



Carlucci American International School of Lisbon

# Middle School Student and Parent Handbook 2024 – 2025

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## Principal's Message

Dear Students and Parents,

Welcome to the new school year at CAISL! As we embark on this exciting journey together, I am thrilled to extend a warm welcome to both our new and returning families. As a new community member myself, I could not be more excited for the year ahead. Our school is a vibrant, student-centered educational community where we challenge ourselves and each other to do our best and to make meaningful contributions to our diverse and ever-changing world.

At our school, we believe in the power of community, collective responsibility, and unity. Each of us—students, parents, teachers, and staff—plays a vital role in creating an environment where every student feels supported and inspired to reach their full potential. We encourage everyone to actively participate in building a community where caring and accountability go hand in hand, fostering growth and understanding.

Together, we will strive to uphold these values, embracing both the joys and challenges of learning and growing as a united community. I am confident that, with your support, we can create an environment where every student not only thrives academically but also becomes a compassionate, thoughtful member of our school and the wider world.

If you have any questions, comments, or concerns about any of the content in this handbook, please do not hesitate to contact me. I am here to help. Here's to a wonderful year ahead, filled with learning, growth, and meaningful connections!

Yours in partnership,

Ted Fuller, Ed.D.

Secondary Principal

## Our Mission

### Core Value

CAISL is a student-centered educational community in which we challenge ourselves and each other to do our best and to make positive contributions to our diverse and ever-changing world.

### Values Statements

CAISL is committed to

- Providing an enriching, varied and effective program of academics, arts, and athletics that inspires learners to strive for individual and collective excellence.
- Promoting life-long learning in a meaningful context through active inquiry, collaboration, creativity, critical thinking, and problem-solving.
- Providing a caring and safe environment that supports diverse learner needs.
- Promoting active, responsible local and global citizenship.

**Profile of the Learner**

The CAISL community includes everyone who shares an interest in the success of our learners. All members of the community strive to help our learners become

- Life-Long Learners who reflect upon their experiences and actively seek the knowledge and skills necessary for continuous personal growth. Creative Problem Solvers who use a wide variety of resources and strategies to meet life’s challenges.
- Effective Communicators who express and interpret ideas using appropriate means.
- Conscientious Contributors who are committed to service, show empathy, and act to make a positive impact on the lives of others.
- Principled Individuals who take responsibility for their choices, act with integrity, and demonstrate respect for themselves, others, and the environment.

**Student’s Rights and Responsibilities**

- You have the right to a safe environment.
- You have the responsibility to follow the rules.
- You have the right to voice your opinion.
- You have the responsibility to respect the opinions of others.
- You have the right to use school resources.
- You have the responsibility to take care of school materials.
- You have the right to fair treatment.
- You have the responsibility to treat others fairly.
- You have the right to a good education.
- You have the responsibility to do your best.

**CAISL Secondary School Schedule**

**Blocked** times indicate a bell.

<b>Mon.- Wed.-Thurs.</b>		<b>Tues.- Fri.</b>	
First bell	<b>8:15</b>	First bell	<b>8:15</b>
PERIOD 1	8:20 – 9:50	PERIOD 1	8:20 – 9:50
PERIOD 2	10:00 – 11:30	PERIOD 2	10:00 – 11:30
Lunch	11:30 – 12:00	Lunch	11:30 – 12:00
Break	12:00 – <b>12:25</b>	Break	12:00 – <b>12:25</b>
PERIOD 3 (incl. Focus Time)	12:30 – 2:05	<b>Small Block</b> (incl. Focus Time)	12:30 – 1:30
PERIOD 4	2:15 – <b>3:45</b>	PERIOD 3	1:35 – 2:35
		PERIOD 4	2:45 – <b>3:45</b>

## **Student Recognition**

CAISL formally recognizes students for their accomplishments and progress through semi-annual Awards Ceremonies. Subject-specific awards and criteria are given by individual faculty members. General Area Award recipients are selected by the Assistant Principal for Middle School and the Secondary Principal in consultation with the faculty. Students who demonstrate overall excellence in Leadership, Scholarship, Service, Citizenship, Evolving Excellence, Thinking Outside the Box and Intellectual Curiosity are recognized according to the following criteria:

### **Leadership Award**

Provides strong and positive leadership in at least one CAISL organization or an outside organization validated by the Secondary School Principal (as evidenced by comments from activity sponsors or coordinator of an outside extra-curricular activity validated by the Secondary School Principal)

Promotes active, responsible local and global citizenship

### **Citizenship Award**

Works to bring different groups of the CAISL community together and make a positive impact in the lives of others (as evidenced by comments from Teachers and Advisors)

Demonstrates positive leadership through *active* participation (»1hr./week) in an extra-curricular activity (as evidenced by comments from activity sponsors or coordinator of an outside extra-curricular activity validated by the Secondary School Principal)

Acts with integrity, takes responsibility for choices and demonstrates respect for themselves, others, and the environment

### **Award for Intellectual Curiosity**

Actively seeks the knowledge and skills necessary for continuous personal growth

Uses a wide variety of resources and strategies to solve problems

Contributions enhance the class and bring out the best in others

### **Think Outside the Box Award**

Demonstrates divergent and independent thinking in seeking creative solutions

Expresses original and innovative ideas

### **Evolving Excellence Award**

Makes a significant improvement in effort, attitude and organization in all subjects

### **Service Award**

Demonstrates leadership through active participation in a service activity as part of a CAISL organization or commitment to community service

## Middle School Course Load

Students have a total of 8 different courses each year during Middle School. All students take English (or Foundations of English), Math, Science, Social Studies, Physical Education, Portuguese (Native Language or Foreign Language), and two elective classes for students in Grade 7 and 8. Students in Grade 6 have one elective and an academic “flex period” during the first semester. The flex period allows teachers and students to work in more depth on academic subjects. During the second semester, the flex period is replaced by a class in IT/Coding

## Schedule Changes

Student-initiated schedule changes may take place during the first two weeks of the school year (or semester for Exploratory elective classes).

Under no circumstances may a student withdraw from a course during the last three weeks of semester 1 or the last eight weeks of semester 2.

Students who wish to change their schedules for any reason should speak to the Secondary Principal or the Middle School Coordinator. Parental notification is required for all schedule changes.

## Middle School Advisory

Each MS student is allocated an advisor. Advisors meet with students once or twice a week for an extended advisory session.

The role of the MS advisor is to provide guidance and support for the academic, social and emotional development of the student.

## Middle School Report Cards

The Report Card documents the “story” of a student’s effort, conduct, achievement and progress in his/her classes. It lists the courses studied, along with the Achievement Levels at the end of each quarter. If a student transfers to another school, the report card is forwarded to the new school. The key for Achievement Levels scores is identified below.

CAISL's Achievement Levels
<b>Mastered:</b> The Student demonstrates comprehensive knowledge of the content and the ability to apply the processes/skills accurately indifferent and new situations.
<b>Proficient:</b> The Student demonstrates a solid understanding of the content and the ability to carry out processes/skills accurately.
<b>Developing:</b> The Student demonstrates limited understanding of content and/or emerging ability to apply processes/skills but does not have full and independent acquisition of either.
<b>Not Proficient:</b> The Student demonstrates minimal knowledge or understanding of content and/or makes significant errors when applying processes/skills.

## Middle School Exams

At the end of the school year, there is a cumulative exam in each academic subject (English, Math, Science, Portuguese/Foundations of Portuguese and Social Studies). The exam gives students one more opportunity to show their proficiency in a subject during that academic year. The testing conditions serve to prepare students for similar testing situations which will occur in High School.

## Standardized Testing

Three times each year students in Middle School will take the Measures of Academic Progress (MAP) tests. Students are tested in Math, Reading and Language Usage. Some Foundations of English students do not take these tests. This testing program allows us to compare our students' performance with that of students in schools in the U.S. as well as in other international schools abroad. The tests help teachers in planning the educational programs for students and give students a better idea of their areas of strength and areas for improvement.

## Attendance

Regular school attendance is an important aspect of our educational program. Participation in class discussions and projects is just as vital to a student's education as completing assigned work.

If your child is unable to attend classes for any reason, please email [studentabsence@caislisbon.org](mailto:studentabsence@caislisbon.org) and Mr. Jorge with the reason for the absence. This procedure supports our efforts to maintain a healthy and safe campus.

