



CANADIAN
INTERNATIONAL
SCHOOL

Bangalore, INDIA

PROFESSIONAL GROWTH MANUAL

WWW.CANADIANINTERNATIONALSCHOOL.COM

TABLE OF CONTENTS

Professional Development (PD) Overview	Page 1
Structure of Professional Program	Page 3
Accreditation Committees/Strategic Plans Committee	
Computer Literacy Requirement	
EARCOS Institutes	
EARCOS Teachers Conference	
EARCOS Workshops	
In-service Sessions	
Master's Degree Programs (SUNY Buffalo)	
University Course Offerings	
School-Wide Goals	
Teachers Teaching Teachers (TTT)	
Visiting Consultants	
Funding Professional Development Opportunities	Page 6
Guidelines for Using Individual PD funds	Page 7
Approval Process for Requesting Professional Development Funding	Page 9
Appendices	Page 10

PROFESSIONAL DEVELOPMENT HAND BOOK

2019-2020 SCHOOL YEAR

*"Education is the most powerful weapon you
can use to change the world"*

- Nelson Mandela

DEFINITION OF LEARNING

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

VISION

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

MISSION

CIS is a culturally-rich mosaic serving each student by providing a world-class international education, nurturing potential, developing life-long skills, and preparing students for an ever-changing global community.

OUR MOTTO

Shaping the Future.... Together! Today!

CORE VALUES

INTEGRITY

At CIS, Integrity is a guiding principle:

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

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

INSPIRATION

At CIS, Inspiration is a guiding principle:

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

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

RESPECT

At CIS, Respect is a guiding principle:

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

CARING

At CIS, Caring is a guiding principle:

- Caring for self
- Caring for each other

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

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

JOY

At CIS, Joy is a guiding principle:

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

We strive to harmonize work, achievement, and fun!

CANADIAN INTERNATIONAL SCHOOL OVERVIEW

Canadian International School offers a child centered, play--based Preschool and Kindergarten program, along with the Cambridge Primary curriculum in Grades 1 - 5, Cambridge Lower Secondary/IGCSE is offered in Grades 6 to 8 and Grades 9 to 10 respectively; the IB Diploma Programme in Grades 11 and 12 completes our PK-Grade 12 program of study.

Canadian International School is accredited by both the Council of International Schools (CIS) as well as by the New England Association of Schools and Colleges (NEASC). Canadian International School recently had its NEASC/CIS Accreditation 5 Year Review Visit and now looks to further grow the school's facilities and expand its educational programs, raising the bar a bit higher with each passing year. CIS is a spacious and airy campus with a wide variety of facilities to promote its educational mission.

PROFESSIONAL DEVELOPMENT OVERVIEW

PHILOSOPHY

Adult and student learning are appreciated as two sides of the same coin. Professional development is the cornerstone of our learning community at CIS. As we expect students to take risks, be active agents in their own learning, practice regular reflection, seek help, support, and challenges from peers, and to be active participants in a dynamic community and the world, so too do we hold these expectations for our adult learners.

Support of adult learning is woven into the fabric of our Professional Growth Model. Educators across the school, as well as school leaders, set short term goals (10-15 weeks) based on students and student learning; with the support of peers with similar goals, each adult works towards developing in their focus area. Short term goals address the changing nature of our own abilities and those of our students from the start of school to November, into February and to the end of the year. We are different learners in August than we are in March!

These flexible and purposeful Professional Learner Cohorts form the basis for the school as a Professional Learning Community as a whole. Professional development opportunities are made in alignment with teacher and school learning goals for the year. The expectation is that when teachers set their learning goals, they actively seek out opportunities for growth locally regionally. This is the foundation of the Faculty Professional Growth Model that defines adult learning at CIS.

TEACHER PROFESSIONAL GROWTH

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

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

STAGE 1

Define Goal Setting

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

STAGE 2

Design Goal Setting

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

STAGE 3

Deliver Your Goal

Implement your strategies in your classroom, on campus or in whatever context it is designed for.

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

STAGE 4

Demonstrate Your Goal

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

WALK THROUGH FEEDBACK

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

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

SUPPORT FOR LEARNING

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

- A supervisor will confidentially identify that a faculty member is in need of direct and on-going support.
- Direct conversations with the teacher will be held to clearly identify areas of growth, goals, resources, and timelines for success.
- Regular meetings and continued observations will occur to support the teacher's success in addressing the defined issue(s).
- Criteria for success will be set and assessed throughout the process to identify when the teacher has address the issue or there is a need for further action.

