



CAYMAN INTERNATIONAL SCHOOL

MIDDLE SCHOOL HANDBOOK

2023-2024

 345-945-4664

 www.caymaninternationalschool.org

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Welcome

Dear Parents and Students,

Welcome to Cayman International School and the 2023-24 academic school year. Each Middle School student at CIS has the opportunity to access a high-quality curriculum provided by exceptional instructors who strive to ensure each child is engaged in deep, meaningful, transferable learning. Students are intellectually challenged and participate in engaging activities that foster social and emotional learning, providing a well-rounded learning experience. In every academic course, we strive to help students develop into deep learners: young people who strive to understand important concepts and ideas, become highly skilled in multiple areas, and have the dispositions and values of quality human beings. We value depth over breadth and place a high value on transference of learning. All of our courses are accessible and challenging and connect to local and global issues that truly matter, whenever possible. Our goal is to make Middle School the best three years of learning you have ever experienced in school. We take great pride in helping all learners discover their interests and develop passions while becoming their best selves.

The Middle School Handbook provides parents, students, and the community with important information about the policies and procedures necessary for success and academic achievement. This information is explicated for students and parents so that expectations are described and transparent. Understanding these expectations is essential for students so that they may maximize their educational experience.

The CIS community warmly welcomes students, parents, and staff members as we begin another annual journey filled with learning, fun, and meaningful educational experiences.

Lee Hodin
Middle School Principal

Mission, Beliefs, Outcomes, and Parameters



CAYMAN INTERNATIONAL SCHOOL
CONNECT | INSPIRE | SERVE

CIS LEARNING PRINCIPLES

The CIS Learning Principles articulate the foundational concepts of our Definition of Learning. Their purpose is to guide all of our work and provide clarity in important decision making.

Language of Learning:

We understand that to make learning happen effectively and collectively we need a shared language that describes what learning is and how we do it.

Ownership of Learning:

We understand that we are all able to learn and ultimately responsible for our own learning.

Nature of Learning:

We understand that learning is emotional as well as cognitive and is both an individual and social experience.

Contexts of Learning:

We understand that learning transfer happens best in rich, relevant contexts.

CIS COMMUNITY PRINCIPLES: “The Way We Do Things Around Here”

The Kindness Principle:

We value kindness. Our kindness is illustrated in all of our interactions. How we communicate with each other is emblematic of our collective kind and caring spirit. When we have disagreements, we talk with people, not about people.

The Partnership Principle:

We are strongest when we work together, when we share ideas and resources, and when we partner with the greater Cayman community. A spirit of collaboration not only makes our community stronger, it makes student learning richer by connecting stakeholders in exciting and innovative ways.

The Sustainability Principle:

We take into consideration long-term impacts when making decisions. This applies to decisions about programming as well as to our personal and collective behavior. We live on an island with limited resources and our environmental stewardship is essential in keeping it viable and healthy for generations to come.

The Good Intent Principle:

We assume good intent. We trust that members of our community have what is best for one another at heart. We engage diverse perspectives with empathy and open-mindedness. We aim to be our best selves in all that we do.

PARAMETERS

- CIS shall always meet the requirements for private schools under the Cayman Ministry of Education
- We will only allow policies, procedures, or behaviors that promote the growth and achievement of students
- All energies will be focused on instructional and extra-curricular programs
- CIS shall always remain accredited by a U.S. regional agency and other recognized international agencies
- We will not tolerate behavior that diminishes the dignity, self-worth or safety of any individual All programs and services must be consistent with the strategic plan
- CIS will only accept and retain those students for whom there is an existing appropriate educational program
- All decisions will be made based on assuring the school remains fiscally responsible and operates within its own resources
- As a proprietary school, CIS may differ from non-profit institutions in its decision-making processes and its policy-making

School Description

History and Governance

Cayman International School began as Faulkner Academy with high ideals in October of 1994. The school was purchased by ISS (Cayman), Ltd., on December 12, 2002, with the name of the school changed to Cayman International School (CIS) in 2003. The Board of Directors hires a Director to oversee the day-to-day running of the school, create, approve and maintain policy, and to see that the school carries out its stated mission and objectives. CIS is a private, college preparatory, non-sectarian, co-educational school for students from two years old through Grade 12. It was established to provide an American/International educational program for the dependents of the multi-national professionals living in Cayman.

Accreditation

The Middle States Association of Colleges and Schools (MSA), an American accrediting agency, accredits CIS through Grade 12. As an IB World School, CIS is authorized to present the Diploma Programme of the International Baccalaureate Organization (IBO). CIS is registered with the Cayman Islands Ministry of Education, who approves the licenses for schools on the island. CIS works with the Cayman Islands Education Standards and Assessment Unit (ESAU), the Cayman Islands Early Childhood Unit, MSA and the IBO to maintain high quality, challenging programs for its students. CIS is an invitational member of the Association of American Schools of Central America, Colombia, Caribbean, and Mexico.

General Overview

The Middle School at CIS encompasses grades 6, 7, and 8. The students in these grades are grouped together for academic and social purposes. Teachers work collaboratively to provide a smooth transition process from elementary to middle school and from middle school to high school. An emphasis is placed on the use of higher order thinking skills, hands-on instructional strategies, continued development of study skills necessary for academic success and participation in extracurricular activities. CIS promotes an active homeroom/advisor program. Each student is part of a homeroom. The homeroom teacher serves as the student's learning coach. Homeroom teachers, in addition to the counselor, assist students with goal setting, social and emotional learning, study skills, service learning, general counseling needs and other purposes when students need to come together as a class. The homeroom teacher is also the key contact for parents and thus provides a means of communication between the home and the school.

School Hours

The CIS Office is open for business from 7:30 a.m. through 4:30 p.m. daily, Monday through Friday, during the regular school year. Students are not to be dropped off before 7:45 a.m.

PARENT COMMUNITY

Our parent community enhances the learning experience of our students. Without this support, CIS would not be the school that it is today. The parent community is run by a team of parents who volunteer with a mission to build a well-informed school community where all parents are welcome, all parents are encouraged to participate, and all nationalities are celebrated.

School Address, Phone, Fax, Email, and Website

Director: Jim Urquhart

Principals: Claire McQuillan - High School

Lee Hodin - Middle School

Martin Thomas-Elementary School

Katherine Huamani - Early Childhood

Assistant Principals: Manouchka Pierre –High School

Allie Husted –Middle School;

Adrienne Waller - Elementary

Program Coordinators: Anna Haydon-Early Childhood;

Adam Winton - Elementary School

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E-mail: cis@cis.ky

Website: www.caymaninternationalschool.org

SAFETY AND SECURITY PROCEDURES

Entering Campus - Safety is a primary focus throughout the school. With the exception of arrival and dismissal times all parents and visitors must report to the main administrative front office grades K-12 or to the Early Childhood front office Nursery through Pre-K4 to obtain a visitors pass, which must be worn while on campus. For safety reasons parents or visitors may not go directly to a classroom. When parents need to take a child from school during school hours,

they are asked to confirm arrangements ahead of time with the classroom teacher and to sign out at the Early Childhood front office. If signing out siblings from different divisions please inform the receptionist who will share this information with the other division.

Emergency Preparedness - The school maintains appropriate emergency procedures to ensure speedy evacuation of the premises in the event of fire, earthquake, or lockdown. Regular practice drills are held at intervals during the school year to ensure all students are familiar with the procedures. Should an island emergency occur (e.g., an approaching storm), the school will contact you via SMS as well as email. Please check the school website and local radio/television for information regarding school closings. When necessary, the school phone tree may be utilized to contact parents. Should an emergency occur during school hours, students will be kept on campus until parents can collect them.

[Place in New Photos]

School Program

CIS exists to develop students into learners--learners who **connect** ideas and with people, learners who are **inspired** and inspire others, and learners who grow a heart for **service** and empathy. This, of course, requires that a fundamental and foundational understanding of learning is shared amongst all teachers, students, and parents.

At CIS, we have a clear definition of learning and a vision for what learning looks like. This is articulated in our Learning Principles. All programming in the CIS MS is explicitly designed to put these **Principles into practice** with the sole goal of impacting each child in our care in profound, meaningful ways. All the following information should be read and understood in this context.

The Learning Program

All students in grade 6-8 are scheduled in eight courses that meet in a 4 period day in what is called a 4 x 4 block schedule. Each class meets every other day. The courses that all students take are:

- Mathematics
- Science
- Social Studies
- Language Arts
- Spanish
- PE/Health
- Sustainability & Systems
- Performing Arts
- Technology and Design
- Art

In addition to these courses, which meet every other day for 80 minutes, students have five (5) days of Flex Time which meets for 30 minutes (detailed description below)

Homeroom and Flex-Time

On Monday and Friday, students attend Homeroom. In each grade level there are six (6) homeroom classes, allowing for smaller groups. During this time students are together with the same group of students and teacher all year. These Homeroom teacher not only helps students “learn the game of learning,” but is their overall mentor and advocate in all areas of the child’s life. Broadly speaking, the role of the homeroom teacher is to make sure that every child in their care has a successful learning year with a particular focus on social/emotional learning in an effort to discover and become our best selves. To lay the foundation of this on-going learning,

students will complete a comprehensive [personal strength assessment](#); because we believe in an asset model, understanding our own strengths is paramount to being able to become our best selves. Tuesday through Thursday during this time, students are assigned to either support or extension sessions that provide differentiated instruction to best meet their needs. These decisions are teacher recommendations and based on data collected in their classes. The goal of this time is to support students' learning in a safe, supportive, intentional way that helps them develop the tools, strategies, and habits of successful, independent, self-regulating learners.