### Student Absences and Excuses (CAISL Board Policy 8.301)

Regular school attendance is an important aspect of our educational program. Participation in class discussions and projects is just as vital to a student's education as completing assigned work.

#### Excused Absences

Absences for the reasons listed below will be EXCUSED when accompanied by a written explanation from the parents, submitted in a timely manner. Official "justification" from a doctor or other relevant professional or institution should be provided whenever possible. Should the Division Principal deem necessary, in individual cases, official justification may be required.

- Illness or injury Medical conditions which may be transmitted to others and thus require the student to remain home
- Participation in international sporting or cultural competitions or exhibitions in the national interest Legal obligations
- Religious observation
- Family emergency

Classes missed because of a student's participation in a school-sponsored or school-approved event or program are not counted as absences. Special arrangements can be made in the case of prolonged illness, contagious disease, family emergency, or other reason agreed to by the Division Principal.

#### UNEXCUSED Absences:

Absences are unexcused

- for any other reason even when accompanied by a parent note
- when a justification is not provided although required by the Division Principal.

Unexcused absences will be subject to disciplinary action as determined by the Division Principal. A student with a pattern of frequent unexcused absences is not fully benefiting from nor committed to the CAISL core values. This will be taken into account in the school's decision on whether or not the student is invited back for the subsequent year.



### Work Missed Due to Absences

Students will make the assignments up at a time, place, and in a manner of the teacher's choosing. To avoid compounding the original absence with an additional absence from class to make up work, most often the assignments will need to be done outside of class time, at lunch, after school, or on weekends. Make-up work will be eligible for full credit.

### Absence on the day of an after-school or evening activity

Students who are absent from class during school may not participate in any school-related activities on the day of the absence, including after school or evening activities, unless arrangements are made in advance with the Principal in advance.

(End of Board Policy)

### **Tardies During the School Day**

Late arrival to class disrupts the learning process for all students - both the students arriving late and those who arrived on time. Students are expected to be in class ready to start work at the start of the class period. Excessive tardies will result in disciplinary consequences.

### Tardies to First Period

Tardies to First Period that occur as a result of the late arrival of a school bus are excused. The school keeps a record of the frequency of late arriving school buses.

Students who arrive to school late will be directed to the Secondary School office for a late pass. In extreme cases, students who are regularly late for first period class will face other disciplinary consequences.

### Visits to School Nurse

In the event that a student needs to consult with the school nurse, the student should notify the classroom teacher who will coordinate with the school nurse to ensure availability. The following guidelines exist to ensure that student's medical issues are attended to but that disruptions to class are minimized.

1. Teachers check with the nurses through Teams. The nurses then indicate how to proceed. In many cases, they ask the student to go to the nurse's office.
2. Therefore, students who are too ill to remain in class may request a pass to the nurse but will remain with the nurse for brief treatment (usually not to exceed 15 minutes) or be sent home. Students with scheduled visits to the nurse during class time are the exception.
3. Students who miss class time due to medical visits are expected to make the time up at a time convenient to the teacher.
4. The nurse may only write notes to dismiss students for the day. The nurse will not write notes excusing a student from class.
5. The nurse will monitor the frequency of visits to the medical room. In cases where the frequency of visits is high, the school reserves the right to request a medical examination by a mutually agreed on professional.

### **Food in School and Food Allergies**

In our school we have students with such severe allergies to nuts that even a tiny amount of dust or residue from any

kind of nut which enters the eyes, nose or mouth, or even touches the skin, could be life threatening. We ask that you make sure that your child washes his or her hands very carefully before coming to school each morning, because we need to take extra precautions to keep these students safe.

CAISL strives to provide a safe environment for all students. **In order to reduce risks, we ask that you take extra care in selecting snacks and foods that you send to school and avoid sending any foods that contain any kind of nut or nut oil. Eating in the hallways, corridors and on the school buses is not permitted.**

### Students Entering CAISL After the Beginning of the Year

With support from teachers, students who begin at CAISL after the start of the school year are typically responsible for learning the course material by the end of the school year. Students who enter Middle School after the beginning of the year will be assessed within the same parameters as their classmates.

### Behavioral Expectations

CAISL supports students in their development of good work habits. Our quarterly reports reference the work habits according to the rubric below.

Work Habits Indicators		Excellent (4)	Good (3)	Needs Improvement (2)	Unsatisfactory (1)
EFFORT	PREPAREDNESS	<u>Always</u>	<u>Consistently/Usually</u> <ul style="list-style-type: none"> <li>• Comes to class with all materials</li> <li>• Uses all class resources</li> <li>• Homework is complete</li> <li>• Takes measures to make up missed work</li> </ul>	<u>Inconsistently/Sometimes</u>	<u>Rarely</u>
	TIME MANAGEMENT	<u>Always</u>	<u>Consistently/Usually</u> <ul style="list-style-type: none"> <li>• Is in class on time</li> <li>• Turns work on time</li> <li>• Works productively during class</li> </ul>	<u>Inconsistently/Sometimes</u>	<u>Rarely</u>
CONDUCT	PERSEVERANCE AND PROBLEM SOLVING	<u>Always</u>	<u>Consistently/Usually</u> <ul style="list-style-type: none"> <li>• Asks productive questions</li> <li>• Takes initiative to solve problems individually</li> <li>• Attends office hours when needed</li> <li>• Learns from self-assessment</li> <li>• Applies feedback for improvement</li> </ul>	<u>Inconsistently/Sometimes</u>	<u>Rarely</u>
	WORK ETHIC	<u>Always</u>	<u>Consistently/Usually</u> <ul style="list-style-type: none"> <li>• Follows all directions</li> <li>• Produces quality work</li> <li>• Respectfully collaborates with others in class</li> </ul>	<u>Inconsistently/Sometimes</u>	<u>Rarely</u>

AT CAISL, WE AIM TO HELP EACH STUDENT BECOME A PERSON OF INTEGRITY. THE CAISL COMMUNITY WORKS TOGETHER TO TEACH, ENFORCE, ADVOCATE AND MODEL EACH OF THE FOLLOWING ELEMENTS OF THE “HIDDEN CURRICULUM”.

As a CAISL community we will...	Example	Non-Example
<b>“Tell the truth and take responsibility for our actions and inactions”</b>	<ul style="list-style-type: none"> <li>• Being honest</li> <li>• Doing the “right thing” even if nobody is watching</li> <li>• Honoring commitments</li> <li>• Being accountable</li> </ul>	<ul style="list-style-type: none"> <li>• Lying</li> <li>• Cheating during sports</li> <li>• Theft</li> </ul>
<b>“Be respectful, welcoming and well-mannered to everyone”</b>	<ul style="list-style-type: none"> <li>• Using good manners</li> <li>• Showing compassion</li> <li>• Working to improve the school community</li> <li>• Expressing gratitude</li> </ul>	<ul style="list-style-type: none"> <li>• Using obscenities</li> <li>• Fighting</li> <li>• Insubordination</li> <li>• Abuse, harassment or intimidation</li> </ul>
<b>“Be on time, present and prepared”</b>	<ul style="list-style-type: none"> <li>• Bringing all the necessary materials to class</li> <li>• Being both physically and mentally “present”</li> <li>• Positively contributing to class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Tardiness</li> <li>• Missing assignments</li> <li>• Dress code infringements</li> </ul>
<b>“Use resources mindfully”</b>	<ul style="list-style-type: none"> <li>• Avoiding unnecessary printing</li> <li>• Recycling</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate use of technology</li> <li>• Wasting class time</li> </ul>
<b>“Leave the space we use better than we found it”</b>	<ul style="list-style-type: none"> <li>• Working to improve the community</li> <li>• Picking up trash whether it’s yours or not</li> </ul>	<ul style="list-style-type: none"> <li>• Littering</li> <li>• Vandalism</li> </ul>
<b>“Return what we borrow in good condition”</b>	<ul style="list-style-type: none"> <li>• Taking care of library materials, uniforms or other school items</li> </ul>	<ul style="list-style-type: none"> <li>• Being careless with items entrusted to you</li> </ul>
<b>“Give thoughtful consideration to the opinions of others”</b>	<ul style="list-style-type: none"> <li>• Considering the feelings of others</li> <li>• Being open-minded</li> <li>• Actively listening to viewpoints which you may not share</li> </ul>	<ul style="list-style-type: none"> <li>• Being dogmatic</li> <li>• Interrupting class discussions</li> </ul>

