



HIGH SCHOOL HANDBOOK

2024-2025

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CAYMAN INTERNATIONAL SCHOOL
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Welcome

Dear Parents and Students,

It is my pleasure to welcome you to the 2024-25 academic year at Cayman International School. At CIS, we have an outstanding programme available to our High School students, supported by excellent teaching staff and facilities. At CIS we believe in an inquiry approach where students are challenged to develop their learning around Concepts, Competencies and Character, the 3 Cs which form the basis for our programme development. The curriculum is academically rigorous and provides opportunities for choice alongside required courses for graduation. Students in Grades 11 and 12 also have the opportunity to study the International Baccalaureate Diploma Programme which is offered in 140 countries and is highly valued by universities around the world.

CIS takes a holistic approach to education that recognises school is much more than simply an opportunity for academic study. Students are supported in their learning by our teachers and counselors and are expected to participate actively in the life of the school community. We offer a wide variety of after school activities which cater for many interests from sports and athletics to raising awareness for environmental initiatives. Students are encouraged to take part and develop not only their skills in the activities but also as collaborators who can work with others with kindness. CIS high school students are involved in the community and strive to address issues and concerns that impact others and the surrounding environment.

This High School Handbook provides parents, students, and the community with important information about the policies and procedures necessary to guide success and academic achievement. This information is compiled for students and parents so that expectations are clearly defined and explained.

I look forward to working with all our new and returning students and families this year.

Best wishes,

Claire McQuillan
High School Principal

Mission, Beliefs, Outcomes, and Parameters



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CIS LEARNING PRINCIPLES

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.

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:

Ownership of Learning:

We understand that we are all able to learn and are 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 policymaking

School Description

History and Governance

Cayman International School began as Faulkner Academy with high ideals in October 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 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 a member of the American International Schools in the Americas (AMISA).

General Overview

The High School at CIS encompasses grades 9 to 12. The students in these grades are grouped together for academic and social purposes. An emphasis is placed on the use of higher order thinking skills, hands-on instructional strategies, and a continued development of skills and character necessary for academic and personal success. It is based on an American/International curriculum and is designed to prepare students for graduation and entrance into university/college education. Students must accumulate a specific number of credits in core subjects and in electives to graduate. Credit accumulation requires regular attendance and passing marks. Students in grades 11 and 12 are able to take courses in the International Baccalaureate (IB) Diploma Programme or the less academically challenging High School courses available in some subjects. The IB courses prepare students for external exams given around the world in May of each year. Successful performance on these exams can lead to advanced standing in universities and colleges in North America, Europe, and other regions of the world. CIS promotes an active Homeroom/advisory program.

Each student is part of a Homeroom. The Homeroom teacher serves as the student's advisor and provides pastoral care and guidance. Homeroom teachers, in addition to the counselor, assist students with goal setting, college and university counseling, study skills, service learning, general counseling needs and other support when students need to come together as a class. The Homeroom teacher is a key contact for parents and provides a means of communication between the home and the school.

School Hours

The CIS Office and High School Administration is open for business from 7:30 a.m. through 4:30 p.m. daily, Monday to Friday, during the regular school year.

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 to support Homeroom teachers and students with a focus on the mission to build a well-informed school community. All parents are encouraged to participate to support and celebrate student success.

School Address, Phone, Fax, Email, and Website

Director: Mr Jim Urquhart

High School Principal: Ms Claire McQuillan

High School Assistant Principal: Mr. Kynan Warren

Address: 95 Minerva Drive, PO Box 31364, Grand Cayman,
Cayman Islands KY1-1206

Phone: 345-945-4664

Fax: 345-945-4650

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 K12, the Early Childhood front office Nursery through Pre-K4, or the high school front office to obtain a visitor's pass. The visitor's pass 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 Grade Level Leader and to sign out at the high school 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), please check the school website and local radio/television for information regarding school closings. Should an emergency occur during school hours, students will be kept on campus until parents can collect them.

School Program

Advisory

The High School Homeroom/Advisory program provides pastoral care and meeting times for students to connect with their peers and advisor/teacher. This program is designed to provide academic, social and emotional support essential to student success. The program focuses on developing organizational, social emotional, and academic skills. The Homeroom/Advisory program is also designed to promote open communication amongst students and teachers, increase connectedness with peers and teachers, encourage healthy problem solving, and facilitate important discussions surrounding academic, college readiness, and social/emotional topics and issues. Homeroom/Advisory celebrates student accomplishments, provides pastoral care, includes team building activities, and promotes school spirit.