Sustainability & Systems

At CIS we understand the learning transfer happens best in rich, relevant contexts (Context of Learning Principle). As such, we have dedicated a semester-long team taught class for students in grades 6-8 to learn the transdisciplinary skills associated with tackling complex, real world problems. Because this class is team-taught by the core teachers from the grade-level, the concepts and skills associated with the various disciplines will also be applied to real-world contexts. Each grade level learning is driven by a broad theme. That theme is then used to create a series of compelling questions that are Cayman focussed which become the starting points for individual and group projects. These projects provide student voice and choice and offer a truly rich, deep learning opportunity that will extend students in multiple contexts.

After School Activities

In addition to the regular daily class schedule, CIS offers an After School Activities Program. Various activities are available in which students may choose to participate. Different activity sessions and clubs, including sports, are held during the year. A list of activities are sent home before a new session begins. Students are highly encouraged to participate and to commit to an after school activity each session.

Assessment and Reporting

The fundamental purpose of assessment is to collect and analyze data concerning student performance to make decisions about future learning experiences. Report cards are issued two times per year at the end of each semester. Formal Progress Reports are sent at the end of Quarters 1 and 3 with detailed accounts of the learning objectives in each class, accompanied with a letter grade that indicated current levels of learning. Additionally, parents may gain access to electronic gradebooks for each course their child is enrolled via PCR. This is an excellent way for parents to monitor ongoing progress. For more detail, refer to the assessment policy in [Appendix G](#).

Guidance and Counseling

Middle school guidance and counseling services are an integral part of the educational program. A middle school counselor (grades 6-8) is assigned assigned to serve the specific needs of our students. The MS counselor collaborates with classroom and homeroom teachers and works as a mentor and teacher. The counselor provides individual, small group and class counseling sessions during the school year. The school can recommend off campus professional counseling for academics, as well as for social and/or personal needs. If recommended, it is expected that the parents will seek the professional counseling for their child. The school will work closely with the identified professional in this situation. At times, the school administration may mandate the professional counseling as a prerequisite to continued enrollment. All expenses for counseling or services outside of school are the responsibility of the parent.

Information Technology

CIS is committed to integrating technology throughout the curriculum. Students have access to a full STEAM lab, video production lab and various mobile devices. Classrooms are equipped with either LCD TVs or Smart Boards. All middle school students take a technology course during the year. Students must sign a “Computer/Internet Acceptable Use Policy” to reinforce responsible use of electronic resources. The Secondary School is continually advancing in technology integration and has implemented a 1:1 laptop environment where students bring in their own laptops as a vital resource for many of their classes.

Library

The CIS Library is open from 7:45 a.m. to 4:00 p.m. Monday through Friday on school days. The library is a designated information center designed for academic research of printed material, video/DVD, and online databases. Secondary students may check out up to five books at a time. If any materials are overdue, the patron will not be allowed to check out other materials until the overdue material is returned. The return of materials on time and in good condition is the responsibility of the individual. Library patrons will be required to pay for lost or damaged materials.

Parent Conferences

Parent-teacher conferences are held after the first and third quarter of the school year. These conferences occur via video using Google Meets. Parents sign up for individual 10 minutes sessions with each of their children’s teachers. Middle school students attend conferences with parents. Additional conferences with teachers or the counselor can be scheduled by parents at any time. The appropriate order of communication is always first with the teacher before requesting a meeting with the counselor or administrator.

Positive Discipline

Positive Discipline is part of a larger philosophical framework designed to teach young people to become responsible, respectful and resourceful members of their communities. The tools and concepts of Positive Discipline include:

- Mutual respect
- Identifying the beliefs behind misbehavior and working to change those beliefs
- Effective communication and problem solving
- Discipline that teaches rather than punishes
- Encouragement (instead of praise) to build long-term self-esteem and empowerment

School Support

MS teachers at CIS host office hours so that students who need additional support can receive extra attention before or after school. In some situations, students may be required to attend office hours of a specific teacher to help improve academic achievement. Some students may be recommended for private tutoring outside of the school day to assist with individual learning needs as well.

Middle School Class Trips

The students who are in good academic and behavioral standing may go on school trips, if offered, in Cayman or off-island with faculty chaperones. These trips are tied to the academic curriculum.

Service Learning

Service learning is a teaching and learning approach through which students achieve curriculum goals and develop empathy while participating in community service. Service learning is a crucial aspect of sound appreciative inquiry education and high school students are required to complete minimum service learning hours.

Athletics

Middle School and High School students at CIS have valuable opportunities to participate in competitive sports. CIS participates in the Cayman Islands Private Schools Association (PSA) and the Caribbean Area International Schools Sports Association (CAISSA). There are also organized leagues for middle school football and basketball. The leagues offer several team sports each year for boys and girls. The CIS sports program in the Secondary School is designed to introduce students to new sports, develop teamwork, sportsmanship, and athletic skills, and contend against peer schools in Cayman and abroad in various sporting competitions. While athletic competitions at the elementary level focus on participation, the sports program at the Secondary level includes competition in the overall philosophy. Practice attendance and player abilities are considerations, and all players are not guaranteed playing time in all games.

Camaraderie and a spirit of sportsmanship are at the heart of the program, but competing to win is also emphasized at the Secondary level.

Standardized Testing

CIS provides for standardized tests to be given to middle school students. The MAP (Measurement of Academic Progress) test is given to students in grades 6-8. In MS we administer this test once per year in November/December. Grade 8 students also take the Science MAP test in the spring. Parents and students will be informed of the testing dates ahead of time. Test results should be viewed within the context of other feedback such as report cards and assessments in school.

Middle School Leadership

The middle school students have an opportunity to serve on the MS Leadership team, guided by teacher advisors and the school counselor. In addition to modelling the exemplar behavior of a CIS student, the members of MS Leadership plan monthly assemblies, quarterly Community Events, social activities and other projects and activities that promote our Community Principles and encourage a healthy, safe, and fun school culture.

POLICIES AND PROCEDURES

ALLERGIES

Cayman International School is committed to providing a safe school environment for its students. The school recognizes that food allergies, in some instances, may be severe and even occasionally life threatening. CIS is not an allergen free campus. The school's aim is to reduce the likelihood of severe allergic reactions of students with known food allergies while at school, and to increase the likelihood that appropriate medical treatment is available in the case of an allergic reaction.

If your child has a severe or potentially dangerous/life threatening allergy, the school therefore requests that you provide an allergy treatment action plan signed by your child's doctor, as well as any necessary medications, to the school office. An example of an allergy treatment action plan can be found in **Appendix B** of this handbook.

Arrival and Dismissal Times

Secondary classes begin at 8:00 a.m. Students should arrive at school between 7:45 and 7:55 a.m. in order to get to their lockers and be seated in class by 8:00 a.m. Classes are dismissed at 3:15 p.m. The secondary after school activity session begins at 3:20 p.m. Students who are not involved in after school activities are expected to leave the campus promptly when school is dismissed.

Assemblies

Assemblies are generally held once per month. The focus of our monthly MS Assemblies is learning about a non-profit organization on island that puts its principles into practice to make Cayman a better place for all its inhabitants. The organization chosen is aligned to our monthly Civics-Day fundraising efforts. The specific date and time of the assembly will be announced in homeroom/advisory.

Attendance

Absences, Tardies & EARLY DEPARTURES

Research is clear that attendance and academic performance are directly linked. When a student is absent, there are valuable learning opportunities missed. These learning experiences include:

- Participating in class discussion
- Engaging in large and small group work that add depth of understanding
- The opportunity to clarify learning by asking questions and hearing the ideas of others.

While all students are able to make up the work that they have missed, make up work cannot always provide the same experiences and conceptual understandings that come from class participation.

The school expects parents to ensure that their child attends school regularly and arrives on time. Parents are asked to exercise discretion and avoid absences due to convenience, for travel, for vacations during regularly scheduled school days, or on days adjacent to weekends and school holidays. Extended absences and leaving early for any reason other than illness are strongly discouraged as student marks are impacted.

Absences—Procedures

Parents should complete the Student Absence form via our new Student Information System, PCR as soon as they know their child will be absent. Excused absences per the Cayman Island Government are for the following reasons:

1. Illness with documentation from a Doctor
2. Religious Observances
3. Family Emergencies
4. Medical Emergencies
5. School Sponsored Trips**

(**For School Sponsored Trips, parents will not need to complete the Student Absence Form.)

Partial-day absences must also be tracked using the same system in PCR. In the case of Students who have been absent for any part of a day, they are to report to the main office upon arrival and sign-in. Until the Student Absence Form has been completed by parents, any partial absence will remain unexcused. A student who has been absent during the day will not be able to attend extra curricular activities on that particular day unless he/she receives prior approval from the principal. In the MS, absences are calculated by counting each period missed as $\frac{1}{6}$ of an absence, as there are 6 periods in a day. Every six (6) periods missed will equal one (1) full absence in our system.

Leaving the School Campus Early

During the school day, a student may leave the school campus only by parent request which must be approved by an administrator. A student who leaves campus during the school day must sign out in the office. In EC, ES and MS students must be picked up by a parent or guardian at the office. When he or she returns to school during the day, a stop in the office to sign back in

is a necessity. Absence from any class for the purpose of make-up or preparation for another class is not permitted.

Absences—Policy

Middle School Absence Policy:

Students are expected to maintain satisfactory attendance. If a student is absent for four consecutive classes in any subject, they are expected to attend the office hours for that subject upon the return to school. If a student has eight absences in single class or more in a semester, a meeting with administration and parents or legal guardians will be scheduled. If a student has eight absences in two consecutive semesters, an attendance contract may be put into place.