STRUCTURE OF IN-SERVICE AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

CIS has 10-12 in-service days each school year. These include planning and preparation days prior to the start of each semester and after the last day of school. The Senior Leadership Team schedule these days with teacher input. Professional development days are designed to meet school-wide professional development needs as well as individual, department, team and divisional needs.

In-service days are used for professional collaboration, work with consultants, Teachers Teaching Teachers (TTT), participation in EARCOS Institutes, accreditation work, planning, workshops, preparation, etc. Professional Development Opportunities at CIS include:

A. ACCREDITATION COMMITTEES/STRATEGIC PLANNING COMMITTEE

In line with CIS/NEASC recommendations, various Accreditation Committees will operate to address the expectations, requirements and recommendations of the self-study. The Dean of Studies will work with the faculty and staff to form committees and schedule regular meetings. Faculty will, as necessary, be requested/asked/assigned to work on the Steering Committee to analyze the self-study and identify key areas for focus, improvement and or development in the school for strategic planning purposes.

B. COMPUTER LITERACY REQUIREMENT

Faculty members and administrators are required to be computer literate. At the beginning of each school year, the IT coordinator provides specific information to help teachers understand the requirements needed to take attendance, prepare reports, access calendars, e folders, etc. The minimum Tech Requirements are listed [here](#).

C. EARCOS INSTITUTES

Weekend" EARCOS Institutes are hosted by CIS on an annual basis. Sponsored by the East Asia Regional Council of Overseas Schools (EARCOS), these professional development workshops provide teachers and administrators from schools throughout Southeast Asia with professional growth opportunities, which are often aligned with current school improvement goals.

D. EARCOS TEACHERS CONFERENCE (ETC)

Annually in March, educators from international schools in Asia will participate for three days in the EARCOS Teachers Conference. Consultants from all over the world are brought to the conference to share the most recent educational research and strategies. In addition, teachers from regional schools conduct workshop sessions. The conference goals include:

- Provide in-service opportunities for teachers and counselors.
- Provide a forum for educational professionals to share information and skills.
- Provide an opportunity for invited speakers and presenters from all over the world to present keynote addresses and workshops on a variety of topics.

CIS supports our faculty to apply to be a workshop presenter. Each September-December CIS faculty may develop workshops with one teacher or team selected to apply to present at the EARCOS Teacher Conference. CIS will sponsor the teacher to then attend and present the workshop at the annual conference in March. Teachers will receive peer feedback and be invited to make changes to further develop their presentation. A committee formed by SLT will then work through a selection process to select a candidate to nominate to EARCOS for approval before the December deadline.

E. EARCOS WORKSHOPS

Throughout the year, a number of additional workshops are offered in the EARCOS region. Teachers may use their professional development funds to attend these workshops.

F. IN-SERVICE SESSIONS

These are usually planned by the Dean of Studies, principals and head of school and are designed to help teachers develop their instructional skills, knowledge and understanding of strategies, content, child development theory, understanding of research and other professional growth opportunities. It may involve using consultants, administrative personnel and teachers.

G. MASTER'S DEGREE, EDUCATIONAL LEADERSHIP AND TECHNOLOGY CERTIFICATES PROGRAMS (SUNY)

If there is enough interest and a cohort, we have the ability to offer a Multi-disciplinary Master's degree program through the State University of New York in Buffalo. The programs are flexible and classes taken on campus, elsewhere or weekend credit courses are often accepted by the university. Please see the Dean of Studies for more information and to express your interest. A teacher Coordinator will be selected from participating faculty who will enjoy discounts on tuition to be determined to facilitate the classes on site.

H. UNIVERSITY COURSE OFFERINGS

When possible, courses are offered by CIS faculty. Some weekend workshops and EARCOS Institutes are also offered for university credit. Any faculty member interested in offering a course for university credit should discuss this with the Dean of Studies who will work out the details.

I. SCHOOL—WIDE GOALS

In line with the annual administrative team goals, teams and individuals will develop their own goals in support of the school-wide goals. HoDs and Team Leaders will support this process with their respective teams. This year's school wide goal is the development of a common definition of learning to be used ubiquitously throughout the school over the coming years.

