



**CANADIAN INTERNATIONAL SCHOOL**  
THE EXPERIENCE OF EXCELLENCE THE HONOUR OF ACHIEVEMENT

## *CIS School Policies Summary for parents*



**2009 - 2010**

**CIS TOKYO – GOTENYAMA CAMPUS**

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**Please note that the policies outlined include those with which parents and/or prospective students may wish to become familiar. This document is a summary of a more extensive CIS Policy document which contains more detailed information and appendices for parents, teachers, Directors and staff. Any CIS parent may view the full document upon request at the school main office.**

## **1.0 Parental Involvement**

CIS parent information sessions will be scheduled at regular times during each school year from September to June as follows:

<b>Early September</b>	<b>Parent curriculum information sessions</b> <ol style="list-style-type: none"><li><b>1. Kindergarten – Grade 6 (PYP)</b></li><li><b>2. Grade 7 – Grade 9</b></li><li><b>3. Grade 10 – Grade 12</b></li></ol>
<b>Mid November</b>	<b>Parent /teacher individual student conferences</b> <b>And mid semester 1 Progress Reports</b> <b>Includes PYP student led conferences</b>
<b>Early February</b>	<b>Parent /teacher individual student conferences</b> <b>And semester 1 report cards</b>
<b>Early May</b>	<b>Parent /teacher individual student conferences</b> <b>And mid semester 2 progress reports</b> <b>Includes student led PYP conferences</b>
<b>End of June</b>	<b>Year end report cards</b> <b>Parent /teacher conferences will be scheduled as necessary.</b>

## 2.0 Student Conduct

**Rationale:** The following guidelines for student conduct have been established to provide a school climate and environment which encourages student learning. Students learn best in an environment where there are clear guidelines and student expectations. The order and clarity created by a conduct policy helps students to focus on the academic material which has to be achieved. Thus to encourage academic excellence and appropriate student behavior these guidelines have been established.

### 2.1 Progressive discipline plan

**Procedure:** This policy may be used to remediate both academic and behavioral issues. When usual attempts to support a student through discussion, correction and explanation have failed to remediate a discipline or student controlled academic problem the following steps shall be taken, moving from Step 1 to Step 4 as necessary.

**Step 1.** Notification of the problem or other issue will be given to the parent. A description of the problem and the steps that have been taken by the school to date will be provided by the school. This highlights the importance of accurate documentation of difficulties, as individual incident reports provide an objective set of data from which productive discussion can be achieved. The teacher involved should contact the parent either for a discussion or a meeting. The principal must be advised of plans to place a student on "Step 1" but the principal may or may not attend a parent teacher meeting depending on the student issue involved.

**Step 2.** A letter, signed by the principal, will be mailed to the parent and a formal meeting held with the parent. Teachers involved, including homeroom teacher and administration will attend. This letter will be placed in the student's school file. In addition a student plan to remediate the difficulty will be developed in consultation with the parent student, teacher and principal. This plan will be placed on file at CIS and copied to the teachers, student and parents involved.

**Step 3.** A formal suspension from school attendance will be applied to the student for a period of 3-5 days depending on the severity of the issue. The student is returned to school after this event accompanied by the parent, since an intake meeting with the principal or delegate will be required before the student resumes classes. A student suspension must be approved by the principal and school directors and will be fully reported to the parent in writing. A "Suspension Record Form" (Appendix 3) will be completed.

**Step 4.** Expulsion. Expulsion from school will of course be used only as a last resort. This will apply particularly where a student's conduct is regularly affecting the classroom learning environment for other students and/or the teacher's instructional effectiveness. Approval of the school directors and principal will be required.

## ***Canadian International School - Tokyo Student Rights and Responsibilities And Code of Conduct***

***Every CIS student has the right to:***

- be educated in an environment with mutually respectful relationships***
- attend school in a safe and secure environment***
- participate in school activities***
- provide input into the conduct of all members of the school community***
- be supported in areas of academic difficulty and challenged in areas of academic strength***
- be fairly assessed and evaluated***

***Every CIS student has the responsibility to:***

- use English as the language of communication during the school day, with the exception of scheduled PYP activities and Japanese classes.***
- take ownership of his/her education by being actively involved in learning***
- treat others in the school community with respect and dignity***
- promote a safe and positive school environment***
- be aware of activities that are available for student participation***
- always respect the integrity of all members of the school community***
- follow school rules and guidelines as determined by the school community.***
- follow academic honesty guidelines as outlined in school policy***



### 2.3 Academic Integrity

All schoolwork submitted for the purpose of meeting course requirements must represent the individual efforts of each student. Any form of academic dishonesty is prohibited.