After School Activities

In addition to the regular daily class schedule, CIS offers after school activities, clubs, and athletics to meet the various interests of students. The athletic director, teachers, and administration will communicate when activities begin and how to participate. Students are 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 and school experiences. Progress reports are sent home at the end of quarter 1 and 3, at this time, parents are invited to the Parent Teacher Conferences to discuss their child's learning. A report card with grades and comments is issued at the end of each semester, these grades form the student's transcript. Information on how to access grades will be provided at the beginning of the school year. Please refer to the assessment policy in Appendix G.

Guidance and Counseling

The high school guidance and counseling services are an integral part of the school's educational program. The counseling team consists of an academic and university counselor and a social emotional counselor. This team supports and guides student success and assists with all career and college counseling needs. The counselors collaborate with classroom and Homeroom teachers and work as mentors and teachers. The counseling team provides individual, small group and class counseling sessions throughout the school year to ensure academic success. The counselors meet with students regularly to make sure they are enrolled in courses that meet their academic goals, and they track graduation requirements. The counselors liaise with the community for career, internship, and service opportunities, and they

liaise with university admission counselors to coordinate college visits to CIS. The counseling team coordinates SAT, PSAT testing, or other college admissions tests, and they guide students through the college application process.

The school can recommend off campus professional counseling for academics, as well as for social, emotional, and/or personal needs. If recommended, it is expected that the parents will seek professional counseling for their child. The school will work closely with the identified professional in this situation. At times, the school administration may mandate professional counseling as a prerequisite to continued enrollment. All expenses for counseling or services outside of school are the responsibility of the parent.

IB Learner Profile

The IB Student Learner Profile encourages students to become compassionate and lifelong learners who are inquirers, thinkers, communicators, knowledgeable, risk-takers, principled, caring, open-minded, balanced and reflective. We are preparing our students to become tomorrow's global leaders.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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. All classrooms are equipped with LCD televisions. Technology elective courses are available to all high school students. 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. In addition, some students may engage in courses online. Please refer to the High School Program of Studies for more information.

Library

The CIS High School 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, and online databases. High school students may use the library to study, research, and discuss academic topics. The librarian is available to develop skills and strategies that support research and student learning. Student research should focus on deepening and broadening learning and understanding. 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. It is highly recommended that 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.

School Support

All high school teachers at CIS host office hours to assist any student who needs additional support. Students can attend office hours to review material, ask specific questions, receive extra individualized attention, or complete homework. 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.

Secondary Trips

Those 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 or after school activity curriculum.

Service Learning

Service learning is a teaching and learning approach through which students achieve curriculum goals and develop empathy while attending to the needs of others. Service learning is a crucial aspect of sound appreciative inquiry education and high school students are required to complete minimum service-learning hours. Service learning does not solely focus on doing

things for others, but includes a partnership with others and also attends to environmental and societal needs. It is important that service learning be at the heart of all projects or participation. Leadership groups and clubs provide opportunities for student participation. Participation in a group or club that focuses on service learning enhances student understandings, programs, and projects, and contributes to the development of community on and off-campus.

Athletics

High school students at CIS have valuable opportunities to participate in competitive sports. CIS participates in the Cayman Islands Private Schools Association (PSA), government leagues, various tournaments, and most recently has participated in the South American International Schools Tournament (SAIST) group of schools. The leagues and tournaments offer several team sports each year for boys and girls that compete against local schools and travel abroad for international competitions. The CIS sports program in the high school is designed to develop teamwork, sportsmanship, and athletic skills. The high school athletics program is competitive, and some teams require try-outs. When possible, CIS will offer competitive teams and developmental teams. Practice attendance, player abilities, and sportsmanship are considerations, and all players are not guaranteed playing time in all games. Sportsmanship is at the heart of the CIS program, but competing to win is also emphasized.

Standardized Testing

CIS provides for standardized tests to be given to high school students. 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. Grade 9 and 10 students all sit the MAP tests in Math, English fall and Spring terms. MAP Science tests are given after the winter break. Additionally, Grade 9 students will be offered the PSAT 8/9 each year, and grade 10 students may take the PSAT each October. Grade 11 students who wish, may also sit the PSAT/NMSQT, and U.S citizens may qualify for a National Merit Scholarship based on PSAT results. The tests provide information about student progress in relation to U.S. and international norms. Results of the tests are shared with parents once they are received by the school. CIS is a testing center for the SAT for multiple testing dates during the school year.

Student Leadership Team

The high school students have an elected Student Council and teacher(s) advisors that plan social activities, spirit events, assemblies, and other projects and activities. Money that is raised through fundraising activities by the leadership teams is often used to support high school social activities.