All Students are expected to work to build a sense of community at CAISL. This responsibility does not stop at the school's gates. CAISL students are expected to take pride in being part of the CAISL community and to behave at all times in ways that will bring credit to themselves and the school. In the event that a student's actions outside of the school impact

negatively on the school, its reputation, or our students, the administration has the duty to determine the facts of the case and, if warranted, take disciplinary action. This includes the use of digital media. *Students in higher grade levels are expected to conduct themselves with a higher degree of decorum and maturity and the consequences for misbehavior will be more severe.*

## **Essentials of Student Conduct**

**To further support responsibility and good citizenship, students are expected to adhere to the following expectations.**

1. I will be respectful, welcoming, and well-mannered to everyone.
2. I will tell the truth and take responsibility for my actions and my inactions.
3. I will be respectful and practice appropriate behavior in both "real life" and "virtual life."
4. I do not need to bring any personal electronic device to school. What I need for class will be provided.
5. I am completely responsible for any personal electronic device I bring to school and the school has no responsibility if the device is lost, stolen, or broken.
6. I am required to ensure my laptop batteries are fully charged at the start of every school day. If I need to charge them, I will ensure cables are not left on the floor to avoid compromising others' safety.
7. I will only use electronic devices at school for educational purposes, as directed by my teachers. Only teachers can decide when and how electronic devices and programs are to be used in class. In the classroom, laptops must be turned off. The teacher will decide when computers can be on or off.
8. I must use the school's Wi-Fi connections. I am aware that I cannot use other wireless connection systems such as hot spots or VPN networks without authorized permission from the IT department at CAISL.
9. I will not use peer-to-peer programs (such as BitTorrent, Ares, Transmission, etc.) as they are not allowed on the school premises.
10. I will not share my username or password(s) to any school-provided sites, and I will change my password(s) to these sites at least once a year.
11. If I know any other user's login information, I will not use it and report it to the person in question and to the IT Office.
12. The IT Office will reset my username or password if I forget either.
13. I will not take any visual or audio recordings of any CAISL student or adult, unless asked to do so by my teacher. Any recording will be made with school-provided equipment, and I may only share it according to my teachers' instructions. I am not allowed to bring or share disrespectful or offensive recordings, messages, images, movies, etc. Any posts that promote, suggest, or show violence or inappropriate images are against the school's ethics and are forbidden.
14. I will not create or accept unknown users on Teams or on any other CAISL resource except as part of a class/club activity approved in advance by the Division Principal in writing.

15. I understand that my activity on the school network, Microsoft 365, and on the internet is monitored.
16. I will not use the CAISL name or logo.
17. I will not share any photos of the school community without the permission of the principal.
18. I understand that the Principal or Counselor may, for the purpose of investigating student discipline issues, collect and secure my electronic device, whether school-issued or personal, including cell phone, which will be returned only in the presence of one of my parents, guardians, or Tutors (Encarregados de Educação).
19. AI tools shall be used in accordance with the school's mission and values, aiming to improve learning, collaboration, and care.

## *How Generative Artificial Intelligence (AI) can support learning at CAISL*

### Using AI Responsibly

1. **Use AI as a Tool.** AI tools are there to assist you in your work, not to do it for you. You can use AI to get ideas, do research (citing your source), and to solve problems. But do not rely on AI to complete your assignments. For example, do not ask a tool like ChatGPT to give you answers to your homework questions and then just copy them down.
2. **Use AI Ethically and Wisely.** When using AI, examine the credibility and usability of the results. Consider errors and biases. Always cite your sources. I must acknowledge and cite the use of AI as a source in any form related to my schoolwork: text, image, multimedia, etc.
3. **You are Responsible for Your Work.** Ultimately, you are accountable for the quality and accuracy of your research.
4. **Protect Personal Data.** Don't input any personal or private information in any AI tool.

## **Specific Rules**

Electronic equipment, including mobile phones, is brought to school at the student's own risk. **CAISL WILL NOT BE HELD RESPONSIBLE FOR LOSS, THEFT, OR BREAKAGE OF SUCH ITEMS UNDER ANY CIRCUMSTANCES.**

Personal electronic equipment may not be used. Faculty members will confiscate electronic equipment that is not being used for educational purposes. Confiscated items will be handed in to the Secondary Principal.

In order to maximize the use of our Wi-Fi network, **mobile phones must remain turned off and stowed from the first bell through the last bell each day.**

Laser pointers are not allowed.

External speakers for electronic devices are not allowed.

Skateboards, in-line skates, or similar equipment may not be used on the school premises.

Selling items for personal profit is not permitted.

***It is absolutely required that every backpack, computer bag, PE bag, lunch box (and similar item) be labeled. A simple luggage tag such as one uses when traveling is sufficient. This will help us help students stay in possession of their property but—and more importantly—assist with security measures which necessitate being able to identify the owner of such bags.***

Students are expected to adhere to the individual teacher's classroom rules and procedures. If a student feels that a teacher's request is unreasonable, they must first comply with the request and then arrange to discuss it with the teacher at a later time.

All teachers are responsible for the behavior of students in their classrooms, throughout the campus, at school-sponsored events, on school buses, and during lunch. Teachers are, therefore, authorized to maintain an environment which is conducive to learning in an appropriate manner.

### **Substance Abuse Policy (CAISL Board Policy 8.502)**

*Rationale:*

*All students have a right to attend school in an environment conducive to learning. The use of alcohol and other drugs interferes with both effective learning and the healthy development of children and adolescents. CAISL has a fundamental, legal, and ethical obligation to prevent drug use, to maintain a drug-free educational environment, to provide preventive education, and to encourage the assistance of professional help where necessary. CAISL is an alcohol- and tobacco-free campus with the exception of school-sponsored fundraising events where alcohol may be served to adults by adults.*

*Parents must identify to the School Nurse any medically necessary prescription and over-the-counter drugs which their child will need to take during school hours. The medicines must be kept, distributed, and consumed in the Nurse's Office.*

*It is against School policy for any student to*

- *Possess, use, or supply substances which are illegal in Portugal, or which are not legally available to those under the age of 18. Such substances are prohibited for any CAISL student, irrespective of age. This includes alcohol in all forms, cigarettes, e-cigarettes, and any system able to deliver nicotine, and all forms of illegal drugs (including those "decriminalized").*
- *Possess equipment potentially used to harmful effect including items such as e-cigarettes and Juuls.*
- *Misuse any otherwise legal substance to potentially harmful effect.*

*Any member of the staff who has reason to suspect that a student is in possession of or under the influence of any of the above items while on school property or in the area adjacent to the school, on a school bus, or while participating in any school-sponsored or school-supervised or related activity must report this information immediately to the Principal. No "right to confidentiality" applies.*

*In all cases, the school will comply with the legal requirements on reporting such infractions.*

***The Consequence for possession or use of any of the items defined above:***

*Students may be assigned any of the following parameters of consequence, depending on the type of substance and the nature and severity of the incident and prior incidents.*

***Consequences for possession and/or use:***

*The minimum school sanction for possession of any substance covered in this policy is a 1-day suspension and parent communication. The suspension may be in-school or out-of-school at the Division Principal's discretion. Note that this is not available for use of any such substance. For any use of a banned substance or for possession which is, in the opinion of the Division Principal, beyond that appropriate for a minimum sanction, the Principal will impose an in-school or out-of-school suspension lasting from a minimum of two days to a maximum of four days. A parent conference is required to readmit the student to classes.*

*For any infraction, the Principal may also choose to recommend that the family engage an addictive disorders specialist recommended by the school. Such program will be monitored by the Division Principal or, if the Principal chooses, the School Counselor.*

**Decisions on Expulsions:**

*All penalties are under the authority of the Division Principal except the final judgment on expulsion which must be agreed to by the Director.*

**Potential Expulsion:**

*Should the Division Principal judge that the incident potentially warrants expulsion, the final decision must be preceded by a five-day out-of-school suspension to permit thorough investigation and the Director must be apprised of the situation as soon as possible.*

*During this 5-day period, the family may take steps to ensure and provide assurances to CAISL that there will be no repetition. Such steps could include on-going addictive disorders therapy and/or drug testing performed or monitored by the school.*

*Depending on the parameters the family puts in place and the assurances they can give, the Principal will decide whether or not to recommend to the Director that the expulsion be stayed. Should the Director agree and thus the student be allowed to continue at CAISL under such a "stay," any lapse in the compliance with requirements established results in the expulsion being in immediate effect.*

**Expulsion:**

*For possession with intent to distribute any illegal substance or for possession in an amount that, in the judgment of the Division Principal and Director, indicates intent to distribute, the consequence is Expulsion.*

(End of Policy)

## **Academic Integrity**

At CAISL, we educate students to become knowledgeable and skillful people with the ability and the desire to learn and to continue learning. Work submitted must accurately reflect student learning. Any action which leads to a misrepresentation of a student's true skills and understanding is malpractice.