Academic dishonesty, cheating, and plagiarism are defined as:

Copying or stealing another's work and submitting it as one's own

Allowing another person to copy work and submit it as his/her own

Doing another person's work for him/her

Buying or selling work or answers

Providing another person with answers to homework, tests or quizzes

Copying or stealing teachers' answer keys, or teacher's edition texts

Copying work from books or the Internet without proper documentation

Any student caught cheating will receive a zero for the assignment, quiz or test involved.

Parents/guardians will be notified and a report will be placed in the student's discipline file.

Subsequent offenses may result in the suspension.

## 2.5 Homework expectations

Canadian curriculum is designed with a requirement that students support classroom time with regular homework and study sessions. Students at all grade levels should be assigned homework.

For students in the earlier grades (pK-3) some type of homework assignment should be assigned each day, but this will vary depending on the grade level. Homework should support the philosophy of students enjoying learning and developing a sense of self directed accomplishment.

For students in grades 7 to 12 homework time should be about 2 (Grade 7) to 4 (Grade 12) hours a minimum five times a week. Occasionally more time will be required. Students who are "entry level" ESL learners may require an additional hour per night.

This schedule of regular study will help ensure that the student will have academic success. At all grade levels homework is required, both from the perspective of establishing good homework habits, particularly in younger students and to achieve course expectations for more senior students.

All students will sit as a class at the end of each day with their homeroom teacher for a few minutes during the homeroom period. Each student will show to his/her homeroom teacher their homework record / note book for that evening. Students may use this time to clarify their homework assignments if necessary.

Incomplete homework assignments, from the previous evening, are to be completed during the 3:35- 4:30 period of the next day. Teachers may make other arrangements for the completion of missed homework.

Repeated failure to complete homework will result in the following:

1. Phone call to parents
2. Application of the progressive discipline policy

## 2.6 Lateness

Students are required to be in their homerooms by 8:40 a.m. Students arriving after 8:45 must obtain a late slip from the office front desk and present it to the teacher for the class.

## 2.7 Obscene language

Any form of obscene language will not be tolerated on the school premises or \*areas within the immediate vicinity of the school.

## 2.8 Media players

Students are not permitted to wear personal headsets or use media players during class.

## 2.9 Cell phones

Students are not permitted to use cell phones for phone calls during class.

## 2.10 Weapons and other hazardous materials

Weapons or any other hazardous materials are not permitted on school property.

## 2.11 Drugs and alcohol

Students are not permitted to possess, use or be under the influence of drugs or alcohol while on school property or while in attendance at any school related function. Also students are not permitted to discuss anywhere in the school with other students the unauthorized distribution or purchase of drugs or alcohol. This also includes the misuse of any substance (prescribed or non-prescribed).

## 2.12 Smoking

Students are not permitted to smoke inside the school nor any place in the vicinity of the school. Students are not permitted to smoke while wearing the CIS uniform at any time.

## 2.13 Gambling

Gambling is not permitted in the school or in the vicinity of CIS.

## 2.14 Violent aggressive behavior (verbal/physical)

Violent/aggressive behavior will not be tolerated at CIS. The following actions can be taken depending on the severity:

- a warning
- phone call home
- suspension (a minimum of one (1) and a maximum of five (5))
- Law enforcement officials shall be notified and charges may result.
- Expulsion

## 2.15 Fire equipment

Tampering with fire safety equipment is a criminal offense thus students caught tampering with fire/safety equipment will be subject to the following penalties:

a minimum of three (3) to a maximum of five (5) days suspension

Law enforcement officials may be notified and charges initiated as appropriate.

## 2.16 Bullying and harassment

"Harassment/bullying is unsolicited, one-sided, and/or coercive behavior that is comprised of comments, gestures or physical contact that the individual knows, or ought to reasonably know, to be unwelcome, objectionable or offensive."

Examples of behavior that can constitute bullying or harassment include, but are not limited to:

unwanted and unnecessary physical contact

suggestive remarks or innuendoes

inappropriate remarks, jokes, or other gestures causing embarrassment or humiliation

inappropriate or unwelcome focus/comments on another student's physical attributes, mannerisms, or characteristics

leering or suggestive or insulting sounds

unwanted questions or comments about one's private life

display or distribution of offensive material such as pictures, cartoons and graffiti in schools

Parents are asked to immediately refer any difficulties with bullying to the school guidance counselor, vice principal or principal.