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 requests that you provide an allergy treatment action plan signed by your child's doctor, as well as any necessary medications, to the nurse's office. An example of an allergy treatment action plan can be found in Appendix B of this handbook.

Arrival and Dismissal Times

High school classes begin at 8:00 a.m. Students should arrive at school between 7:30 and 7:55 a.m. to get to their lockers and be seated in class by 8:00 a.m. Classes are dismissed at 3:15 p.m. The high school after school activity session begins at 3:30 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 held throughout the year and the specific dates and times are announced in Homeroom/advisory.

Attendance

Absences, Tardies and Early Departure

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 adds 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 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, 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 grades are impacted. High school students may not earn credits if absences are excessive.

Absences—Procedures

Parents should email attendance at attendance@cis.ky if their child will be absent on a given day prior to 8am. If it is necessary for students to miss school for any reason other than illness, parents should contact the school office with adequate and advanced notice. Students are expected to make up all missed assignments.

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.

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. When he or she returns to school during the day, it is necessary to sign-back in. Absence from any class for the purpose of make-up or preparation for another class is not permitted.

Absences—Policy

Absences are excused only for the following reasons: illness or medical needs, religious observances, school sponsored or approved activities, family emergencies, security/weather concerns. Absence from a semester or final exam may result in a failing grade for the exam.

Full credit for course work is dependent on satisfactory attendance, completion of work and performance within each individual class. Satisfactory attendance will include no more than eight absences during one semester. After eight absences, a student will be scheduled for a meeting with administration. Absences exceeding eight will be reviewed by the administration on a case-by-case basis and may result in loss of course credit for the class for the semester. Students with eight or more absences for two consecutive semesters will be expected to complete an attendance contract. If a student is absent for four consecutive classes in any subject, they are expected to attend the office hours for that subject upon return to school.

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

Tardies

Students are expected to be seated in class when the lesson begins. Any student who is not inside the assigned classroom when the lesson begins is considered tardy. When a student arrives at school late, they must sign in 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 it in the bike rack provided. Scooters, skateboards, and inline skates or shoes with wheels are not allowed to be used on school grounds at any time due to safety reasons.

Birthdays

Because students in the high 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 - *The Weekly Current* newsletter is usually posted each week on Friday on the school's website and sent electronically to parents. It includes items of general interest and important Grade Level Information.

Website, G Suite and Student/Parent Portal

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

CIS has created the means for parents to view electronic grade books via the Student/Parent Portal. Additionally, each teacher in grades 9 through 12 will create and maintain Google

Classroom that will keep students and parents apprised of current grades and assignments. Parents are able to receive Google Classroom notifications by email. All parents should arrange to gain access to these valuable resources. Information will be provided at the beginning of the school year.

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 – 9:25 | Period A | Period E | Period C | Period G |
| 9:25 – 9:35 | Break | | | |
| 9:40 – 11:05 | Period B | Period F | Period D | Period H |
| 11:10 – 11:25 | Homeroom/Advisory (MWF) and Flex (TTh) | | | |
| 11:25 – 12:10 | Lunch | | | |
| 12:15 – 1:40 | Period C | Period G | Period A | Period E |
| 1:40 – 1:45 | Break | | | |
| 1:50 – 3:15 | Period D | Period H | Period B | Period F |

85-minute periods – regular schedule

The High School schedule is designed around 8 blocks A - H which are on a 4 day rotation throughout the year.

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. Keeping the rooms and campus clean from gum and litter is the responsibility of all members of the learning community.

Homework

Homework is assigned so students can expand on the skills and concepts taught in class and gain a more thorough understanding from additional independent study. High school students may have up to 2.5 hours of homework each evening, but this will vary according to student needs, courses taken, learning styles, and work habits. 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 students wear and bring to school. It is much easier to identify the owner of lost items when a name is written on the article.

Lost or Damaged Property

Textbooks and many other instructional materials are provided by the school. Students are responsible for the correct use of these books and materials, as well as library materials and school facilities. Students are reminded to keep textbooks, lunch boxes, and other items in their lockers during the school day rather than leave them in common areas. 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 and brought to the office. Students are responsible for the safekeeping of all personal items and electronic devices. All computers and other personal items are to be locked safely in the student's locker when not being used in the classroom.

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 lunch from home. 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 a hot breakfast and various items during the mid-morning break. Additionally, the student council and other school clubs and 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. Grade 12 students may exercise the privilege of going off-campus for lunch or if they have an IB Prep. This privilege is dependent on good academic and behavioral standing, appropriate behavior while off-campus and a punctual return.