The teacher has the responsibility and the authority to determine when, in his/her professional judgment, malpractice has occurred.

Students in higher grade levels are expected to reflect higher degrees of character and maturity and will be held to a higher expectation. Consequences for academic malpractice and dishonesty serve as corrective measures to ensure that

the student learns from their mistake.

Examples of academic malpractice include, but are not limited to, the following:

- No evidence of effort to cite a source
- Collaboration on independent work
- Plagiarism (not giving credit for another's idea)
- Cheating on non-graded assignments
- Plagiarism (direct "copy/paste")
- Cheating on tests or other graded assignments

Upon review of the Secondary Principal or Middle School Coordinator, and based on the best interests of the student, the following consequences may result from academic malpractice:

**Academic Consequences:** No score is entered in the teacher's grade book until the student has demonstrated learning through an alternative assessment. This would include either a recorded oral assessment, a second version of the assessment or another method as determined by the teacher.

**Behavioral Consequences:** The Secondary Principal or Middle School Coordinator will consider the level of infraction, previous history of academic malpractice and the grade level of the student in determining consequences. Examples of behavioral consequences include, but are not limited to the following:

- Parent letter and/or phone call
- Letter detailing the incident placed in the student's school file
- Student is no longer considered in good standing. Student who are not considered to be in good standing risk loss of privileges such as:
  - Leadership positions in CAISL organizations
  - Representing CAISL to the outside community
  - Ineligibility for Recognition at Awards Ceremony
- Parent conference
- Behavioral contract
- Exclusion from school events
- Suspension
- Expulsion

### **Late and Missed Work**

Penalties for late or missed work change according to the grade level of the student. Students may be required to attend a lunch detention for any missed deadline.

In the event that a student has a documented absence on the day an assessment is due, or a test is administered, the student should be prepared to submit the work or take the test upon their return. Students without documentation for their absence may be required, at the discretion of the teacher, to complete an alternative assessment.

The teacher may make exceptions in cases of extenuating circumstances.

### **Bullying**

Bullying is a purposeful and repeated behavior by one or more people which is intended to harm others (physically,



psychologically or emotionally).

There are many forms of bullying such as social exclusion, spreading rumors, insulting someone, intimidation, harassment, inciting conflict, inappropriate physical contact or posting unkind comments or pictures on social media.

The school will make every effort to remediate the situation and ensure that it does not recur. Bullying will result in disciplinary penalties being applied and may result in expulsion from CAISL.

## Racism

CAISL aims to provide all its students with a safe and caring learning environment. Our students come from many different cultural backgrounds, and this affords many opportunities to learn about other perspectives. Racism consists of negative behaviors directed at others on the basis of race, nationality or even religion. This failure to accept and value others will not be tolerated at CAISL and racist behavior may result in expulsion.

## Dress Code

CAISL expects students to come to school appropriately dressed for a learning environment. While we do not have a uniform or an extensive dress code, students are expected to be aware of and adhere to the proper standards of dress for a school environment. The primary responsibility for coming to school appropriately dressed lies with the student and parents.

Students are required to come to school in clothing, which is neat, clean, in good repair, modest, respectful, and safe. Anything which does not comply with these standards is unacceptable. No list of "forbidden" items can be all-inclusive. Below are some examples of items which are not allowed. It is important to note that CAISL's dress code has been established without regard to a student's gender or identity.

**The Secondary Principal will make the final decisions should any problems arise.** Students who are deemed to be in breach of the dress code may be refused admittance to class until they have corrected the problem.

The following dress code will be followed by all students:

- Clothing may not bear any alcohol, tobacco, or drug advertisements or symbols and may not have graphics or slogans that are sexually explicit or offensive.
- No string tops or see-through tops.
- Clothing must be neat and clean. Clothing may not be written on or stained.
- Hats, caps or other head coverings may not be worn in the school buildings.
- Sunglasses may not be worn in the building.
- "Flip flops" and other types of beach sandals are not appropriate. All shoes must have a back-strap built in as part of the shoe (not added by the wearer) and must fit securely on the feet.
- Excessive jewelry or piercings are not appropriate for school. All piercings and jewelry must be removed for PE and Athletic practice for safety reasons. The Secondary Principal will decide whether jewelry or piercings are excessive.
- For certain special events during the year, students may be asked to dress in a more formal manner.
- No articles of clothing may be worn which promote or represent affiliations with organizations whose members engage in violent or criminal behavior.

While it is not our intention to institute a school uniform, CAISL reserves the right to require special clothing for events (sports, field trips, performances, “dress-up” days) and to institute a school uniform should the Board of Trustees deem this appropriate.

### **Conduct on the Buses**

Transportation to and from school on a CAISL bus should be pleasant and safe. All school rules apply while students are on the bus. Rules specific to the bus are below:

Students who choose not to abide by the bus rules will be suspended from riding the bus for periods ranging from one week to permanently. Bus fees are not refunded for the period of suspension or if the student is excluded permanently from the bus.

The monitors, drivers, and all teachers are in authority on the buses.

The Monitors and the Transportation Coordinator have the authority to assign seats on the bus, if necessary.

The Bus Rules are

1. Keep noise to a minimum on the bus as excessive noise may distract the driver or fellow students.
2. Do not talk to the driver except in an emergency.
3. Remain seated at all times the bus is moving.
4. Do not consume food and drinks on the bus.
5. Use seat belts at all times.

### **Progressive Behavior Remediation**

Each teacher is responsible for both the safety and the appropriate behavior of each student all of the time, both during and after school, while on campus or in CAISL-sponsored activities off-campus.

The teacher will refer major infractions or continuing problems to the Secondary Principal.

A major infraction is one which endangers the safety of another person or school equipment

is so disruptive as to prevent the other students from learning. A continuing problem is one which, while not immediately disruptive, has occurred before and one for which the student has been penalized by the teacher. As a general rule, academic achievement levels cannot be lowered because of a student's misbehavior. Points cannot be deducted because a student is talking, for example. The exception to this is when a student must be removed from an activity because his/her behavior is endangering him/herself, other students, or school property or disrupting the activity to such an extent that the lesson cannot continue. If the student misses the assessed activity, he/she may be penalized to the extent of the grade on that activity.

Consequences for breaking the school's rules will consist of the following (Board Policy 8.501)

In most cases, behavioral issues will be addressed by CAISL Professional Staff in conversations with the student and his/her parents.

In situations where this approach is not effective or if the infraction violates one of the three core Standards of Conduct, the following strategies are used. These are not presented in order of use and are decided upon based on the following criteria:

1. the severity of the incident
2. the number and severity of prior incidents
3. the timing of previous incidents
4. the age of the child
5. the attitude of the child
6. the consequences of the child's action.

The Strategies are

- **Loss of School Privileges (lunch, or after school)**

Such privileges could include access to the CAISL technology resources, loss of unsupervised time, or restrictions to specific areas of the school. A detention is normally served on the day the misbehavior occurs or on the day immediately following, as determined by the teacher or administrator supervising the detention. Detentions take priority over extracurricular and athletic activities. Parents must be contacted in the case of after school detentions.

- **Loss of Some or All Extracurricular/Social Activities**

Students whose behavior is inappropriate may be barred from specific upcoming extracurricular activities, tournaments, and/or field trips.

- **In-School Suspension**

The student spends the day (or class period) isolated but does his/her regular classwork, as far as possible, and receives grades for the work done. The students' lunch periods and breaks are not taken with the other students.