Absence Calculation:

In Middle and High School, each period that is missed will count as $\frac{1}{6}$ of an absence, as the full day consists of six period. Simple math will be used to determine final semester attendance records.

Guardians During Parent Absences

If it is necessary for parents to travel and leave their children in Cayman, the school office must be informed in writing, in advance. Please contact the office with the following information:

- Date parents will be gone
- Name and phone number of the adult who is responsible for the student during the parents' absence
- Name and phone number of a second contact, in the event that the school needs to communicate an emergency or illness school.

Tardies

Students are expected to be seated in class at the starting time of each period. Any student who is not inside the assigned classroom at the designated start time is considered tardy. When a student arrives to school late he/she must check in at the office and obtain a tardy slip before going to any class. Tardiness between class periods is recorded by teachers and consequences are issued by administration. Every tardy is recorded according to the discipline procedures policy.

Bikes, Scooters, Skateboards, Roller Blades or Skating Shoes

A student who rides a bicycle to school must park the bike in the bike rack provided. Scooters, skateboards, and inline skates or shoes with wheels are not allowed to be used on school grounds due to safety reasons.

Birthdays

Because students in the middle school do not remain with a single group of classmates throughout the day, birthday celebrations should be held outside of the school day.

Communications

Weekly Newsletter - A *The Weekly Current* newsletter is posted each week on Friday on the school's website and sent electronically to parents. It includes items of general interest.

The MS Announcements page/website is updated each Monday morning and provides pertinent information like lunch schedules, field trips, and other important news. This site is linked in the *Weekly Current*.

Website and Student Information System

The CIS website should be accessed for newsletters and other information about the school and its programs.

CIS uses a comprehensive student information system called PCR. It is a one-stop portal for both students and parents. Schedules, absence notifications, grade and behavior information, Google Classroom, email, enrollment, payments, etc. can all be accessed through PCR.

Parents should email teachers directly if they have questions about class information that is not provided through Google Classroom notifications, Google Sites, or on the Parent Portal.

Email - The CIS faculty and staff, time permitting, check emails before and after school. A CIS Email Etiquette Policy is noted in the **appendices of this handbook**.

Daily Schedule

Time	DAY 1	DAY 2	DAY 3	DAY 4
8:00 – 9:20	Period A	Period E	Period C	Period G
9:20-9:35	BREAK			
9:40 – 11:00	Period B	Period F	Period D	Period H
11:05 – 12:25	Period C	Period G	Period A	Period E
12:30-1:15	LUNCH			
1:20-1:50	Homeroom (M & F) FLEX TIME (Tues-Thurs)			

1:55-3:15	Period D	Period H	Period B	Period F
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Food, Drinks and Gum at School

Food should not be eaten in the classrooms without prior teacher approval and only for a special reason. Gum is never permitted on campus. CIS is a beautiful school with excellent facilities. Keeping the rooms and campus clean from gum and litter is the responsibility of all members of the learning community.

Homework

The purpose of homework is to provide students the opportunity to expand on the competencies and concepts being learned in class and to gain a more thorough understanding of material from additional independent study. For teachers, homework can also help to identify those students who may need more support in their learning process. The amount of time homework takes to complete varies by students' needs, learning styles, and work habits. However, generally, Grade 6 students should have no more than an hour of homework each evening and Grades 7-8 up to two hours. **A homework policy is noted in the appendices of this handbook.**

Insurance

The school carries a basic legal liability policy. Students are not covered for personal accidents. The school cannot accept liability for students on or off the school premises. Parents must take out their own insurance policies. If students are traveling on an extended field trip, parents are expected to make insurance provisions for personal insurance.

Labeling of Clothing and Items

It is good practice to label all items that one wears and brings to school. It is much easier to identify the owners of lost items when a name is written on the article. Thank you!

Lost or Damaged Property

Textbooks and many instructional materials are school-provided. Students are responsible for the correct use of these books and materials, as well as library materials and school facilities. Students are reminded to place textbooks, lunch boxes, and other items in their lockers during the day rather than leave them in the corridor. A replacement cost for lost and/or damaged

books, equipment, and facilities will be collected. No report cards or transcripts will be provided until all financial obligations have been met.

School materials left unattended will be collected, brought to the office. Students are responsible for the safekeeping of all personal items and electronic devices. Students are encouraged to leave all cell phones at home. All computers and other personal items are to be locked safely in the student's locker when not being utilized in the classroom. Any damage of computers or electronics is the responsibility of the student/family.

Lost and Found

Items found on the school campus will be turned over to the school's main office where they can be identified and retrieved. After a period of time, appropriate items remaining in Lost and Found will be given to a local charity. Students are asked to label all of their possessions with their names. Great care should be taken with possessions and respect shown to items belonging to others.

Lunch and Breaks

There is a catered lunch program contracted by the school. Restaurants and other catering services who are not contracted by the school may not sell or distribute food on the school campus. Students may also bring a lunch from home. Due to the increasing enrollment and efforts to consolidate the number of supervised areas, all students eat in the cafeteria or patio. Students are asked to be respectful of lunch and snack areas and to keep them free from litter. Students are encouraged to bring a nutritious snack from home for their mid-morning break. The catering service also provides items during the mid-morning break. Additionally, the student leadership team and other school organizations will sell snacks at various times during the year for fund raising projects. There are drinking fountains and water bottle stations available at school. Students are encouraged to bring their own water bottles, which can be refilled at the water stations.

Medical/Health Concerns

The school considers the health and safety of its students to be of prime importance. Accordingly, the school maintains a first-aid station in the school nurse's office to assist students who become ill during the day. If a student becomes ill at school, the nurse or secretary will determine whether the student should remain in school or be sent home. Should the student need to be sent home or for further medical treatment, the parents will be notified. It is important for parents to keep phone contacts current and to provide the school with an

emergency contact. In the event that a student needs urgent medical attention and the school is unable to contact the parents/guardians immediately, the **nurse** or an administrator will arrange for the student to be taken to a doctor or hospital.

The office must be informed if a child is on medication or has any special health problems that require regular attention. If a parent requires that a student be given medication during the school day, then written permission must be given to the school office and all medication kept in the office. The parent should pick up the medicine at the end of the school day. Students are not allowed to administer medicine on campus. A student should not be sent to school if he/she has:

- An earache or severe headache
- Fever
- An acute cold
- Communicable disease
- Drainage or inflammation of an eye
- Nausea, vomiting or diarrhea
- Untreated head lice

The parent of a student with a communicable disease must notify the school office.

Safety and Security Procedures

Parents are always welcome at CIS. With the exception of arrival and dismissal times, parents and visitors to the campus must sign the security book and wear a visitor's tag provided for you. Parents are asked to stop in the office and not to go directly to their child's classroom during the day. If it is necessary to take your child off campus during the day, note that he/she must be signed off campus and this will require a stop in the office.

The school maintains appropriate emergency procedures to ensure speedy evacuation of the premises in the event of fire, earthquake, or lockdown. Regular practice drills are held at intervals during the school year to ensure all students are familiar with the procedures. Should an island emergency occur (e.g. an approaching storm), please check the school website and local radio/television for information regarding school closings. When necessary, the school phone tree may be utilized to contact parents.

Should an emergency occur during school hours, the students will be kept on campus until parents can collect them. Emergency supplies are maintained.

Supplies and Books

Textbooks and school supplies are provided for students. Anything not issued to students by CIS is not required (except laptop computers).

Transportation

The school does not operate a school bus service. The school encourages parents to consider carpooling wherever possible to help ease traffic congestion in the parking lot.

Tutoring

In some situations, it may be necessary to recommend that a student will benefit from private tutoring outside of the school day to assist with his/her learning needs. The school will assist in trying to locate a tutor, with tutoring expenses paid by the parents. The school campus may not be utilized for outside tutors and/or faculty or staff tutoring privately outside of the instructional day without prior permission from the administration.

Visitors to the Campus

When visiting our campus to volunteer or for other purposes, parents/guardians must first go to the office to check in and pick up a visitor's tag. Should parents wish to contact their child during the day, they must contact the office first; parents are not permitted to go directly to a child's classroom. Faculty/staff are encouraged to seek the identity of anyone in the school not recognized and not wearing a visitor's tag. A student not enrolled at CIS, but visiting from off-island, must have prior permission from the administration to be on campus. Two days advance notice is usually required. The visitor who receives administrative approval may attend during the secondary lunchtime only. No secondary student visitors are allowed to attend classes, and they are not allowed to visit during exam days or during the first and last two weeks of school.

Waivers

Students must sign a waiver to utilize the Camana Bay Sports facilities for school activities during the school year. Waivers will be sent home at the beginning of the school year or upon enrollment to CIS.

Withdrawal from CIS

If your child is withdrawing from school, please inform the school in writing as soon as possible. Advance notice is needed to prepare school records. All students who are departing CIS must complete a school check out form. Please note that no credit is given to a high school student for partial completion of a semester course. Each student is expected to remain in school until the end of the first semester and/or second semester in order to receive semester credit. Report cards and/or transcripts are not issued if financial obligations are not completed.

Behavioral Expectations and Policies

From Nursery to grade 12, CIS adopts a framework based on the tenets of Positive Discipline. It is an approach that looks for causes of misbehavior and seeks to work on each instance individually with the specific child at the center. All discipline issues are first framed as learning experiences. As such, we look to our Community and Learning Principles to give guidance when thinking about student misbehavior. In order for students to actually learn from their mistakes, they must take **Ownership**. Whenever possible, our first approach is a conversation where students name their misbehavior and identify why it is a problem for our community. They must take full ownership and discuss honestly and openly what they have done and, importantly, what their plan is moving forward. For our school to put its **Good Intent** principle into practice, it requires us all to take into consideration each person's perspective and each specific situation while also being committed to always striving to be our best selves. When repeated behaviors occur that are detrimental to our school community, students have to be held accountable as they are not living up to our core principles and values.