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 need 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 nurse's 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, we ask that all parents and visitors to the campus sign the visitors' book and wear a visitors' badge provided by the school. Parents are asked to stop in the office and not go directly to their child's classroom during the day. If it is necessary to take your child off campus during the school day, note that he/she must be signed off campus.

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.

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

Students are required to bring a fully functioning laptop to school each day, all textbooks and school supplies, including calculators are provided for students.

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. Grade 12 students and second semester grade 11 students who have obtained a legal driver's license in Cayman may drive to and from school with written permission from the parent. The opportunity of leaving campus at lunch time is a privilege to be earned by Grade 12 students only.

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 used 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 should stop by the front office to check in and pick up a visitor's badge provided by the school. Should parents wish to contact their child during the day, we request that they stop in the office first, rather than go directly to the classroom, as this is disruptive to classroom instruction. Faculty/staff are encouraged to seek the identity of anyone in the school not recognized and not wearing a visitor's badge. 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 high school lunchtime only. No high school 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 the school year

Sports Waivers

Students must sign a waiver to use 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 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 and HS 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 [HS Reset & Reflection](#) 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 or HS 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, an environment that is conducive to effective teaching and learning, free from intimidation, fear, or any forms 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.

Cell Phones and Other Electronic Devices

Cell phones and other electronic devices may not be used in classrooms unless permission is given by the class teacher for a specific purpose as part of the lesson. If there is a need to contact a parent during the school day, students, upon receiving permission from a teacher, may come to the front office to place a phone call or send a text message. We also ask that parents assist us in reducing the need for calls from students by ensuring their child is fully prepared for school with everything needed for the day. Parents should not call student cell phones, send text messages, or contact students via cell phones during the school day. The student must assume responsibility for all electronic items brought to school. All phones and other electronic devices should be turned off and kept in backpacks or lockers. Confiscated electronic items must be collected by parents. The use of cellphones during breaks and lunchtimes is strongly discouraged.

Dress and Grooming Expectations

The most up-to-date official uniform information for **Grades 9-12** is found on the school website under uniform information: <http://www.caymaninternationalschool.org/page.cfm?p=392>

If you encounter difficulty obtaining Lands' End uniforms, please contact the office for assistance.

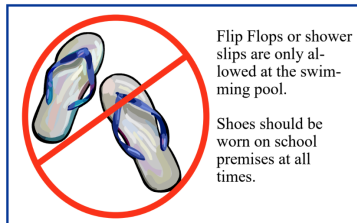
Dress — Civvies Days or Other Alternate Dress Days

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

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

- Students in Grades 9-12 may wear open toed dress sandals on Civvies Days only, this includes sandals such as Birkenstock, Slides and Crocs. If a student has a course that may require closed toe shoes (science lab, tech) students should bring a change of shoes or they will not be able to participate in class activities. Flip-flops, shower sandals, and other beach-type footwear are not permitted at any time.
- Denim jeans must be clean and in good condition, holes can not be above the knee.
- 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. Tank tops must be at least 2 fingers wide at the shoulder.

- Shorts and bottoms must fit appropriately with no skin showing below the waist or torso. All shirts must meet bottoms when hands are down.
- Shorts, dresses, and skirts should be no shorter than midhigh (ie halfway between waist and knee).
- Hats may be worn to school for civvies days, only in halls but not in classrooms.



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. After 2 such incidents, additional consequences will result including, but not limited to, 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. Field trips 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. Overnight high school trips are built into the curriculum and require paid fees. 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.

Gum

Gum is not permitted on any of the CIS campuses

Animals/Family Pets

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

Lockers

Each student will be issued a locker to ensure belongings are secure, and 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 treat any other school property. Locker clean-outs and inspections may be held at any time during 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 black trousers/skirt, white shirt, and black dress shoes at the performance. Teachers will provide specifics to parents prior to performances. 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 will be informed of the concern and asked to explain the circumstances. Parents will be informed and consequences put in place depending on the nature of the assessment or assignment. A student may be required to repeat the assignment under supervision, attend a detention and/or suspension depending on the grade level and whether the assignment is for externally assessed credit. All students submitting work for assessment as part of their IB studies are required to sign a statement of academic integrity. Please refer to the policy document at the end of this handbook.

Safety and Welfare

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

School Regulation

Students are expected to:

- Attend school and classes regularly, arrive on time, bring required materials and meet course objectives to the best of their abilities
- 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 the appropriate channels
- Come prepared for purposeful learning activity and 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 expand the number of educational resources available to them.