J. TEACHERS TEACHING TEACHERS WORKSHOPS (TTT)

CIS has hired teachers of the highest caliber; many have studied or have received training in current educational philosophies and practices. Visiting consultants, EARCOS Institutes, and EARCOS Teachers Conferences meet some of the professional development needs of our faculty, but our own teachers through Teachers Teaching Teachers (TTT) workshops, provide additional expertise, which is directly in the line with CIS professional development goals. Shorter, after-school workshops are encouraged by the administration for identified Thursday workshops.. Plans for these workshops should be submitted to the Dean of Studies. Teachers may offer a variety of professional development opportunities including After-School One Time Mini Workshops. This may cover any area of teaching/ learning, e.g.

- Learning new apps
- Formative Assessments and Rubric Development
- Instructional Strategies
- Character Development
- Support of School wide Goals

K. VISITING CONSULTANTS

Consultants visit CIS during the year in order to work with faculty and administration on educational initiatives. A consultant's time is usually scheduled according to school goals. These days are scheduled on the master and internal calendars.

FUNDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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

1. TEACHER SELECTED, INDIVIDUAL PROFESSIONAL DEVELOPMENT

In an effort to support the expectations that all teachers are required to grow professionally in their skills, knowledge and understanding to become the best teachers they could possibly be, CIS will, as funds permit, allocate 30,000 rupees per teacher, 12,000 rupees for substitute teachers and 10,000 rupees for teaching assistants respectively on an annual basis.

Please note that this allocation is ultimately for the benefit the school and the students and not an employment benefit for the sole discretionary use by each teacher. Although the school allows some teacher discretion in the use of PD funds, the funds themselves are not a benefit for teachers. The school reserves the right to determine if the professional development opportunity selected by the teacher will have a distinct and lasting impact on our program and students or meet our goals and benefit the children and the school. (An example of not meeting the school's goals of having a lasting impact on students would be scheduling the use of funds within the last six months of a teacher's tenure at CIS.)

Funds not used in a given year may be carried forward to the following year. Funds may accumulate for three years to a maximum of 60,000 rupees. These funds may be received in advance of the professional development activity to pay for the registration fees, transportation; or reimbursed upon completion of the activity. In all cases, receipts must be submitted to the Dean of Studies and the finance office.

All professional development requests are subject to prior approval by the Senior Leadership Team. Professional development funds are not subject to contract negotiations and are provided at the sole discretion of CIS. The final determination of eligibility and use of these funds rests solely with the CIS administrative team.

2. SCHOOL REQUESTED/REQUIRED WORKSHOPS

Often the school will require staff members to participate in training opportunities, e.g. IB, IGCSE. The school, wherever possible, will usually fund these requests over and above the individual PD allocation.

3. CONSULTANTS AND PRESENTERS INVITED TO THE SCHOOL

The administrative team often contracts with consultants to provide professional development for the entire faculty. Consultants are sometimes scheduled during in-service days. These in-service workshops are often tied to weekend workshops. These workshops are at no cost to CIS faculty unless they choose to take them for credit, for which they will bear the cost of the university credit. (Individual professional development funds may be used to pay for the cost of the credits.) It is expected that the faculty will give priority to all weekend workshops so scheduled.

4. PROFESSIONAL RESPONSE FUND

The school has designated an additional budget line to support professional development for faculty to participate in and attend local and regional workshops that suit individual, team or school wide professional goals. The Senior Leadership team will identify faculty who may be appropriate to attend a workshop to the benefit of our students and programs. An example would be a previously unannounced regional workshop on student support services, child protection, or a content specific workshop. This fund may also be used in conjunction with personal PD funds to supplement attendance.

5. SCHOOL SPONSORED WORKSHOPS AND AFFILIATIONS

CIS annually hosts TEaCHConX as a way to support school wide tech development. This workshop is open to educators around Bangalore as well and helps us develop a community of learners city-wide. Additionally, CIS funds membership to professional organizations like EARCOS, TIE and Search Associates, allowing faculty to access these resources, often at discounted rates.

GUIDELINES FOR THE USE OF PROFESSIONAL DEVELOPMENT FUNDS

Activities to be funded will help meet CIS goals and will directly relate to content area expertise or teaching methodologies and strategies. The funds are not transferable and only the individual to whom the funds are assigned may use their funds. Groups may travel together to participate as a team at a conference/ workshop, etc. by using their own funds.