Because students need to see consequences for repeated misbehavior and reflect on how they can improve, the following **discipline framework and process** is used in MS at CIS:

When a teacher notices a student's behavior that does not align with our community principles, the first response is to confront it individually with the child, always in the context of a learning experience. **Teacher and Student** have a conversation and the specific behavior is **named**. It should be contextualized in relation to the student's best self with recognition of their greatest strengths. A recognition on the student's part demonstrates **ownership**. A commitment from the student should be made to not engage in similar behavior moving forward. Personal record/note should be made of conversation/instance by the teacher. Early and constructive intervention is essential; healthy personal relationships between child and adult at school are paramount to confronting any behavioral concern.

If/when a **pattern** begins to form, **Teacher meets with Student** formally--asking for a meeting outside of instructional time (lunch/break/after school). **Name** the behavior again, this time formally with the student completing this [Reflection Form](#). In the form, specific steps/behaviors/goals with agreed consequence(s) will be made. Teacher will send an email home sharing the information and the goals. This email will be written in a positive tone, letting the parents know the purpose of the communication is for the same message to be heard at home and at school. It is not a punitive message; to the contrary, it is one that **assumes good intent** and is sent in the spirit of partnership.

If behavior continues: Consequence from student behavior form occurs and Teacher emails/calls Parent to inform them. This email should include specifically what happened, the consequence, but more importantly as partners, a statement of intent to continue working at getting to the causes of the behavior. Teachers in this email openly ask for suggestions and strategies from the parent perspective. Let them know that if the behavior continues or escalates, it will go to our SST meeting where the behavior will be addressed as an entire team, including but not limited to discussing ways to support the child in encouraging behavior that reflects their best self.

SST Meeting: If the child's behavior becomes consistent, the school counselor will request a meeting with the parent(s) and child (when deemed appropriate and necessary), and teacher if necessary.

If behavior does not improve or gets worse, and it consistently impacts the safety and learning of others, a meeting with the MS Principal will occur to discuss more serious strategies and potentially more severe consequences.

For larger issues that are explicitly counter to our principles like bullying, fighting, skipping school, cheating, extreme examples of disrespect, etc., teachers will communicate with administration and discipline will be handled as deemed appropriate. Depending on the extent or frequency of the behavior choices, students may be sent to the office for a class period, make an appointment with a teacher at lunch or before and after school, or receive half or whole day suspensions (in-school or off-campus).

After School Activities

Students enrolled in an after school activity are expected to remain on campus from the time school is dismissed until the activity begins.

Bullying and Harassment

Cayman International School is committed to providing a safe and secure learning environment for everyone in our school community, one which is conducive to effective teaching and learning, free from intimidation, fear and any form of harassment. Unlawful, offensive or harassing behavior (including bullying, sexual harassment, or any other behavior that has the purpose of causing harm, verbally, physically, or emotionally or used to intimidate others, in person or via the Internet), will not be tolerated. Appropriate disciplinary measures will be taken with any student who demonstrates such behavior or who instructs, threatens or aids another person to commit harassment. CIS supports a rehabilitative philosophy toward discipline and to teach students positive behavior. A long term suspension or expulsion will be

referred to only as a last resort and/or as determined by the school's administration following consideration of all students involved. CIS has a comprehensive [Anti-Bullying Policy and Handbook](#) written in conjunction with an island-wide initiative led by the Cayman Department of Education.

Cell Phones and Other Electronic Devices

Middle School: Cell phone use in Middle School is prohibited. MS students will not be allowed to have their phones out at school. This includes before school, between classes, in the halls, at break, or at lunch. We strongly suggest that students keep their phones home. However, we understand that life is complicated with many moving parts. As such, parents may need to be in communication with their child for various reasons. If this is the case and children need to have their phones to make arrangements after school, they must keep them in their backpack (not pockets) and only use them at lunch time or after school and in the main office. There will be no exceptions to this rule.

Dress and Grooming Expectations

The most up-to-date official uniform information for **Grades 6-12** is found on the school website under uniform information, found at:

<http://www.caymaninternationalschool.org/page.cfm?p=392>

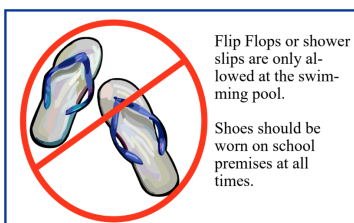
Should you have trouble obtaining Lands' End uniforms, please contact the office for assistance.

Dress — Civvies Days or Other Alternate Dress Days

Students do not have to wear the school uniform on Civvies Day, but must conform to the guidelines below:

- Students in middle school may wear open toed dress sandals on Civvies Days only
- Flip-flops, shower slippers, and other beach-type footwear are not permitted at any time
- Denim jeans must be clean and in good condition (not frayed and without holes)
- Clothing which depicts drugs, alcohol, profanity, or sexual innuendo is not allowed
- Spaghetti straps, strapless tops, halter tops, midriff tops, or tops with open backs are not allowed
- Shorts and bottoms must fit appropriately with no skin showing below the waist or torso
- Shorts, dresses, and skirts should be no shorter than six inches above the knee.
- Students must demonstrate the same grooming and shoe wear guidelines in the uniform

policy.



A student who does not model acceptable clothing on special days will be asked to phone home for a change of clothes or wear items given to them by the administration. Additional consequences could result with the privilege of alternate dress being taken away from the student.

Dances/Social Events

Dances/Social Events are for CIS students only, unless the activity has been announced otherwise. A number of guidelines will apply for dances and social events with information distributed prior to the occasion.

Field Trips

Educational day trips are an important part of the school's written curriculum. They support the instructional program and provide valuable curriculum related learning experiences for students. Day trips are directly related to key learning; therefore, they are generally scheduled to coincide with the unit or topic they are intended to complement. On occasion, day trips may also be arranged to enrich the broader academic, cultural, or social development of students; to build group cohesion; or to deepen engagement with the local community. Only when field trips take on significant changes to our school schedule (over night, consecutive days, etc.) may there be a nominal cost to help make the trip possible. Otherwise, all field trip costs are part of tuition. School uniforms must be worn during travel days of the extended trips.

Information about day trips, including transportation arrangements, dates, times, and relevant links to learning, will be sent home prior to each event. Parents will be required to confirm the child's participation in these activities.

Children in every grade level can expect to participate in trips.

Gum

Gum is not permitted on the CIS campus

Animals/Family Pets

No animals or family pets are allowed on campus without prior approval by administration.

Lockers

Each student will be issued a combination lock to ensure belongings are secure in his/her locker. A student is only allowed to use the assigned locker. Lockers are considered school property and students are expected to treat them as they would any other school equipment. Locker

clean-outs and inspections may be held at any time during the school year. Locks must be returned in good working order at the end of the school year.

Music Performances

Students involved in formal performances of any kind may be asked to wear either their school uniform (in good condition) or appropriate dress-clothing at the performance. Detailed information can be found in the uniform section of the school website located at:

<http://www.caymaninternationalschool.org/page.cfm?p=392>

Public Displays of Affection

CIS expects students to respect the comfort level of all members of the school community, including students, staff, parents and community guests. The school accepts holding hands or giving a hug as appropriate ways of showing affection. Prolonged embracing, kissing, sitting or reclining in compromising positions, or other such actions are unacceptable public displays of affection.

Plagiarism and Cheating

Acts of academic dishonesty may include plagiarism, cheating, stealing, giving others work and lying. Copying assignments, homework or test answers from other students, or using unauthorized aids on examinations are regarded as very serious offenses. Students charged with any form of academic dishonesty are subject to a lowering of their grade, a phone call home by the teacher and/or administrator, detention, probation, and/or suspension, or even expulsion.

Safety and Welfare

Students must not cause harm to themselves, others or school property.

School Regulations

Students are expected to:

- Attend school and classes regularly, arrive on time, bring required materials and fulfill to the best of their abilities the course objectives
- Understand and observe the rules of the school
- Recognize that there are channels through which rules or conditions can be studied or questioned and realize that they must use those channels

- Come prepared for purposeful learning activity, properly attired so as not to distract themselves or others
- Be courteous and respectful at all times to staff members, substitute teachers, students and all members of the learning community

Student Rights, Responsibilities, Expectations

CIS desires to instill in its students and faculty the highest sense of honor. Persons of honor embrace the following core values:

- Personal integrity and respect for themselves, the school and the community
- Responsible citizenship, pride in their school, helpfulness, appreciation of others and respect for our environment

As we work together as students, parents, faculty, and staff we stand on a foundation of integrity, honesty, and responsible citizenship.

**All students are asked to sign the above honor code as part of the student expectations at CIS.*

Technology Use Guidelines

Using the school’s computer network, students and employees may access information and communicate with others. With this educational opportunity comes responsibility. The computer network is provided for students and employees to enable them to conduct research and to enlarge the number of educational resources available to them.

During assemblies and school presentations, the audience should:

- ✓ Turn off cell phones
- ✓ Arrive on time
- ✓ Leave food and drinks outside the ARC
- ✓ Be respectful of the performer(s) by not talking
- ✓ Enter or exit only during an intermission or scene change

Thank you!

Access to computer and network services is provided to students and employees who agree to act in a considerate and responsible manner. Every user of the system must sign and abide by the provisions of the school’s computer network use agreement, which includes a code of conduct. With the use of the network and the Internet comes the need for responsible, ethical, and lawful behavior on the part of the users.

Network/building administrators may review files and communications to maintain system integrity and to ensure that users are using the system responsibly. The use of computers and the Internet is a privilege and not a right.

Suspension/Expulsion

Suspension:

A student who commits a serious breach of school rules and policies, as judged by the administration, can be suspended up to five days. A student may be suspended for a longer period of time as deemed appropriate by the school administration. A student may be suspended in school, i.e. suspended from a class or classes, and be required to complete specific assignments or consequences. Students receiving in-school suspension may not attend regular classes. They will be given a special schedule and be expected to make up all missed class work and homework. A student may also be suspended off-campus. A student suspended off-campus may not attend classes or school events. Upon return to school the student is expected to make up all missed class work and homework. A suspended student cannot return to school and follow the regular school schedule until a conference is held between the administration, counselor, student and parent/guardian.

Expulsion:

The administration reserves the right to expel a student. Normally, this would be in a situation where, following counseling and conferences with the student and parents, and the student: continues to behave in a manner that is detrimental to the school; or, is unable to profit from the academic program; or, interrupts the learning of others or endangers their safety. However, in severe cases, expulsion may be recommended without benefit of prior counseling or conferences. In the event of expulsion, all fees for that billing period are forfeited.

Weapons

No real or play weapons, including pocket knives, of any kind should ever be brought on campus or taken on school sponsored activities. Consequences may include suspension or expulsion.

Tobacco, Nicotine, Alcohol, and Drug Use

The use or possession of tobacco, nicotine products (vape), alcohol, or drugs by students on campus or at school-sponsored events is absolutely prohibited. CIS is a smoke free campus. Illegal drug use or possession on or off campus leads to immediate suspension from school and possible expulsion.

Academic expectations

Grade Descriptive Guidelines

Grades are meant to provide feedback on learning. Learning at CIS is the growing, deepening, and sharing of Conceptual Understanding, Competencies, and Character in lasting impactful ways (3Cs). This definition applies to all learning regardless of the course. As such, grade descriptors use our definition of learning.

A “**plus**” or “**minus**” may be used for grades “A through D.” The following set of descriptive guidelines may help to determine what a student’s mark means. These descriptors are the same for all content areas,

- A Student always demonstrates learning through producing work of excellent quality and meets specific subject criteria.** A consistent and thorough demonstration of conceptual understanding by an ability to apply competencies in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight and always produces work of high quality.
- B Student usually demonstrates learning through producing work of high quality and meets most specific subject criteria.** A consistent and thorough demonstration of conceptual understanding by an ability to apply competencies in different situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
- C Student demonstrates learning and produces work of satisfactory quality and meets some of specific subject criteria.** A general demonstration of conceptual understanding by an ability to apply competencies in contrived contexts. There is occasional evidence of the skills of analysis, synthesis and evaluation.
- D Student inconsistently demonstrates learning and produces work of varying and often lower quality but there is some attempt at meeting specific subject criteria.** Limited achievement against most of the learning objectives, or clear difficulties in some areas. The student demonstrates a limited conceptual understanding and is only able to perform competencies in contrived contexts with support
- U Student either demonstrates learning by producing work of poor quality and does not meet specific subject criteria or does not demonstrate learning.** Very limited achievement against learning objectives. The student has difficulty in understanding and/or demonstrating ability to perform competencies

Grading Information

All scores will be explicitly linked to our definition of learning.

- Two sets of descriptors on learning--one for feedback and recording on formative/practice learning, one for summative/cumulative work and reporting purposes.
- These scores will mean the same thing in every class (descriptors below).

We do not use percentages, averages or numbers to give feedback on learning.

- Letter grades will reflect a student's level of conceptual understanding and competency in a given task that is clearly linked to standard(s) articulated in unit planners (when possible).
- The same formative assessments can have multiple scores depending on which C is being assessed

When determining Final marks for Summative Assessments and Report Cards we will use a different set of content-specific descriptors that indicate learning with the 3s Cs being integrated.

Academic Improvement Plan

Middle School

Students in Grades 6, 7, or 8 who receive two or more "Ds" in a given marking period will create and follow an Academic Improvement Plan. A supervised Improvement Plan will include close monitoring by parents, teachers, and an administrator. Extra-curricular activities including the secondary trip may need to be modified, or the student excluded from such activities during the designated period. Students may be required to attend after-school study sessions while on and Academic Improvement Plan.

Additional information for parents

GIFTS AND DONATIONS

No employee of Cayman International School or member of the Board of Directors will accept any gift or benefit (including gifts “in-kind” or discounts) from any student, parent or vendor unless such gift has a fair market value less than CI \$200. Whenever any employee or Board member receives or is offered a gift valued in excess of CI \$200 from or on behalf of any students, parent or any person or organization doing or seeking to do business with the school, he/she shall report the incident promptly to the Director. The Director shall consult with the employee and shall consider the appropriateness of the gift or offer and determine what action is appropriate in the best interests of the school, including whether the gift should be returned or the offer declined, and what communication to donor or offer is appropriate. This policy is not intended (a) to require teachers or administrators to report receipt of token gifts from students unless the cumulative value of such gifts from any individual student, or family or vendor over a one year period exceeds CI \$300, or (b) to prevent mutual gift exchanges between parents or faculty in the context of social relationships.

If an organization or outside group offers to pay travel or support expenses to an employee for purposes of benefit to the school, the employee shall report the offer to the Director, who will review the circumstances and determine whether such offer may be accepted. Unless the Director determines that acceptance of the offer of travel or other financial support is in the best interests of the school and will not compromise the position of the employee or the school in further dealing or decisions, he/she shall not approve acceptance of the offer and the employee shall decline the offer.

Questions and Concerns

During the course of the school year, questions or concerns may arise. The recommended procedure for answering these questions or responding to concerns is to contact the school directly. Questions/concerns about a classroom activity or individual educational matters should first be discussed between the parents and the teacher involved. If this first step does not resolve the matter sufficiently, it should be brought to the attention of the Principal, Assistant Principal, or Director. Questions about the facility, policies, and operation should be addressed to the school administration. It is only after all other avenues of resolution have been exhausted that the Board of Directors would be presented with the question/concern through the Director. The Board of Directors will not deal with any concerns that are not submitted formally with a report from the Director.

Tuition for Siblings

Full tuition is required for the first child. Based upon the child in the highest-grade level, there is a 10% reduction for the second child and a 15% reduction for the third child.

PAYMENT POLICIES

Tuition for Cayman International School is an annual tuition regardless of installment plan selected.

Tuition includes all texts and resource materials, exam fees, technology, library resources, high speed/wireless internet access, sports and fitness facility access during school hours. Additional fees may apply for online courses.

Tuition payments are due based on selected payment schedule. Due dates are noted on the school calendar. Statements will be emailed as a reminder on a monthly basis. However, regardless of the successful electronic delivery of the automated statements, parents and guardians are solely responsible for paying fees due on time as specified.

The enrollment of any student is a private contract between the parent and the school, regardless of any arrangement the parent may have with an employer concerning the payment of school fees. The parent always remains responsible for payment of all school fees.

LATE PAYMENT POLICY

A late payment administrative charge of 1.5% will be applied to the student's account if payment is not received by published due dates. Delinquent accounts may be subject to a hold being placed on report cards, transcripts, and other school records.

If outstanding fees and late payment administrative charges remain unpaid for 30 days, student's may have their attendance privileges revoked. For accounts that remain outstanding after 45 days the school may refer the matter to the school's legal counsel to pursue collection. All related costs (including all legal fees and disbursements whether or not a legal proceeding is commenced) will become the responsibility of the family and will be added to their bill. In the event CIS deems, in its sole discretion, to engage attorneys to pursue the collection of unpaid fees and late payment charges, the family shall pay the fees and disbursements incurred by CIS on an indemnity basis.

In addition, in any situation where a late payment has exceeded 45 days, it will be up to the discretion of the school administration whether the student will be readmitted to the school following the receipt of the overdue payment.

If any payment remains due at the end of a tuition period or upon withdrawal from the school, no transcripts, transfers, or other records will be released until full payment, including late payment administrative charges are received.

REFUND OF FEES

Tuition for Cayman International School is an annual tuition. Parents or guardians of students who leave CIS before the end of the school year are, without exception, responsible for tuition and any other pertaining school fees. Tuition is pro-rated in accordance with CIS Board policy, as described in the CIS Policy Manual. If a student is withdrawn from CIS during the school year, a withdrawal form must be submitted to the admissions office at least 15 days prior to withdrawal date.

Tuition will be prorated if at least 15-days' notice is received and is due in full prior to student's last day of attendance. No records or transcripts will be released until payment is received.

When a student withdraws at any time during 1st or 2nd quarter, tuition due is 60% of annual amount; withdrawal at any time during 3rd quarter, tuition due is 80% of annual amount; withdrawal at any time during 4th quarter, full annual tuition is due.

Refunds will not be given in the event the school is closed due to catastrophic events and/or any circumstances resulting in interruption of business. Should such an event occur, the school reserves the right to retain 100% of tuition invoiced and/or paid as of the date of such event. No refund of school application fees or charges in part or in whole shall be granted except in the case where admission is not granted to the Cayman International School. Delinquent balances are subject to Administrative Late Charges, as described in the Policy Manual.

APPENDICES

CIS Email Etiquette Guidelines

CIS values effective communication. Face to face interactions are suggested and encouraged whenever possible. We understand that at times, such interactions cannot happen, and email may be seen as an effective means of communicating. Before using e-mail to communicate, it is important to be aware of the etiquette of electronic communication. The following tips and hints are intended as aids to promote the appropriate and effective use of e-mail, at CIS and beyond. CIS does not allow abusive, disrespectful or slanderous emails.