- **Recommendation for Professional (out-of-school) Counseling or Medical Exam**

If CAISL professional staff judge the problem is one which may be helped by Counseling beyond what the school can provide or if the staff suspect an underlying medical problem, a recommendation for Professional Counseling or a Medical Exam will be made.

- **Behavior Contract**

This is used to specify the behavioral problems of a student and the specific steps the student must take to improve and/or to remain in the school and will be signed by the parents and by the student (if age appropriate).

- **Saturday Detention**

The student is required to come to school on an assigned Saturday to do school service work or class assignments under the direction of a teacher or administrator.

- **Requirement for Professional (out-of-school) Counseling and/or Medical Exam**

In some cases, the CAISL professional staff may require parents to provide Counseling outside the school setting or to get the student a medical exam as a condition for staying at CAISL. Failure to do so within a reasonable time, set by the school, may result in the child's being denied access to all school activities, including classes, until the counseling is on-going and/or the exams are completed, and essential data communicated to appropriate school personnel.

- **Out-of-School Suspension**

Parents are required to pick up the student or make arrangements for the student to be taken home at the time the behavioral problem occurs. Out-of-school suspensions may be for one or more days. A parent conference is required before the student may be readmitted to school.

- **Expulsion**

The child may no longer attend CAISL. Should the incident requiring expulsion occur near the end of the semester, the Division Principal, at his/her discretion, may allow a distance-learning option so that the child may complete the grading period.

CAISL Professional Staff may impose break/lunch/after-school detentions, loss of privileges specific to their class or activity, or removal from an activity which they sponsor. The Division Principal will be informed.

All other penalties are the province of the Principals, with the Director informed in a timely manner as the situation warrants.

Expulsions under this policy are the province of the Director. It is the Director's responsibility to inform the Board in a timely manner that an expulsion is on the horizon.

- **Forfeiture of Tuition**

If a student is suspended or expelled, tuition for the period of suspension or for the remainder of the quarter (or year) after expulsion cannot be refunded.

## **Secondary Counseling Department**

The Student Support Services Coordinator guides and supports students, both individually and in large and small groups, to become responsible and respectful as well as socially and emotionally healthy individuals.

The information you share will be treated in confidence and only shared if the counsellor deems it necessary to support student welfare. At the same time as we ensure confidentiality of records and information, the behavior or academic progress of other students will not be shared.

## Continuing Admissions and Exclusions (CAISL Board Policy 8.201)

Acceptance to CAISL is always conditional. The Director will follow the guidelines below when determining if a student should be immediately excluded (expelled) or denied re-enrollment for the subsequent year:

- I) *Students with special learning needs for whom CAISL cannot provide or continue to provide a program or services suited to his/her individual learning needs.*
- II) *Students who are not benefiting from the academic program as shown by poor effort and/or academic progress and/or a pattern of frequent unexcused absences.*
- III) *Students who do not adhere to the policies, rules, and regulations for student conduct, as detailed in the Student-Parent Handbook and the Board Policy Manual.*

*It is always the goal of the school to work with students and their parents to help the students achieve and adhere to the code of conduct.*

*A violation of the policies, rules, and regulations for student conduct which endangers the physical or psychological well-being of others or in any way puts others in jeopardy, whether in the physical world or virtual world, will result in an immediate suspension and may result in expulsion. Some examples would be theft; drug possession, use, or distribution; possession of weapons; physical or verbal or cyber assaults on other students or school personnel, and bullying.*

*In cases which may require involuntary exclusion (expulsion), the student will be externally suspended while a thorough inquiry is carried out pending a final decision.*

(End of Board Policy)

## **Student Due Process Rights**

Each student has the opportunity and the right to use school as a means for self-improvement and individual growth. In so doing, he or she is expected to conduct his or her affairs in such a way as to assure other students the same opportunities without serving to restrict or otherwise inhibit their individual and collective rights.

It is inherent to the School to afford vigilant protection of the rights of all School personnel and students, including the rights to free inquiry and expression, the right to freedom of association, and the right to administrative due process.

Of equal importance is the right of school authorities to prescribe and control – consistent with fundamental safeguards – student conduct in the School.

In exercising this right, the Principal, working with his/her staff and with the students, will attempt to achieve the objectives and follow the procedures set forth by Board policies and administrative regulations pertaining to the various aspects of student rights, student conduct, and student discipline.

### Objectives to Be Achieved

The primary objective is the proper recognition and preservation of a student's rights:

**Freedom of Expression** – Students may freely express their points of view provided they do not seek to coerce others to

join in their mode of expression and provided also that they do not otherwise intrude upon the rights of others during school hours.

**Personal Appearance** – Restrictions of a student’s hairstyle or his/her manner of dress will be determined where there is a “clear and present danger to the student’s health and safety, or cause an interference with work, or creates classroom or school disorder.” Participation in voluntary activities may necessitate specific requirements for approved grooming and dress due to the nature of the activity.

**The Right to Petition** – Students are allowed to present petitions to the administration at any time. Collecting signatures on petitions is limited to before and after school hours. No student will be subjected to disciplinary measures of any nature for signing a petition addressed to the administration – assuming that the petition is free of obscenities, libelous statements, personal attack, or avocation of disruption which poses a probable threat of disruption of the regular school programs and is within the bounds of reasonable conduct.

**Student Property** – A student’s locker and property should not be opened for inspection, except when approved by the Principal because he/she has reasonable cause to believe that prohibited articles are stored therein.

**Student Due Process Rights** – Students are to have clearly established means by which “administrative due process” is available to see that their rights are protected. Students are to be involved, singly and collectively, as citizens of the School with the attendant rights of such citizenship and corresponding responsibilities for the proper conduct of their own affairs and those of other students.

“**Due Process**” may be defined as a course of legal proceedings in accordance with the rules and principles established for the enforcement and protection of individual rights. The concept applies to any dispute between two parties. As a legal concept, enforceable in the courts, it derives its validity from the presence of a court of competent jurisdiction, which has a duty to see to it that individual rights are protected. These same conditions are equally necessary to administrative procedures in schools, although they may be discussed and handled in an informal way in most cases.

The concept of “Due Process” means that students are entitled:

to know what the rules are;

to be notified of charges against them and be provided the opportunity to respond to those charges;

to have counsel

to appeal a decision about the charges to a higher level;

to have the charges or penalties removed from their records if the evidence shows their innocence or non-involvement.

In the administration of due process, the student should be made to feel that his/her value as a person is not in question. What may be questioned is the student’s **behavior**. The purpose of all School rules and disciplinary actions is to make the students understand that he or she is responsible for his or her actions.

## Co-Curricular Activities

### *Involvement in Activities*

CAISL provides many activities, and we always seek to strengthen and add to these. We expect and hope that all CAISL students will participate in the school beyond the classroom. We strongly encourage all students to take full advantage of these offers.

### *Junior Model United Nations (JMUN)*

The JMUN program gives students the opportunity to learn about and create solutions to global issues faced by the United Nations Organization. Subject-specific classroom activities in grades 6 through 8 help students prepare for The Junior Model United Nations conference. High School students take on conference leadership roles.

### *MS Community Service Club*

This organization is open to all students in Grades 6-8. Its purpose is to actively involve all members in serving the external community. Students raise funds to support their activities, but physical involvement is the main objective. The MS Community Service Club's work includes visiting the elderly at *Lar das Fisgas*, raising funds for "Make a Wish" and collecting food for *Banco Alimentar* (Food Bank).

## Middle School Student Council

The Student Council consists of students from grades 6-8 selected by their peers.

The Student Council has two main goals:

- To be the voice of the students, to express to the faculty and administration their concerns and to make suggestions for changes and improvement.
- To encourage student activities and school spirit. This includes planning and organizing the three Middle School Dances held each year.

Middle School Student Council members must attend each weekly meeting. Failure to do so more than three times may result in the representative being replaced.

## Fine Arts

Fine Arts activities showcase student talent in major exhibitions each year. CAISL sponsors music, visual arts, and dramatic productions throughout the year. The Winter Concert and Fine Arts Show are held before the winter break and the Fine Arts productions are held in the spring. CAISL Middle School students participate in the MAIS Honor Choir festival and perform at CAISL's Jazz Night, as well. There is a Musical Theater production every year.