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 for a class period, multiple classes, or an entire day. 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, student, and parent/guardian.

Expulsion

The administration reserves the right to expel a student. Normally, this would be in a situation where, following the implementation of a behavioral contract, counseling and conferences with the student and parents, the student continues to behave in a manner that is detrimental to the school, is unable to profit from the academic program, interrupts the learning of others, or endangers their safety. However, in severe cases, expulsion may be recommended without benefit of prior counseling, conferences, behavioral contract, or consequences. 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, Alcohol, and Drug Use

The use or possession of tobacco, vaping accessories, 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 include 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 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 to meet 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, and 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 except in the case of IB style assessments, which will receive a 1-7 grade in the gradebook, awarded using the IB grade descriptors.

- Letter grades 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 of the 3Cs 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 3Cs being integrated.

Grade Calculation

Grades are calculated at the end of each semester and at the end of the school year. A semester grade is determined from an ongoing collection of student assessments from the entire semester. To calculate the cumulative 18-week semester grade, teachers will consider an overall mark that best represents the student's learning using the A-U descriptors. The final grade is a reflection of the individual student's entire body of work for the semester. The following numerical values are used for letter grades when determining the final grade as well as for GPAs.

* A+ (high school IB only) = 4.5

* All IB classes are weighted with a +0.5 GPA

| | |
|----|-----|
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |

| | |
|----|-----|
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| D- | 0.7 |
| U | 0.0 |

High School Graduation Requirements from 2025:

- English - 4 credits
- World Language - 2 credits (4 recommended)
- Math - 3 credits (4 recommended)
- Science - 3 credits (4 recommended)
- Social Sciences - 4 credits
- PE and Health - 2 credits
- Arts/Design - 2 credits
- 4 additional credits of student choice
- Satisfactory completion of Extended Essay or Senior Project
- Satisfactory completion of ToK (recommended)
- Satisfactory completion of CAS/Service per grade level

High School Graduation with Distinction

- All of the above criteria
- An average final transcript grade of B+
- Submission of ToK Essay or Extended Essay
- At least 2 IB Higher Level courses
- An additional 2 years of a language other than English

Total Graduation Requirement = 24 credits (and 8 full semesters)

Community Service-Learning Requirements: Grade 9: 15 hours, Grade 10: 20 hours, Grades 11-12: 25 hours each year (IB students must refer to IB guidelines)

The 24 credits required for high school graduation must be earned when the student is in high school. A middle school student who takes a course offered at the high school level will not earn credit for high school graduation. Credit towards the fulfillment of high school graduation requirements will begin only when a student enters Grade 9.

Course Load and Enrollment Requirements: Course Load and Enrollment Requirements: In Grades 9 and 10, students must be enrolled in eight (8) full-time classes (or equivalent schedule). Any exception requires pre-approval and a meeting with the principal and counselor. In Grade 11, students must be enrolled in a minimum of six (6) full-time classes (or equivalent schedule). In Grade 12, students must be enrolled in a minimum of six (6) full-time classes including both core classes and electives (or equivalent schedule). There are no exceptions to the grade 11 and 12 enrollment requirements.

Academic Improvement Plan

High school students will be placed on Academic Probation when receiving two or more “Ds” in a given marking period. All graduation requirements of Cayman International School must be met for the student to graduate. This may require the student to complete more than four years or eight semesters of high school. A student who fails two or more subjects in successive marking periods may be withdrawn or recommended for expulsion. Students on Academic Probation may not participate in after school activities, including sports until they are consistently meeting expectations for improvement, e.g. submitting all work and attending office hours for support. Students may be required to enroll in a study skills/organization course as an elective and/or after-school study sessions while on an Academic Probation.

Schedule or Course Changes

Students are expected to remain in all courses unless the placement is clearly inappropriate. High school students who wish to add, delete, or change a course must request this to the counselor within the first week of the semester. All requests must be for educationally sound reasons and approved by the counselor and administration. Changes will also be dependent upon there being availability of space in the new class chosen.

End of Year Exams

At the end of the school year, there is a Review Week followed by an examination period of several days. The week prior to exams may be focused on review and preparation for semester and final exams/summative projects. All students are expected to be present for all exams/summative projects. No exams or projects will be administered early or late unless approved by administration and only under extreme circumstances such as a death in the family or hospitalization. Students may not make up exams/projects due to trips for athletic competitions or vacations. Exams/summative projects are one data point along a student’s path of growth and do not in themselves define a semester grade. