other information of a personal nature.
- Speak with an adult I trust should I receive a message that is inappropriate or makes me feel uncomfortable.
- Respect that network bandwidth (no streaming), server disk space, and printer paper/toner are shared and limited resources. Do not install any Apps during school hours. (Use only after 4.00 p.m. or at home)
- Support and respect the school's computer security systems. Do not use programs to move outside our firewall.
- Keep my password(s) private and not use anyone else's password (This includes your Apple ID.)
- Send and display only appropriate messages, pictures, music, or any other media
- use language appropriate to a classroom at CIS when communicating in an online environment and know that any online communication should be something you would actually say in person: this includes e-mails, instant messages, digital images/videos or web postings
- conduct myself appropriately when interacting with others in an online environment
- be responsible for all of my data and to store and back-up regularly

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

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

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

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



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iPad AGREEMENT

ACCEPTANCE OF CONDITIONS

(Name of student and grade level)

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

The student owns a _____ iPad
(Make and model)

with serial no _____

Date of Purchase of iPad: _____

Student Name (Please Print)

Grade

Student Signature

Date

Parent Signature

Date

FAMILY TIP SHEET ELEMENTARY SCHOOL

Common Sense on Digital Life

WHAT'S THE ISSUE?

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

WHY DOES IT MATTER?

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

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

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

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

Share wisdom. Kids often don't understand the implications of their actions. But we do. So we have to remember to extend our basic parenting wisdom to the digital world. We teach kids to choose their words carefully, play nicely with others, and respect their teachers. Now we have to extend those lessons to a vast, invisible world.

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

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

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

FAMILY TIP SHEET MIDDLE & HIGH SCHOOL

Common Sense on Digital Life

WHAT'S THE ISSUE?

We may think of our kids' online, mobile, and technological activities as "digital life," but to them, it's just part of life. Their world is as much about creating media as it is about consuming it. Media devices have converged and become extremely powerful and portable. Phones aren't simply for phone calls anymore but for listening to music, sending texts, filming videos, snapping and sharing photos, and accessing the Internet. Our kids use their computers to do their homework, but they also use them to socialize, stream video, and create movies and songs. And they can connect and communicate 24/7 from just about any location.

WHY DOES IT MATTER?

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

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

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

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

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

Share wisdom. Kids often don't understand the implications of their actions. But we do. So we have to remember to extend our basic parenting wisdom to the digital world. We teach kids to choose their words carefully, play nicely with others, and respect their teachers. Now we have to extend those lessons to a vast, invisible world.

Pass along your values. One of the most important jobs of parenting is instilling in your kids the values you cherish. But in a digital world where actions are often divorced from consequences, where kids can be anonymous, and where they aren't face to face with the people they communicate with, they can lose their way. As parents, we have to be able to translate our values into the digital world and help kids understand the implications of their actions.

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

As our children grow, they need more independence and privacy. But parents have to be sure their kids know how to be safe and responsible before letting them loose. Kids need to see both the possibilities and the perils of digital life, so they can act responsibly and seize all that is wondrous about digital media to enrich their lives.



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CIS PARENT/GUARDIAN ADMISSIONS AGREEMENT

THIS ADMISSIONS AGREEMENT MUST BE SIGNED BY THE PARENTS OR GUARDIAN AND WILL BE RENEWED ANNUALLY WHEN ENROLLING THE STUDENT FOR THE NEXT SCHOOL YEAR.

- The Parent acknowledges that the information contained in the CIS Family Handbook, delivered to each student, is known by the parents/guardian, and is by this means accepted.
- The Parent agrees with the payment of all fees as established by CIS and in accordance with authorized payment plans must be paid in full by the date established. In the case of non-payment, the School may restrict students from attending classes, withhold report cards, and/or refuse re- enrolment for the following semester.
- The Parent will ensure that the student attends all regularly scheduled classes. In the event of an absence, the parent understands that supporting documents of explanation for absence must be submitted.
- The Parent will support the student in order to help him/her meet the School's academic and behavioral standards.
- The Parents agree to cooperate and follow the directions of teachers and administrators in order to support the progress of the student.
- The Parent agrees to use proper channels of communication established by the School when seeking resolution to a problem or concern (i.e. initial contact with the teacher or person closest to the problem and then, if necessary, forwarding the matter to upper administration).
- All Boarding students at CIS must have a Local Guardian to act as loco parentis and they are responsible for the students during the two major Breaks in the school year, Winter Break and Spring Break.
- The parent understands their responsibility to contribute to a positive school environment and avoid conduct that creates or promotes intolerance or disharmony between and/or among the members of our school community and avoid making unfounded comments that may damage the image of the School or the staff.

Failure to comply with this agreement and the policies and guidelines of Canadian International School – Bangalore may result in a student's withdrawal or expulsion from classes or from the School.

Student Name: _____ Grade: _____

Parent Name: _____ Signature: _____

Date: _____



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CHANGE OF CONTACT DETAILS FORM

If you change your residence or telephone number, please inform the school in writing and provide new contact information immediately.

Student's Name: _____

Regular Bus Route #: _____

Requested Change of Route #: _____

Requested Bus Stop: _____

Driver to be informed: _____

Permanent/Temporary: _____

Any other Information: _____

Date of Change: _____

Parent's/Guardian's Name: _____

Parent's/Guardian's Signature: _____

NOTE: Changes in any of the above, even if for a day, must include the appropriate format.

Below is the pledge that all staff at Canadian International School take with regard to student safety and well-being:



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INTERNATIONAL
SCHOOL

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;

- Insure 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.

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 (Facebook, 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 – School personnel should adhere to the school's handbook policies with regard to tutoring students or other services.

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 anti-harassment, representation and confidentiality standards, safeguarding of property and funds, and the honoring of contracts.
- Comply fully with the school's mandatory reporting requirements and the school's policy to report suspected child abuse, and other violations of the Code or other school policies.

I will not:

- Touch or speak to a child 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 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

This document was created by Canadian International School,
with portions extracted from AISA's Child Protection
Handbook (i.e., recommendations for a Code of Conduct; pgs. 34-35)



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