1. Keep messages brief and to the point:
 - Who, what, when, why, where...
 - Write when you have something to say and a reason to say it.
 - Write to confirm understanding.
 - Write to create documentation.

2. Keep the content professional/appropriate:
 - Write with the same respectful tone you use in verbal communications. Exhibit a courteous, conscientious and generally businesslike manner in the content. Please note that all capital letters in the text may be interpreted as the writer shouting at the reader.
 - Be careful with humor and sarcasm; the reader cannot hear the tone of your voice nor see the expression on your face.

3. Understand your audience and their preferences for receiving email. If you do not know the receiver's preferences or are unsure, ask before sending.

4. Make the "Subject" line informative.
 - Put the action required of the receiver on the "Subject" line.
 - State the subject of the message clearly. Receivers are more likely to read messages they can easily identify and prioritize.

5. Put "FYI" at beginning of the "Subject" line if the message is simply to inform the receiver, no answer is required, and there is no urgency for reading.

6. Limit copies (cc:) to those who are involved and really need to know:
 - Do not send to those who you think might want to know or who might be interested.
 - Do not use cc: as an information service.

7. Do you have the sender's permission to forward the email to anyone else?
8. Use of blind copies (bc:) when corresponding to classes or sections of the school and when parents or personal email addresses are included.
9. Use the option "Reply All" sparingly and only when there is a need to inform everyone that received the original message.

Food Allergy Policy

Cayman International School is committed to providing a safe school environment for its students. The school recognizes that food allergies, in some instances, may be severe and even occasionally life threatening. CIS is not an allergen free campus. The school's aim is to reduce the likelihood of severe allergic reactions of students with known food allergies while at school, and to increase the likelihood that appropriate medical treatment is available in the case of an allergic reaction. Ultimately the primary responsibility for reducing the risks associated with food allergies rests with the student and his parents. The school's policy is as follows:

School's Procedures:

- Information pertaining to a student's allergies will be shared with faculty and staff who have contact with the student, but otherwise will be kept as confidential.
- CIS will strive to provide food allergy and anaphylaxis training for faculty and staff as needed. This training will include information on how to recognize an allergic reaction and respond appropriately.
- In the case of a student with multiple, unusual, or life-threatening allergies, CIS will require the student/family to provide lunch and snacks to ensure the student's safety. Written signed permission from the family submitted to the Director in regards to purchasing food at school can be considered on a case-by-case basis.
- CIS may designate a table in the student's lunch eating area as "Allergy Aware" if this is helpful.
- CIS cannot guarantee that products with peanuts, tree nuts, or shellfish ingredients or other food allergens will never be present on campus or at school events. Likewise, CIS cannot monitor products sold at athletic events or special student sales, products brought for parties or celebrations, products brought on campus by non-school groups, or products served on off campus trips. Therefore, persons with severe food allergies must carefully monitor their food in these situations.
- CIS will notify the classroom parents if there is a child in the class with severe life-threatening allergies. A sign stating that the homeroom is to be free of the products associated with the food allergens will be posted on the classroom door. Counseling for students and educational resources for parents will be available to support compliance in the homeroom of a child with severe life-threatening allergies.

- CIS will provide information on how to be a supportive friend for the students and parents in the class with a child who has life threatening food allergies.
- CIS will require the parents or guardians of a child with life-threatening allergies to acknowledge that they are fully aware of the extent to which CIS is committed to student safety and fully aware that CIS cannot guarantee that a student will never experience an allergy-related event at school or at a school sponsored trip or event.

Parent/Student Responsibility:

- Parents of students with life-threatening allergies must provide the teacher and administration with emergency medications and a written medical treatment protocol for their student addressing allergy-related events. The protocol and medication must be provided prior to the beginning of the school year or at any time during the year when the child is diagnosed with severe allergies.
- The school office will maintain the medication and information according to the current emergency medical treatment policy. If the child is in Nursery to Grade 5, the medication and information will be kept in the school office and in the child's classroom. If the child is in Grades 6-12, the medication and information should be kept in the office, but a student may carry and administer his/her own EpiPen with written permission from his doctor and parents. In all cases, it is the parent's responsibility to be sure that medication is accessible during school hours and within its expiration date.
- Parents are responsible for educating their child about managing his allergy at school, including identifying "safe foods" by reviewing the lunch menu together, contacting the food service director for ingredient listings and reinforcing that the student should ask for help if he is unsure about choosing foods in the lunchroom or classrooms.
- If parents are uncertain about possible exposure to allergy-causing foods, they should provide meals or treats for their child.
- Parents of students with severe, multiple or unusual food allergies may be required to provide meals or snacks for their children. Written signed permission from the parents or guardians submitted to the Director in regards to purchasing food at school can be considered on a case-by-case basis.

- Parents of Nursery to Grade 5 students may provide their child’s teacher with a supply of safe snacks to reduce the likelihood of accidental exposure.
- Cayman International School cannot guarantee that a student will never experience an allergy-related event while at school. CIS is committed to student safety, and therefore has created this policy to reduce the risk that children with allergies will have an allergy-related event.

Acknowledgement

All students and parents will be asked to acknowledge that they have read the Food Allergy Policy of Cayman International School in the back-to-school contracts packet. They will acknowledge they are fully aware of the extent to which CIS is committed to student safety and fully aware that CIS cannot guarantee that every child will never experience an allergy-related event at school or on a school sponsored trip or event.

Ministry of Health Illness and School Attendance Policy

- 1) **Chicken Pox:** A child with chicken pox should remain home until all lesions are crusted over, which may take about 5-7 days.

- 2) **Conjunctivitis (pink eye)**
 - a) **Bacterial:** child should remain home from the time his/her eyes become red and draining until 24 hours after commencing antibiotics
 - b) **Viral:** child should stay home for 5-7 days, during which time they will be contagious.

- 3) **Diarrhea and/or vomiting:** child should be kept home until he/she has been symptom free for 24 hours.

- 4) **Temperature:** if the child has a temperature of 100 degrees Fahrenheit or above he/she should be kept at home until he/she has been symptom free for 24 hours.

- 5) **Throat Infection:** child should be kept home until 24 hours after commencing antibiotics.

- 6) **Ear Infection:** the child can be in school 24 hours after commencing antibiotics if the pain is not too severe to prevent the child from participating in activities.

- 7) **Pediculus (Head Lice):** the child can be in school once treatment has started, however he/she should be excluded from activities likely to cause exposure to other children.

- 8) **Ringworm:** the child can return to school once treatment has started, however he/she should be excluded from activities likely to cause exposure to other children.

- 9) **Impetigo:** the child should be kept home until treatment has started and all lesions are crusted over.

- 10) **Cold & Flu:** if symptoms are mild, the child can be in school. The child should be kept home if he/she generally does not feel well, has a persistent cough or is congested. The child should be kept home until any fever has subsided for 24 hours.

Fundraising Guidelines

CIS recommends that students/faculty sponsors submit a “proposal” for a school sponsored fund raising activity to seek initial approval. See form in appendices. Final approval is to be obtained with the signature of the appropriate administrator and a copy submitted to the school’s Office Manager for their records. The sale of goods or fundraising on campus is strictly prohibited unless prior approval has been granted by the Director. Sales of various types may be held throughout the year by school clubs or classes. All fund raising activities will be supervised by the faculty. Fundraising activities often include activities to support various student organizations or school programs. Fund-raising should not present any conflicts of interest involving an individual’s partiality or personal affiliation to the charitable organization over the schools or interests of the school’s mission, instructional program, strategic plans and/or school goals.

Recommended Fund Raising Activities:

- Fundraising activities must comply with all applicable laws related to the regulation of fundraising activities, including the Cayman Islands’ laws and regulations, and meet any legal pre-approvals or registration requirements as needed.
- CIS encourages fund raising activities that are in compliance with the law, enhance overall school and community spirit, and encourage student/faculty participation that aligns with the school’s mission and culturally appropriate activities.
- In the event that the fund raising activity is commonly accepted by the international community and/or sponsored by the PTA, such as a raffle for various prize values, the raffle must meet all legal requirements and local “gaming” laws.

FUNDRAISING STUDENT ACTIVITY/EVENT PROPOSAL

Group / Organization: _____ Submission Date: _____

Activity / Event: _____

Date of Activity/Event: _____ Time of the Activity/Event: _____

Description of Activity / Event: _____

Is this a Fundraising Event? Yes No

Monies raised will be used for: _____

Facilities Needed: _____

Equipment Needed: _____

Request for any Start-up Funds ("loan" monies) needed: _____

CIS Chaperones / Sponsors:

_____ Initials: _____

_____ Initials: _____

Outside Agency

Participation - Explain: _____

Student Advisor/Sponsor
Leader Signature: _____ Signature: _____

Approved: _____ Recommendations: _____

Not Approved: _____ Recommendations: _____

Division Principal Signature:

Guest Visit Request Form

Completion of this form is necessary if your child would like to invite a guest to visit the school.

I _____ (name of student) request permission to invite a guest to visit CIS during lunch of _____ (date) for the following reason (please explain) _____.

I _____ (name of student's parent) and my child realize that my child will be held accountable for his/her guest's behavior and welfare during this visit. We understand that my child's guest must remain with my child throughout the visit. My child's guest will wear proper attire as laid out in the Civvies Day Dress Code section of the Parent-Student Handbook for the current school year. We have informed the guest and their parents of these dress code guidelines. We understand and accept these provisions.