## Athletics

CAISL Middle School athletes participate in team and individual sports competitions with many other schools in Portugal. Volleyball, soccer, basketball, track and field, cross-country and baseball comprise our extracurricular sports program. Teams are organized by age level with most Middle School students eligible for Divisions 3 or 4.

It is the philosophy of CAISL that all students who want to play on a team will be encouraged to do so as long as they meet their commitments to the team and play to the best of their ability. Students are not "cut" from a team except for inappropriate behavior, insufficient academic achievement, or lack of commitment. On rare occasions the host school of a tournament sets a limit on how many players the school can register for the games, and in these cases, the coach's roster may not include all team members.

Activities Bus LATE BUS: The Late Bus (also called the Activities Bus) is available to students in Grades 6 through 12 who remain on campus in organized after-school activities or working with a teacher. It leaves campus at 17h50. This bus departs promptly so students who miss it must find their own way home. This bus does not provide personalized service. The bus stops are pre-determined. The route the bus will take on any given afternoon is determined based on the stops indicated when the student signs up for the bus. The possible drop-off points may be accessed by CAISL students on Moodle (where the sign-in is done) and/or by parents on the Parent Portal. The Late Bus does not run every day of the year and any student wishing to use this service must sign up no later than 13h00 on the day he/she needs it and identify the stop needed from the drop-down list.

If a student signs up for the Late Bus and then decides he/she does not need it, he/she must speak to the Accounts Office personally to withdraw. Continual "no shows" run the risk of being denied the Late Bus Service at all.

If a student neglects to sign up and wishes to ride, he/she may do so if there is space. However, if there is no space on the Late Bus (not always related to the number of seats available but to the student: monitor ratio), he/she will be responsible for arranging his/her own way home, including any costs involved.

Because the Late Bus is contracted based on the projected number of riders, as of the 3rd time a student signs up for the Late Bus but does not ride, the student will be suspended for a period of time determined by the Accounts Manager from riding the Late Bus. A continuance of this pattern will result in the student being permanently barred from the privilege of riding the Late Bus.

A student who does NOT sign up for the bus but wishes to ride may be denied admission to the bus, depending on the number of seats and the monitor/student ratio. The school will make every effort to assist the student in finding his/her own transportation home but will bear no financial responsibility for this alternate transportation.

There is no charge for the Activities Bus which will start the 2nd week of school. There are usually two Activities Buses, which depart from School at 5:50 pm. One goes to Lisbon and the other goes to Cascais.



## Miscellaneous Information

### Community-School Relations

Establishing and maintaining positive public relations are responsibilities of the School Board, the Administration, the teaching staff, and the non-teaching staff, and--to some extent--they are the responsibilities of the students as well. The School sees itself as a cohesive factor in the life of the international community in this area; for that reason, efforts will be made to keep the community at large informed about the services, accomplishments, needs and goals of the School, and to involve the community in its work for the benefit of the students.

All members of the School staff, and the students, are expected to project a positive image of the School and to act in an ethical manner. The School Board endorses a policy of active, open communication between the School, the parents, and the community at large, and will seek ways to contribute to the community as well as to make use of community talent and resources in the School's program.

The Board encourages all members of the School Community to be active in community service.

### Communication

Establishing and maintaining a positive atmosphere within the school and among all segments of the school community is the responsibility of each person associated with CAISL.

Communication is only productive when it is

- Addressed directly to the proper person, the one who is most likely to be able to answer the question, provide the insight, or correct the problem.
- Assumes good intentions and good will on all sides
- Is at all times courteous and polite

In almost all situations, questions or concerns are best addressed at the level at which they arise: between student and teacher or between parent and teacher at the classroom level. Ideally most issues would be first raised by the student to the teacher especially as the student grows up and begins to take responsibility for his/her learning.

### Confidentiality of Communication with Students

While we educate and serve the children in our care, we are also responsible to those children's parents and must provide them with any information which will help them to parent their child(ren) effectively. It is generally understood that the information will be conveyed in a prompt and timely manner to parents unless there are indications that informing the

parent(s) could place the child in greater jeopardy.

Information on the limits to confidentiality will be included annually in literature given to parents and students. Personnel are also required to inform students who wish to confide in them that, while most information will be kept confidential between the employee and student, there are limits to confidentiality and the employee is required by school policy to convey information to higher authorities in cases as outlined above.

### Confidentiality of Records

All student records are confidential and may only be shared with students and their parents and official school personnel who require access in the performance of their jobs. Under no circumstances will a student's record be shared with any person other than those listed above unless specific instructions and explicit permission has been given by the parents.

Reference letters written by CAISL's professional staff are confidential documents to be seen only by the receiving agency, not by the students or their parents. Should a student/parent wish an "open" letter of reference, this should be made clear to the staff member at the time the request is made.

Composite academic results (i.e., a grade-level's overall scores) will be shared with parents who request them as long as there are a sufficient number of students in the statistical analysis to make the results both confidential and valid.

### Dismissal at the End of the Day

Please be aware that there are usually many parents waiting to drive onto campus and this may create a nuisance and a traffic hazard in the village of Linhó.

Please do not arrive early to "beat the traffic" as this is a major cause of the problem.

To facilitate a smooth pick-up, you should inform your child that you are arriving (preferably 10 minutes after the 3:55pm dismissal bell) and then your child can go meet you at the driving bay when you arrive. This should help eliminate the need to park or wait.

Students who ride the school bus are dismissed from their last class when the bell rings. Bus riders are asked to board the buses promptly. Students who walk home or who use public transportation may also be dismissed when the bell rings. Parents may indicate that their child is a "walker" by contacting the Secondary Office. Students who are getting picked up by parents will be dismissed once a parent has confirmed that he/she is on campus for pick up in the driving bay. All students must use the pedestrian walkways as they leave campus. Students departing for the day may not re-enter the campus or take the activity bus. Students who wish to take the activity bus must remain on campus until the departure time.

### Emergency Procedures

Students will follow the directions posted in each room and exit in an orderly manner. There must be no talking or pushing to ensure that further instructions and directions can be heard, and that the evacuation of buildings is as quick as possible.

Earthquake emergency procedures are posted in each room. Regular practices are held throughout the year.

**Field Trips**

A field trip is any event or activity that takes students off campus during any part of a school day or any school-sponsored and chaperoned event or activity during weekends or holidays. There are two types of field trips: day trips and extended trips.

Taking students off campus for the day or away from home (and sometimes out of the country) for an extended period is a great responsibility for the chaperones. During these trips, the chaperones act in loco parentis. All school rules are in effect during such trips.

Students earn the privilege to go on extended field trips through active and appropriate participation in the class or activity sponsoring the trip, and through an overall good academic, behavior, and attendance record. Before permitting a student to participate in an extended field trip, the school must be confident that the student will be a positive representative of CAISL and that the days absent will not adversely affect the student's academic progress.

**To participate in an *extended field trip*, students in Grades 6-8 must meet the requirements below. Students seeking an exception must meet with the Secondary Principal.**

Academic: The student's cumulative grades to date determine eligibility. Students in Middle School are ineligible if they are scoring more than one achievement level of "Not Proficient" in any strand in two or more subjects.

Conduct: Students must be in good standing to represent the school. They may not have conduct or effort scores of 1 (unacceptable) and should not have been subject to disciplinary consequences such as in-school suspension, out-of-school suspension or Saturday detentions in the previous 8 weeks before the event.

Achievement Levels (Grades 6-8) from the previous year carry over to determine eligibility until the first progress report of the new year.

To miss a day or part of a day of class for any local event or field trip, a student must be earning Achievement Levels of Developing or above and meet the conduct requirements.

When planning the trip, the organizer of the activity will choose and announce the date that eligibility will be calculated. The table below provides guidelines for setting this date.

Local Trips	Out-of-Town trips	Out-of-town trips requiring air travel
Two weeks	Three weeks	Five weeks (or more depending on ticketing conditions)

One week before the eligibility calculation date, the organizer of the activity must send the list of participants to the Secondary Principal, who will clear the students for participation. The list of eligible students is then sent to the faculty. Teachers must review this list and notify the Secondary Principal and the activity organizer of any concerns.

Exceptions to these requirements may be made by the Secondary Principal, in consultation with the activity advisor and the child's teachers. In all cases, the decision will be made based on what is in the best interest of the child.