## 2.17 Crosswalk use

When crossing the street during the school day all students are required to use the crosswalk at all times. Students from all grades are permitted to cross the street during school time only when they are accompanied and supervised by a teacher

## 2.18 Attendance and record keeping

If a student is absent, he/she must present a note from a parent/guardian upon return or the parent may call the school office staff. If a student has to leave school early, he/she must notify the office in advance.

## 4.0 School Uniforms

### 4.1

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## 6.0 Student Assessment and Evaluation

Assessment is defined as the process of collecting and interpreting information that can be used to inform students, teachers and parents about the progress students are making toward the attainment of knowledge, skills, attitudes, and behaviors to be learned. Also assessment can provide information for schools that make decisions about placement, promotion, graduation, curriculum planning, and program development. (Adapted from Principles of Fair Student Assessment Practices for Education in Canada)

Student evaluation refers more specifically to the components of assessment that are used to make decisions about each child's individual progress and achievement.

“Assessment of all students at CIS must reflect the full range of student learning which includes process as well as product. It also involves using a variety of information gathering strategies which allows the teacher to address diverse backgrounds, learning styles and needs.”

(Adapted from the APEF Language Arts Foundation Document).

### 6.1 CIS Student assessment and evaluation (K3-12)

Assessment is the systematic process of gathering information on student learning in a variety of ways, so that a clear and valid picture emerges of what students know and are able to do.

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, making judgments and/or decisions based on the information collected, and sharing this information usually with the student himself/herself and with his/her parents(s)/caregiver(s).

**Purposes of Assessment:**

Promote student learning

Assist in reporting to students, parents, and future educators

Evaluate and adjust classroom instruction on an ongoing basis

Evaluate our school programs including both curriculum and methodology

### 6.2 Assessment Practices

**Pre-Assessment:** All teachers will assess students' prior knowledge before embarking on new learning experiences.

**Formative Assessment:** Through a variety of methods, ongoing assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing.

**Summative Assessment:** Summative assessment happens at the end of a teaching and learning experience. The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways. Summative Assessment may take a variety of formats such as presentations, projects, lab reports, essays, tests etc.

**Attitudes:** Attitudes are explicitly taught and emphasized. Student reflections and teacher observation are documented.

**IB Learner Profile:** The IB learner profile is transparent in the classroom. Teachers use informal observations to give feedback to students, but actual assessment is only done as student self assessment. This reflection will vary according to age groups and language abilities.

### 6.3 Assessment Tools

Atlantic Canada curriculum encourages teachers to use assessment and evaluation practices that are consistent with student-centered instructional practices: design assessment tasks that help students make judgments about their own learning and performance; design assessment tasks that incorporate varying learning styles; individualize assessment tasks as

appropriate to accommodate students' particular learning needs; negotiate and make explicit the criteria by which performance will be evaluated; provide feedback on student learning and performance on a regular basis.

Assessment tools, activities, tasks, and strategies from Atlantic Canada include, but are not limited to the following:

- Anecdotal Records
- Audiotapes
- Benchmark Samples
- Checklists
- Conferences ( Reading or Writing )
- Continuum
- Demonstrations
- Exhibitions
- Graphic Organizers
- Holistic Scales ( 6 Traits )
- Interviews (structured and informal)
- Inventories
- Investigations
- Learning Logs/Journals
- Media Products
- Observations (formal and informal)
- Peer Assessments
- Performance Tasks
- Portfolios
- Seminar Presentations
- Projects
- Questioning
- Questionnaires
- Rubrics
- Running Records
- Rating Scales
- Self-Assessments
- Surveys
- Tests (teacher made)
- Videotapes
- Work Samples
- Written Assignments (dated samples)

#### 6.4 Grade K-6 Portfolios and Student Led Conferences

The contents of the student portfolio are dynamic and change on an on-going basis. The portfolio includes pieces that represent the student's strengths and areas of growth. The student portfolios are kept in the homerooms. Pre-Kindergarten, Kindergarten, and Grade 1 portfolios are in scrapbook format. Portfolios for Grades 2-6 are in binder format.