Consider the following when applying for PD funds:

- What impact will the program of study have on planned or proposed departmental/team and/or divisional curriculum changes?
- Is the program consistent with CIS's Definition of Learning, Mission and Vision Statements, Beliefs, and Strategic Plans?
- What previous contributions has the applicant made to CIS?
- Does the timing of the request seriously disadvantage the progress of the school program?
- Is there sufficient evidence of a professional growth plan with specific goals?
- Are there sufficient resources to support this leave?

Teachers who indicate they will not be returning to CIS the following year may use their funds up until January 15, of their final year. If attendance is approved for a workshop after January 15, and the teacher subsequently resigns, participation will normally be cancelled, unless approved for a waiver by the Head of School. Such approval will be for extenuating reasons only, e.g. rescheduling of a workshop.

1. USE OF FUNDS (FUNDS MAY BE USED IN THE FOLLOWING MANNER WITHIN CONTRACTUAL TIME FRAMES):

- Registration fees for credit and non-credit courses, workshops, institutes, seminars, and conferences (including EARCOS), and tuition
- Professional books, periodicals
- Professional organization dues
- Professional visits to other schools to examine a program
- Funds may be used for room, board, travel, tuition, and course fees directly related to the professional development activity. As such, all funds associated with attendance of a workshop or PD opportunity are to be considered as workshop funds.

2. ATTENDANCE AT WORKSHOPS, CONFERENCES, CONVENTIONS, UNIVERSITY CREDIT

- Teachers may select, subject to the approval of the senior leadership team, the workshops, institutes, conferences, or conventions they wish to attend, as long as it meets the published guidelines or budgetary limitations
- The Dean of Studies will indicate whether or not funds are available
- Only a limited number of teachers may be gone from the school at any one time
- The senior leadership team will mutually make decisions of who will receive funding and be given permission to participate in any given workshop
- Attendance at the workshop or conference must be determined as the most effective way for
- CIS to develop expertise in a curricular or pedagogical area
- The faculty member must be willing to share with other teachers information gained from attendance at the workshop or conference (workshops on in-service days or after-school, sharing with team/department members, facilitating special interest groups, etc.
- Plans for sharing should be discussed with the Dean of Studies so the appropriate arrangements can be made.)
- Relationship of the workshop to Strategic Plan initiatives

3. REIMBURSEMENT PROCESS

Upon completion of the professional development activity, submit all receipts, and evidence of attendance (e.g. workshop certificate, transcripts) to the Dean of Studies. The forms are reviewed for accuracy and to ensure expenses claimed meet the guidelines, forwarded to the Head of School for signature and then to finance for reimbursement.

APPROVAL PROCESS FOR REQUESTING PROFESSIONAL DEVELOPMENT (PD) FUNDING

Forms for use of Individual Professional Development Funds (Appendix B) are available in the team drive: General(Read Only): Forms. Applications for use of funds are to be made in advance of attending and participating in the professional development activity.

- Submit the completed form (an example of the form is included in Appendix) to the Dean of Studies who will take action by sharing with the SLT.
- Once approved by the principal (DoS), funds should be verified by the DOS who will submit the form to the Senior Leadership Team for approval. (If there are not enough funds in a teacher's account, approval may still be given but, unless funded by other sources, the expectation is that the teacher will cover the balance necessary to participate in the activity.)
- The SLT determines whether or not the request falls within the guidelines, approves/disapproves. (If the request is disapproved, it is returned to the teacher.)
- If approved, the form is then submitted to the head of school for final approval. (Please note that the request is not approved until the head of school signs off on the form.) Please submit your request in plenty of time to be processed prior to attending the activity.

To request an advance:

- Complete a requisition slip (RS) and attach the approved application form
- The RS should be signed by teacher and submitted to the appropriate principal for approval and then to the superintendent for final approval. (The amount requested is subject to liquidation after the activity has been completed.)
- All tickets, hotel bookings, visas if required, will be organized by the teacher who may seek assistance from the office.
- Once the approved activity is completed and the form signed, it will be kept on file by the Dean of Studies (Faculty members are strongly advised to make copies of the originals for their personal files.)

Upon completion of the professional development activity, submit all receipts, and evidence of attendance (e.g. workshop certificate, transcripts) to the Dean of Studies. The forms are reviewed for accuracy and to ensure expenses claimed meet the guidelines, forwarded to the Head of School for signature and then to finance for reimbursement.