Parent Signature _____ Date _____

Student Signature _____ Date _____

GUEST DETAILS TO BE COMPLETED:

Guest's Name _____ Grade Level _____

Parent's Name _____ Phone Contact for Parent _____

Does this guest have any medical conditions that the school should be made aware of (allergies, dietary restrictions etc.)?

No Yes (please explain) _____

Approved by: _____ Date _____

(Director/Secondary Principal)

Homework policy

CIS Learning Beyond School Hours: Core Expectations

At CIS, our primary aim is to create a positive learning experience for children, parents and teachers, one that fosters the belief that meaningful learning happens everywhere. Homework, when assigned, is intended to support that experience. Homework is purposefully designed to help our students establish effective habits; reinforce skills; and become motivated, self-directed learners, able to leverage all the tools available to them as they build the knowledge, skills and mindsets for success in the 21st century. Because we understand that children do not always learn in the same way or at the same pace, our homework policy is flexible enough to respond to both individual and collective needs. We appreciate that our students learn from and value a wide range of self-selected extracurricular activities, and strongly believe that unstructured/family time is crucial to their growth and development.

With this in mind, we consider the following key purposes when assigning homework:

- **Habit/Mindset Building:** (to foster effective time management and organizational skills and instill the positive belief that effort leads to growth);
- **Practice:** (to reinforce critical content, skills and strategies taught in school);
- **Preparation:** (to set the stage for new learning); and
- **Extension/Exploration:** (to encourage the application and integration of content, skills, and strategies, and to allow time for students to engage in inquiry, leveraging their curiosity/passions).

CIS will be mindful of the need for a balanced and flexible homework schedule, so that our students have the opportunity to become well-rounded citizens/individuals by pursuing interests of their own. We recognize that there are times when parental, family, religious, or community obligations must take precedence, and welcome families' open communication about homework.

Foundational Learning Experiences

Reading is an integral part of a child's total education. Research tells us that frequent reading helps to build fluency, comprehension, stamina and background knowledge. Daily reading therefore remains a cornerstone of our homework program, one that is vital to our students' success and well-being. Students are encouraged to read on their own and/or listen to high-quality texts read aloud each night after school. Teachers may send home books tailored to an individual child's learning needs, but once students achieve independence, they will be

encouraged to select their own reading materials from a wide range of genres, subjects and styles. Throughout middle school, we strongly suggest that parents make it a regular habit to enjoy books with their children, and encourage all our families to make use of our well-stocked library to find materials to read together.

Support For Learning

We take care to ensure all homework assigned is meaningful and necessary, and will work together to help our students value the learning experiences provided for them. Students at CIS are expected to take ownership of their learning, to respond thoughtfully and completely to their assignments, and to act upon feedback given by their teachers in a timely manner. When necessary, they should use feedback to set new learning goals or to revise those made previously.

How Parents Can Support the Homework Process

- Parents are key partners in helping to make learning beyond school hours rewarding and enjoyable for our students. Parents can help by:
- Providing a quiet, comfortable, and regular study space that is free of distractions
- Fostering a predictable routine by setting aside a specific time for homework completion each day
- Showing interest in a child's homework, asking questions and encouraging conversation about topics of study or inquiry
- Supporting children by helping them get "unstuck" when they are frustrated, but allowing them to work through challenges themselves
- Helping students to see challenge as a natural part of learning and themselves as capable, resourceful learners
- Communicating with teachers openly when homework cannot be completed, or when the level/amount of homework seems unbalanced

Assessment policy

Core Assessment Beliefs

Cayman International School (CIS) recognizes that assessment plays an integral role in a meaningful teaching and learning process. We believe that the overall goal of assessment is to ensure the success and continual growth of our students. We are guided by the following beliefs about assessment:

Assessment should be meaningful, measurable, and relevant

In order for assessment to be highly effective, methods must be based upon clear and concise goals that are shared with students and parents from the beginning. These goals must be meaningful, measurable, relevant, and made up of internationally comparable components.

Assessment should be aligned with curriculum and instruction

A learning environment is composed of three areas: curriculum, instruction and assessment. The curriculum is the content offered and “what” is taught. The instruction includes lesson attributes, designs and strategies employed by the teacher to help students learn the curriculum. It is the “how.” Assessment is the process of documenting in measurable terms, knowledge and skills. It is “to what extent” each concept is taught. When these three areas, curriculum, instruction and assessment are aligned and tied together there is evidence of quality student performance.

Assessment should be student centered

Assessments should celebrate the milestones that occur in student learning in order to acknowledge the progress that a student has made. Assessment should demonstrate a value for where a student is in their learning and not only tell what a student knows but be used to guide instruction and enable the setting of clear personalized goals. Clearly set or layered (tiered) assessment objectives should be shared with students from the outset.

Assessment should be student driven and, when possible students need to be involved in the process and have opportunities to self assess and set their own goals. Additionally, it is essential that parents are involved in this process.

Research shows, that is vitally important also, for pupils to understand what counts as success in different curricular areas and different stages in their development as learners. This means

sharing learning objectives, expectations, goals, intentions, targets and success criteria. These then need to be conveyed according to the level of student understanding within the context to which they are being applied.

- The Assessment Reform Group (2002, p.2)

Assessment should be manageable

Effective Assessment needs to be timely and manageable. It should compliment and inform from instruction and allow for time to meet with children, either one-on-one, or in small groups. This will facilitate a teacher and student partnership of common goals. Opportunities should be provided that allow for time to explore misconceptions and to ask deep and meaningful questions that promote higher-level thinking.

Assessment should be varied

Assessment will be varied in order to better assess learning and understanding while catering to different learning styles. It should present opportunities for students to demonstrate the application of concepts that have been taught. Both summative and formative assessments play an integral role in the teaching and learning cycle. Multiple assessments using many methods provide opportunities for students and teachers to see growth and improvement, as well as provide useful feedback on an ongoing basis.

Common Practices

Formal Reporting

Progress Report Cards: Formal reports of student achievement are sent home at the halfway point of each semester. The report contains the child's grade in each subject, as well information about academic progress. Personalized narratives will be included with the child's report card once per semester.

Progress Updates/Concerns: Progress reports may be sent home at any time of the year when a teacher feels it necessary to communicate formally with parents. Initially, all parents receive a report of secondary student progress in the middle of the first quarter if the progress is below a "C" in any class. Teachers are required to send progress reports to parents of any secondary students earning below 70% in the middle of the first and third quarters.

PCR: This is the main grading tool used in the secondary school. This tool, including Parent Portal for secondary, informs students and parents about current assignment scores in each class and gives access to class documents such as course syllabi. Parents also have access to secondary student grades through Parent Portals.

Google Suite: All secondary teachers have Google Classrooms or Google Sites for informing parents of classroom learning assignments, projects and tests. Parent notifications are enabled by CIS for parents to receive notifications. Parents set notification preferences for updates on

either a daily or weekly basis.

Parent Student Teacher Conferences

Conferences are an effective means of communicating student learning in our school. These meetings will take place in formal and informal scenarios, and give each investor (teacher, student, and parent) a voice in the process, assuring that learning is engaging and relevant. Some examples of how conference reporting will be done throughout all grade levels at CIS are:

- Parent-Teacher Conferences will be held after the first and third quarter of the school year
- Additional meetings upon request of either parent/teacher
- Student led conferences (grades 3-8)
- Student study teams

Internal Assessments

Formative and summative assessments are an integral part of instruction. Assessment tool practices that are integrated with instruction include but are not limited to:

- Rubrics
- End of the unit tests
- Quarterly skill summaries related to Specialists

External Exams

This is defined as an examination marked by an authority outside of Cayman International School. Some examples include but are not limited to:

- International Baccalaureate (IB) external exams and essays
- Measures of Academic Progress (MAP)
- Preliminary Scholastic Aptitude Test (PSAT)
- Scholastic Aptitude Test (SAT)
- Other standardized test

Home/School Communication

Informal Communication is used by all teachers through weekly electronic communication.

Additional types of informal communications that may be used include, but are not limited to:

- Website
- Emails
- Phone calls
- Impromptu meetings
- Class motivational programs
- Individualized behavioral programs
- Weekly agendas

Plagiarism policy

Plagiarism occurs when a student presents another person's work, in whole or an essential part of, as his or her own. Plagiarizing someone else's ideas is perceived as stealing their intellectual property. This includes copying in part or whole from any source, literary, artistic, musical, Internet, etc., without acknowledgement of authorship. Whether it is intentional or not, it is taken as a serious matter in any educational institution. In an effort to prepare all CIS students for the future, the school has established firm guidelines.

To avoid plagiarism, the CIS student will sign an agreement that he/she will make certain to acknowledge the source of any material used which belongs to someone else.

As a guide, the CIS student will agree to the following:

- Exact words from a source must be put in quotation marks and the source acknowledged.
- Give credit to the source if a passage is summarized or if a passage is reworded.
- Give credit to any ideas, text, pictures, or information taken from the Internet.
- Always acknowledge the use of ideas originating with someone else.
- Check with the teacher before a paper or project is due if unclear about how to give credit to the source.

I will not allow others to access my work, such as sharing a storage device, email, or provide any opportunity for my work to be copied in whole or part. If I intentionally allow others to access my work and it is submitted as someone else's work, then I acknowledge that I could also be penalized.

I understand that the penalty for plagiarism at Cayman International School will be a zero for the assignment and a possible referral to the administration for further disciplinary action, including consequences that may result in suspension. The teacher concerned or the administration will contact the parents.

Acknowledgement

All students and parents will be asked to acknowledge that they have read the Plagiarism Policy of Cayman International School in the back-to-school contracts packet.