### Leaving the Campus During the School Day

CAISL has a closed campus for all students in grades 6-8. Students may not leave campus during school hours or at any other time when they are engaged in school-sponsored activities. Once students have entered the school gates in the morning, they may not leave campus. Bus drivers/monitors have been instructed not to drop students off outside the gates. **Students must remain on campus after school when they participate in extracurricular activities. With the exception of evening events which we hope to bring back at some point (music concerts, drama performances, Middle School Dances, presentations, etc.), students who depart campus may not return unless they are accompanied by a parent or member of school staff.**

**Students who need to go home early must get an exit pass from the Secondary School Office.**

During final examinations and at other special times, these rules will be adjusted, and the school will inform parents in a timely manner.

### Lockers

Students in Middle School use a school locker for storing personal items and school materials. Students must use the locker on record. For security reasons, students should not give the combination or duplicate keys to anyone other than the Secondary Administrative Assistant.

- Each student is allocated a locker through their Advisor or Grade Level teacher.
- Students will keep their computer and other valuables in their locker when these items are not in use. Items left out on tables or on the floor may be confiscated as they obstruct hall traffic and reflect a lack of individual responsibility for possessions.
- Students must bring their own padlocks from home and keep their lockers locked at all times. Lockers that are not locked may be emptied at the school's discretion.
- Students may only use the locker they have been assigned. They may not allow any other student to share their locker nor may they use any locker except the one they have been assigned. During PE classes, students may temporarily use a locker in the PE changing rooms.
- Access to and use of the lockers may never interfere with the normal functioning of the classes and/or other activities.
- Perishable products may not be kept in lockers overnight. This includes food that may cause a bad smell or attract insects.
- The Secondary Principal or Middle School Coordinator may ask a student to open his/her locker for inspection.
- Should the Secondary Principal have reason to believe that there may be something in the locker which might be illegal, contrary to school policy or jeopardize the health or safety of any member of the school community, s/he may order the removal of the padlock and the inspection of the contents of the locker without the student's permission

- If the student discovers his/her locker damaged, he/she must report the damage immediately to Secondary Administrative Assistant.
- If a locker is damaged by the student to whom it is assigned through misuse or neglect (including the use of stickers/decals), the student will be charged a fine which must be paid prior to his/her being assigned a new locker (if available). The amount of the fine will be dependent upon the how difficult it will be to repair the locker. If a locker cannot be repaired and the entire “bank” of lockers must be replaced, the student will be charged the full amount of this replacement.

Students who forget their keys or combinations and who did not leave duplicates with the Secondary School Secretary may request for their lockers to be opened by CAISL's maintenance staff. This service is carried out at the convenience of the maintenance staff.

Note that the lockers of Middle School students are located in classrooms that are routinely locked except at times specifically designated for student use. This includes after school. CAISL provides locker rooms for students to store items during after-school sports practices and Physical Education classes. Students are advised to plan accordingly and remove their needed materials at the end of the academic day.

### Information Center (Library)

The Library Media Center is a resource for the students, staff and school community of CAISL. It is designed to support the curriculum by providing access to information in a variety of formats as well as access to materials for recreational reading. The Information Center Coordinator, teaches research and information skills and is available to assist all patrons of the Library in locating and accessing the information they need. Students may use the LMC during regularly scheduled class times.

The majority of print materials (books, magazines, vertical file articles) in the collection may be borrowed for a two-week period and renewed, if necessary. Some reserve and reference materials are available for overnight loan.

The LMC is a community resource, and all students are expected to respect the needs of others by returning materials promptly and in good condition.

Students who have repeated problems with late returns or lost items may lose the privilege of borrowing materials or, in extreme cases, lose the privilege of access to the library/media center completely.

Books and other library materials that are lost or permanently defaced must be paid for. Report cards and transcripts will not be available to students who have outstanding debts.

### Lunch and Snack Service

There are multiple meal options available from the cafeteria. Students in Middle School who have quarterly meal plans may select their menu choices through Moodle a week ahead of time. All questions or comments related to the cafeteria meals and/or service should be directed to the Business Office.

### Medications in School

For safety reasons students are not permitted to carry medications with them during the school day. If a student

requires any prescription medication the parent will need to bring the medication to school and supply a note giving school personnel permission to administer the medication as needed.

Any medication sent in by a parent to be given during the day **MUST** have written instructions attached to them in order for them to be given. Written instructions should include;

- name of the child,
- name of the medication,
- amount of medication and
- time(s) it is to be administered.
- the container of medication should also be labeled with the student's name.

Prescription medications and emergency medications for those with allergies or other special health problems must include written orders from a physician.

Medications sent to school improperly packaged and/or without information as listed above will NOT be administered and the parent or legal guardian will be notified.

### Off-Site Trips - Parent Permission

Field trips and off-site sports events that do not result in any change to a student's usual arrival and departure times will not usually involve parents signing a permission slip. Authorization for such trips is granted by a parent when they register their child at CAISL. The school will take reasonable steps to ensure that parents are notified of such trips but a specific sign-off will not be expected. Trips that result in a change of usual arrival/departure times, or involve an overnight stay require a specific parent sign-off.

Students will sometimes ask for permission to arrive/depart at/from a location other than the Linhó campus (for example, students sometimes wish to go directly to an off-site sport venue rather than travel by school bus from Linhó. Signed parent permission, or parental notification by telephone, is required for this to be permitted.

### Overnight Trips during the Middle School Year

Camping Trip (late September) – this trip is usually a 3-day trip to a location a few hours away. All Middle School students are encouraged to attend. The purpose of the trip is to promote team building, foster stronger relationships within the student body, and provide students with the opportunity to get to know their teachers and advisors.

Week Without Walls (early May) – these trips differ in length and destination according to grade level. All of the trips incorporate curricular activities designed to enhance classroom learning. The 6<sup>th</sup> Grade overnight trip is usually 3 days spent in the Évora region. Students visit sites such as prehistoric landmarks and Roman ruins to consolidate their understanding of history. The 7<sup>th</sup> Grade trip is an investigation into how occupying civilizations have impacted the culture and features of the Iberian Peninsula. This 5-day trip is punctuated with stops at Mérida Archeological Park, Córdoba's Great Mosque, the Alhambra Complex in Granada and Seville's gothic cathedral. In the 8<sup>th</sup> Grade, the students spend 5 days in the Gredos mountains of Spain enhancing their field skills through studying the ecology of this beautiful region.

Invitational Trips- Periodically there are opportunities for students to attend overnight field trips based on their areas of

interest (MAIS Honor Choir, MS Robotics Team, etc.). Trip leaders will communicate the specific information for these trips with the students and their families.

### Parties

No parties may be held during class time. The school's photocopier machines are reserved for school business. Invitations to private functions may not be photocopied on school machines. Please do not distribute invitations to private parties at school.

### Physical Education Changing Rooms

Students who have Physical Education should come to school dressed for class. All students must wear shorts and a T-shirt or sweatshirt as well as appropriate athletic shoes for Physical Education classes or sports activities.

### Printing

In an effort to conserve natural resources and reduce waste, CAISL has set a print limit of 180 pages per student for the school year. Should a student require additional pages, they should consult with the Secondary School Principal or a member of the Information Technology team.

### Supervision of Students after Regular School Hours

Parents must ensure that their children are picked up promptly so that they do not linger on campus. Due to the pandemic, our procedures require students to leave at the end of the school day unless prior arrangements have been made. **Should you be unable to arrange for your child to go home at the end of the day, please let us know in advance.**

### Textbook Policy

CAISL loans the necessary textbooks to students. At the beginning of the course, the student will be issued a numbered textbook. At the end of the course, the book must be returned in a timely manner and in good condition. Books should be locked in your locker or carried by students. Books should not be left lying around unattended. Students are reminded that library books should be returned in good condition. Marking library books by writing, posting adhesive materials or folding pages is not permitted.

Books that are lost or permanently defaced must be paid for. Students must return all textbooks prior to taking their final examinations. Participation in the final examination process will be compromised for those students who do not return textbooks, library books or pay the appropriate replacement costs. Report cards and transcripts will not be mailed to students who have outstanding debts - students will not receive class schedules the following year until all debts are paid. Students who owe books or materials at the end of the year are not permitted entry to final exam rooms. Refunds for lost books are given up to the point at which a replacement text has been ordered (usually July 1<sup>st</sup> of that year).