APPENDICES

Appendix A: Professional Development Plan 2019-2020

Appendix B: Individual Professional Development Application/ Reimbursement Form

Appendix C: Teachers Teaching Teachers (TTT) Workshop Proposal Application Appendix

Appendix D: University Course Proposal Application

APPENDIX A

PROFESSIONAL DEVELOPMENT PLAN 2019-2020

1	July 30 - Aug 9	New/Returning Teacher Orientation and PreparationMAP, Definition of Learning Internal Assessments,MHS-School-wide systems for predictive grades,	Admin Team
2	August 19-Sept 19	Faculty Goal Setting	Admin Team
3	Sept. 7-8	EARCOS WW Gini Rojas EAL Collaboration	Gini Rojas
4	Sept 9	EAL Collaboration On Site Support	Gini Rojas
5	Sept 12	Student Goal Setting and Meet the Teacher	Faculty
6	Oct 1	Definition of Learning: Principles and Practices	Kevin Bartlett
7	Nov 21	Student Conferences	Faculty
8	January 6	Team/ Indiv. Planning for Semester # 2	Faculty
9	Feb 14-15	TEaCHConX	Faculty
10	March	EARCOS Teachers Conference	Faculty
11	April 9	Student Led Conferences	Faculty
12	April 30	Curriculum Mapping and Unit Completion	Faculty
13	June 13	Post school Inservice*	Faculty

APPENDIX B

CANADIAN INTERNATIONAL SCHOOL Professional Development Funding Application Form

(Submit to the Dean of Studies to begin the process)

Name:

Today's Date:

Workshop/Conference Title (please attach workshop flyer):

Place:

Date/s of PD:

- Below, please indicate how this will impact you as a teacher and the benefits to be gained by CIS students.
- List estimated costs to attend the proposed workshop. (As per design, only 80% of the total expenses may be advanced to the traveler.) To liquidate advances and reimburse the traveler for expenses incurred, receipts for actual costs are required at the end of the workshop. Expenses will not be paid without a receipt

Expenses	Funding Source (Tea allocation/ Personal F	Estimated Cost (writ not applicable)	Actual Cost (Complete known. Actual expenses w charged to PD budget)
Registration Fee			
Transportation - Air			
Transportation - Ground			
Misc. Transportation Fees, e.g. ta terminal fees			
Visa charges			
Meals			
Miscellaneous (please specify)			

- State the personal professional or departmental annual goals to which the proposed funding applies.
- Accomplish the necessary signatures:

Applicant: _____ Signature: _____ Date: _____

Principal: _____ Signature: _____ Date: _____

*DOS: Jane Macmillan _____ Signature: _____ Date: _____

HOS: Ted Mockrish _____ Signature: _____ Date: _____

* DOS signature verifies what personal funds are available.

Comments:

Note:

- ♦ The application form should be submitted no later than four (4) weeks prior to the date of the PD.
- ♦ Please note that the completion of this application does not guarantee approval. When necessary, consideration will be given to perceived areas of needs within the school, and an effort will be made to spread support across the school/subjects/grade levels.

Revised July 29, 2019

APPENDIX D

UNIVERSITY COURSE PROPOSAL

CIS supports expertise from the faculty. In order to schedule evenly throughout the year and not duplicate offerings, faculty must file a request with the Dean of Studies one semester in advance if possible.

Courses or Seminars require 15 hours of classroom attendance for one hour of credit, whether taken for university credit, or audited. Faculty who wish to give a course or seminar should submit the completed form below.

- Instructor's name
- University affiliation
- Course name
- Course description (attach syllabus if appropriate)
- Prerequisites
- Target audience
- Total in-class time (include schedule if possible)
- Recommended out-of-class time commitment
- Course requirements
 - o advanced preparation/readings
 - o description of projects, papers, exams
- Credit options
- Costs (course, materials)
- Course completion/extension time

Teachers need a snapshot of the processes

Shaping The Future... Together! Today!



CANADIAN
INTERNATIONAL
SCHOOL

OUR MISSION

CIS is a culturally-rich mosaic serving each student by providing a world-class international education, nurturing potential, developing life-long skills, and preparing students for an ever-changing global community.

CONTACT DETAILS:

Survey No 4 and 20, Manchenahalli.
Yelahanka, Bangalore 560 064, INDIA.
Tel: +91 80 6759 4444 | Email: info@cisb.org.in

WWW.CANADIANINTERNATIONALSCHOOL.COM