MS School Policies for Student Work

Homework

Please refer to Appendix F for homework expectations.

Major assignments/projects may be subject to a deduction at the discretion of the teacher.

Plagiarism

Please refer to the Plagiarism Policy in Appendix H. The policy must be signed and returned to school.

Absences and Make-up Work Policy

It is the student's responsibility to request make-up work following an unplanned absence (i.e. illness).

In the case of a planned absence, students should request make up work in advance. A written notice should be submitted by a parent to the homeroom teacher and the school office before the absence. Work will be due as arranged by the teacher and student when the student returns to school. Note that all work must be completed before the end of the marking period.

Smoking, Drugs, Alcohol & Illegal Behavior Policy

Cayman International School will not tolerate the use of illicit drugs, tobacco, vaping products or alcohol. No student shall possess, use, attempt to use, supply, transmit or be under the influence of illegal drugs, alcohol or tobacco in school, on campus or during school sponsored activities on or off campus.

Use or possession of tobacco or tobaccoless nicotine products:

- On the first offence, a student's parent/guardian will be notified, appropriate disciplinary action will be taken, and a letter of warning of suspension will be placed in the student's file.
- On a second or subsequent offence a student's parent/guardian will be notified and the student will be suspended for a period of up to three days (as determined by the Director) from school. There will be no opportunity to make up for missed work.
- Repeated offences will be dealt with in accordance with the Director.

Use or possession of drugs or alcohol:

- Where a suspicion exists that a student may be in possession of, use or supply other students with illegal drugs or alcohol, or may be "under the influence" of one or more of these substances, the student's parent/guardian will be notified and a parent/school conference will be held immediately. It will be the responsibility of the student and his/her parents to allay the suspicion and to confirm with the school accordingly. The school will require the submission of a medical report by a doctor determined by the school.
- On the first offence, a student's parent/guardian will be notified and the student will be suspended from school until a date determined by the Director (with professional assistance required of the student and parents before returning to school). Possession, use and/or supply of illegal drugs or any of the below-mentioned prohibited items will result in a mandatory long suspension. There will be no chance to make up the work. The decision of the Director in this matter will be final.
- Repeated offences and/or positive results may result in immediate suspension with a recommendation for expulsion to ISS. No credit will be earned for any part of the semester in case of expulsion.

Prohibitions:

- Any controlled substance or dangerous drug as defined by either US or Cayman law, including but not limited to marijuana, hashish, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine or barbiturate.
- Any locally available pharmaceutical without the knowledge and permission of parents.

- Any abusable glue, aerosol paint, or any other volatile chemical substance for the purpose of inhalation
- Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs, unless prescribed specifically to the user. by a qualified medical physician.

Searches:

A search of student property may be made at the discretion of the administrators if a reasonable suspicion arises that items considered illegal, dangerous, disruptive, or a general nuisance to the educational process are being kept on the school campus. This may include circumstances in which violations of the prohibitions defined in this policy are suspected. Personal searches of students may be made only in the presence of two adults of the same sex as the person being searched, and a written report will be made to the parent and to the Director.

Computer/Internet Acceptable Use Policy

TECHNOLOGY CODE OF CONDUCT (ACCESS AND USE) Grades 6-12

The Cayman International School actively promotes the appropriate use of technology in education. To ensure that students, staff, parents and other community members can take full advantage of the technologies available, all use of technology must have proper authorization and adhere to the school's code of conduct. To access and use technology at CIS, this statement must be signed by each student and his/her parent and be kept on file at the school.

All use of technology must be in support of and consistent with the purposes of the Cayman International School. It is the user's responsibility to keep all inappropriate materials and files, virus-infected media, or other software dangerous to the integrity of the system away from the school's technology.

The school expects that students will be positive ambassadors for CIS and will not use email or any aspect of the Internet for content that will be considered inappropriate, offensive, dishonest, threatening, or constitute harassment to any member of the CIS community or to the school.

The school expects that students will not access inappropriate materials. Inappropriate use, materials and/or access include, but are not limited to, plagiarism, pornography, hate mail, chain letters, unauthorized access (hacking), and email messages that initiate false alarms, etc. Social networking, personal downloads, and instant messaging are not allowed.

Individuals are responsible for adhering to the laws for copyrighted materials under Cayman and international law. All software installed on school computers or on the school's network should be owned by CIS with sufficient licensing agreements.

Each user shall respect another individual's work, files, passwords and programs. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent others using the school's technology or other networks. Students assume full responsibility for the use of their CIS accounts. The sharing of passwords is strictly forbidden.

It is the user's responsibility to exercise reasonable judgment to ensure that no equipment or software is destroyed, modified, or abused in any way. Users must ensure that all food and drink are kept away from all equipment.

Users should be responsible and not knowingly degrade the performance of the network. For example, electronic chain letters and Internet chat rooms are prohibited for this reason. In other cases, downloading files from the Internet may also be restricted.

The consequences for failure to adhere to the technology code of conduct may result in restriction or complete loss of access to any and all forms of technology or other disciplinary measures deemed appropriate by the school administration.

Acknowledgement

All students and parents will be asked to acknowledge that they have read the Technology Code of Conduct of Cayman International School in the back-to-school contracts packet.

Middle School Student Code of Conduct



As a student of Cayman International School, I will do MY BEST to do the following:

- I will behave in accordance with our Community Principles.
- I will arrive on time and be prepared for class.
- I will complete all homework and hand it in on time.
- I will wear my school uniform as intended.
- I will treat my teachers and fellow students with respect at all times.
- I will refrain from using inappropriate language.
- I will respect the property of others at all times.
- I will refrain from chewing gum at school or on school sponsored trips and will not bring gum to school or on trips.
- I will not eat food in class.
- I will stay in designated areas during lunch and break.
- I will not leave my bag, books, or other personal items in hallways or bathrooms.
- I will not use or have visible a cell phone or any unapproved electronic device during the school day.
- I have read the food allergy policy and am aware of my responsibility.
- I will follow the guidelines, policies and procedures in the Middle/High School Student/Parent Handbook.

Consequences: If students fail to comply with the above statements there will be appropriate consequences. Major referrals will be dealt with by the teachers and administration as seen fit.

CIS Honor Code

CIS desires to instill in its students and faculty the highest sense of honor. Persons of honor embrace the following values:

- Personal integrity and respect for themselves, the school and the community.
- Responsible citizenship, pride in their school, helpfulness, appreciation of others and respect for our environment.

As we work together as students, parents, faculty and staff we stand on a foundation of integrity, honesty and responsible citizenship.

Parents:

Please read the Secondary Student Code of Conduct and Secondary School Policies for Student Work and discuss it with your child.

Acknowledgement

All students and parents will be asked to acknowledge that they have read the CIS Honor Code of Conduct of Cayman International School in the back-to-school contracts packet.

Student Lab Safety Guidelines

General Guidelines

- Conduct yourself in a responsible manner at all times in the laboratory.
- Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ask the instructor before proceeding.
- When first entering a science room, do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so.
- Keep hands away from face, eyes, mouth and body while using chemicals or preserved specimens. Wash your hands with soap and water after performing all experiments. Clean (with detergent), rinse, and wipe dry all work surfaces (including the sink) and apparatus at the end of the experiment. Return all equipment clean and in working order to the proper storage area.
- Never return unused chemicals to their original containers.
- Never remove chemicals or other materials from the laboratory area.
- Never handle broken glass with your bare hands. Use a brush and dustpan to clean up broken glass. Place broken or waste glassware in the designated container.
- When removing an electrical plug from its socket, grasp the plug, not the electrical cord. Hands must be completely dry before touching an electrical switch, plug or outlet.
- Examine glassware before each use. Never use chipped or cracked glassware. Never use dirty glassware.
- Report damaged electrical equipment immediately. Look for things such as frayed cords, exposed wires, and loose connections. Do not use damaged electrical equipment.
- If you do not understand how to use a piece of equipment, ask the instructor for help.
- Do not immerse hot glassware in cold water; it may shatter.
- Never look into a container that is being heated.
- Do not place hot apparatus directly on the laboratory desk. Always use an insulating pad. Allow plenty of time for a hot apparatus to cool before touching it.

Acknowledgement

All students and parents will be asked to acknowledge that they have read the Student Lab Safety Guidelines of Cayman International School in the back-to-school contracts packet.

CIS School Song

by Angela Morone

We stand together, blends of new and old, challenged in our school we grow.
We stand for character, knowledge and service.
Blessed with talent, strength and pride,
We move together, we soar to fly.

Refrain: CIS please dare us to find a driven spirit with honor by our side.

As the colors of the Cayman parrot spread wide,
We take pride in our countries far and wide.
CIS please dare us to find the same bright spirit in these friendships that bind.

Refrain: CIS please dare us to find a driven spirit with honor by our side.

Turtles of green, iguanas of blue, our time together always hold true.
Turtles of green, iguanas of blue, our time together always hold true.

Refrain: CIS please dare us to find a driven spirit with honor by our side.



National Anthems

Beloved Isle Cayman National Song

O, land of soft fresh breezes,
Of verdant trees so fair,
With thy Creator's glory
Reflected everywhere.
O sea of palest em'rald,
Merging to darkest blue,
When'ere my thoughts fly Godward,
I always think of you.

Chorus: Dear verdant island, set
In blue Caribbean Sea,
I'm coming, coming very soon,
O beauteous isle, to thee.
Although I've wandered far,
My heart enshrines thee yet.
Homeland, fair Cayman Isle,
I cannot thee forget.

National Anthem

God save our gracious Queen,
Long live our noble Queen,
God save the Queen!
Send her victorious,
Happy and glorious,
Long to reign over us,
God save the Queen!