### Teacher-Drivers

On occasion, students or their parents will ask CAISL faculty (or other employees) for a ride home after tutoring, sports, or other activities. All such arrangements must be within “bubble groups” and the school will bear no responsibility or liability for these arrangements.

### Tutoring

Each teacher at CAISL provides support for students beyond regular class time. This includes a scheduled after-school session (Office Hours) as well as other times scheduled individually between the teacher and student. As we begin the school year, Office Hours are available off campus through Teams. Office Hours are listed on each teacher’s Moodle page.

Students are strongly advised to attend Office Hours or arrange time to work with their teacher in advance of engaging the services of a tutor. CAISL teachers may not receive payment for tutoring the students they teach. Each teacher offers at least one day per week to give extra help to students in his or her own classes. Students should check with teachers to see when the teacher is available.

High School students may assist Middle School students who need additional support with academic skills or to help establish healthier work habits. The Assistant Principal for Middle School supervises this arrangement which is subject to availability of High School student volunteers.

### Weapons Policy

Weapons and replicas of weapons are forbidden on campus, at school activities on or off campus and at any time or place where students are the responsibility of the school. A “weapon” is defined as any item capable of causing harm or bodily injury for which there is no educational purpose. Exceptions for Drama productions may be made at the discretion of the Secondary Principal.

The weapon or replica of a weapon will be confiscated by the teacher or other personnel and turned over to the Secondary Principal. The consequences for such possession are at the discretion of the Principal, depending on the nature of the item, its use, and the age and intent of the student. Should the Principal deem the case to be severe, he/she may recommend expulsion.

Any object which has an educational purpose but that could be used to inflict harm on another person will be considered a weapon if the object is used in a threatening manner.

### Guidelines regarding the use of AI at CAISL (adapted from the AISIS protocols)

#### Identification of Risk

Systems classified as unacceptable risk (clear threat to the safety, livelihoods, and rights of people) are banned.

With regard to education and schools, we must consider:



- High Risk
  - a) Educational or vocational training that may determine the access to education and professional course of someone's life (e.g. scoring of exams).
  - b) Employment, management of workers, and access to self-employment (e.g. CV-sorting software for recruitment procedures).
- Limited Risk
  - a) Any AI use that is not high risk but lacks transparency, such as an AI chatbot that is not identified as such or AI-generated text that is not labeled as artificially generated.
- Minimal Risk
  - a) Spam filters and predictive technologies.

#### Identification of Benefits and Drawbacks

- The main benefits of AI can be summarized as:
  - a) Personalized education: Tailoring learning experiences to individual student needs and preferences.
  - b) Efficiency for Teachers and Administration: Streamlining administrative tasks and enhancing educational delivery, freeing time for more personalized instruction.
  - c) Creativity Aid: Providing tools that support and enhance creative processes among students.
- Cautions and considerations:
  - a) Academic Integrity: The potential for AI to facilitate cheating and undermine the assessment of genuine student performance.
  - b) Substitution of Critical Thinking: Over-reliance on AI might diminish students' ability to think independently and solve problems.
  - c) Invisible Bias: AI systems can perpetuate and amplify existing biases if not carefully monitored and corrected.
  - d) Privacy: The risk of exposure of sensitive student information due to data breaches or intrusive data collection practices.

#### Educational Uses of AI at CAISL

- Personalized Education
  - a) Utilization in the Classroom: AI may be used to help students achieve their full potential through tailored learning experiences.
  - b) AI Literacy: Teachers will educate students about AI, including the risks, benefits and drawbacks listed above, to enhance understanding and responsible use.
  - c) Exploration and Interests: Teachers may create opportunities for students to use AI to explore their interests within their subjects (assuming that the use of the platform is appropriate for the age of the student and there are no concerns regarding GDPR).
- Professional Development
  - a) Staff Training: CAISL will continue to ensure that all faculty have appropriate training to use AI as a tool in their lesson design.
- Fostering Creativity
  - a) Exploratory Learning: CAISL will encourage students to explore topics of interest through the use of AI.

- b) Open-Ended Projects: Projects may be designed with support from AI tools to be open-ended and incorporate inquiry based cross curricular learning.
  - c) Alternative Assessments: Teachers may choose to design alternative assessments using AI which allows students to demonstrate their knowledge in innovative ways.
- Improve Academic Integrity
  - a) Guidelines on AI Use: Activities will indicate the permitted level of AI use, ranging from no AI to full AI integration.
  - b) Adherence to Integrity Policies: AI usage must follow the CAISL’s academic integrity policy and sources be appropriately cited.
- Student Agreement: Students Will review and sign an Acceptable User Policy.
- Enhance Critical Thinking
  - a) Evaluation of AI Results: Students should be given opportunities to critically evaluate AI outputs.
  - b) Ethical Considerations: Encourage students to consider the ethical implications of their activities and understand their societal roles.
- Remove Bias
  - a) Questioning Assumptions: Students will be encouraged to question underlying assumptions in AI outputs.
  - b) Critical Awareness: All stakeholders should maintain a critical perspective on potential biases.
  - c) Use of Multiple AIs: Utilize various AIs to highlight and address differing biases.
- Maintain Security and Privacy
  - a) Data Sharing Restrictions: Staff and students will not share personal data with any form of AI.
  - b) Anonymization of Data: If AI analysis of data is necessary, it will be anonymized first.
  - c) Supervised Usage: Student use of AI will always be supervised by adults while on campus.
  - d) Transparency and Compliance: AI use will align with the CAISL’s privacy policy and GDPR guidelines.
  - e) AI tools assessment: The school will regularly audit, monitor, and evaluate AI tools in use to ensure compliance with applicable laws at any regional, national, or even international level.
  - f) Vetting AI Tools: Only AI tools that have been thoroughly vetted by the school will be used.
  - g) Restrictions on Grading: AI may not be used to grade summative assessments.
  - h) No bullying: AI tools should not be used to cause harm.

## **Information Technology**

### **Online Educational Tools**

CAISL is committed to the continuous personal growth of its students. As such, technology plays an important role in this growth. There are many public online tools and websites which enhance student learning. Some of these resources, while educationally valuable, may be misused by other users outside of the CAISL community. It is in our students’ best interests to have access to these resources as technology is ever-changing. CAISL cannot control the content but makes every effort to monitor in-school use to ensure that students are not exposed to inappropriate content. We advise parents to monitor their child’s internet use at home as well. Please contact the Secondary Principal with any questions.

## Social Media & Messaging Apps Guidelines for Students

### *Student Access to Social Media and Messaging Apps*

Facebook, Instagram, Snapchat, WhatsApp and other similar tools, have become so widely used that, as adults, we sometimes do not recognize how these tools can present children and adolescents with temptations which they are not sufficiently mature enough to resist and expose them to comments and images they are not mature enough to understand nor process appropriately.

These and other similar Social Media and Messaging Apps are blocked for students on the school network. The only way a student would access such sites at school is through a private cellular connection and this is one of the reasons that use of such private connections is banned at school.

The law also acknowledges and has put in place restrictions on children's and adolescents' access to Social Media and Messaging Apps:

### *European law*

- Prohibits absolutely access by any individual to any "social media or messaging app" prior to the age of 13. Parents who give their under-13 children permission and/or access to these tools are breaking the law.
- Individuals from the age of 13 up until they turn 16 may use Social Media and Messaging App accounts but only with explicit parental permission. The intent here is that parents supervise their children's use and ensure that their children use these adult tools thoughtfully and carefully and not send or receive anything which is inappropriate.
- From the age of 16, students are legally allowed to have Social Media and Messaging App accounts without parental permission.

Please be respectful of the law and do not give your child Social Media or Messaging Apps accounts or access until he/she is of legal age, and you judge your own child mature enough to handle the challenges which will result.

Much of the conflict, hurt feelings, misunderstandings, and inappropriate interactions between children and between young adolescents occurs online, particularly via Social Media and Messaging App. While it is always CAISL's goal to help children through difficult times, CAISL does not take responsibility for incidents resulting from inappropriate use of these online tools use as this does not happen at school and at times occurs among children who are legally prohibited from having access at all.