#### 6.5 Written Report Cards and Parent-Teacher Conferences

The purpose of the report card and conference is to inform parents, students, administrators and future educators about student progress against specific criteria/indicators from the PYP (K-6) and Atlantic Canada Curriculum (K-12). To create a specific picture of a student's level of understanding, knowledge, skills and attitudes at a given point in time, comment on progress up to that point.

A timetable is distributed to parents each year highlighting when specific reporting events will occur

## **6.6 Reporting and documentation for 7-12 classes.**

At CIS students in grades 7-12 will usually complete three to six chapter tests per semester depending on the subject. These tests are usually given once and the mark obtained is recorded as a partial or full measure of the student's level of achievement for that unit of work. Other methods of evaluation and assessment as listed above may be combined with test results to provide a valid evaluation for the subject area.

## **6.7 Course /Student evaluation weightings (grades 7-12)**

Course weightings forms are used by teachers to outline student evaluation for each course. Each subject teacher from grade 7 to 11 completes provides for student an overview of the assessment values assigned to each part of the course.

## **6.8 CIS Student promotion**

Year end grade level promotion guidelines have been established for all students.

- K-6** Students are moved forward to the chronological age appropriate grade level. Recommendations at the end of the year may include tutoring, summer school etc. during the summer for those who are not achieving grade level outcomes. Exception to this policy may be made with the approval of parent and /or recommendations of the teacher and administration.
- 7-9** Students must pass (50% +) math, English, science, social studies and one other subject. Other subjects include Japanese, art/music, and P.E. Students who do not meet these requirements may have the option to attend summer school and/or write supplementary exams in August.
- 10-11** Students at this grade level are on a credit system where they accumulate credits towards graduation through their three high school years. Students may have the option to write supplementary exams in August.

## **6.9 PEI High School Credit system and Graduation Requirements**

Students who successfully complete a senior high school program are awarded a high school graduation certificate from the Prince Edward Island Department of Education.

### **GRADUATION REQUIREMENTS**

Each course credit consists of 110 hours of instructional time. The pass mark for each school subject is 50 percent.

The minimum number of credits required for senior high school graduation (grade 12) is 20 credits.

- 5 at grade 12 level
- 4 language arts, English and/or French, including a first language course at grade 12 level
- 2 mathematics
- 2 sciences
- 2 social studies

## **7.0 Grade level /course content**

Teachers identify appropriate content from the resources provided to ensure that students achieve the specific outcomes. These outcomes are identified in the foundation documents and curriculum guides provided for all grade levels by the PEI Department of education (K-12), and PYP curriculum (K-6).

## **8.0 Student admissions**

All new students are required to complete admissions procedures as outlined in the CIS student application package. This package contains information regarding the following steps for entrance to CIS:

- Orientation meeting
- Entrance testing procedures
- Interview with parent, student and school administration
- Submission of educational documents from previous school/s
- Submission of teacher references from previous school.
- Submission of a medical evaluation by a doctor
- Completion of arrangements for the payment of tuition fees and other entrance costs.

## **13.0 Language use policy**

With the exception of Japanese instructional time, instruction at CIS is mainly carried out in English. The communication strands of listening, speaking, writing, reading, and viewing are used by students and teachers and thus all teachers at CIS are English language teachers. This provides the benefit of learning language in the context of the various academic subject areas. Every effort is made for students to approach the level of native English speakers to the greatest degree possible.

As an International Baccalaureate Primary Years Program candidate school CIS also recognizes the importance of encouraging the development of the many first languages of students who attend the school. CIS supports the premise that a student must appreciate and understand his/her own culture, including language, before developing a readiness to embrace others in a real manner. Thus teachers plan and implement opportunities for students to demonstrate the languages of their own cultures during PYP units of inquiry. Also classroom walls and other areas may contain PYP materials in English, Japanese, Korean, Spanish and other languages.

Thus all students communicate during instructional class time, homeroom periods, recess, lunch, extracurricular activities and at all other school events in English while PYP units and related events provide opportunities for students to experience other languages.

## **14.0 School Safety**

### **14.1 Earthquake and fire drills**

All students practice fire and earthquake emergency drills in the first few weeks and months of school. Students must fully cooperate with their teachers. These are important exercises and are taken seriously by all students.

## **16.0 Lunch and Recess student supervision**

**Individual building lunch supervision is updated frequently and is made available to all staff and teachers by the school administration at the beginning of each semester. Detailed supervision instructions and guidelines for the behavior of students are provided before each with supervision responsibilities to teachers.**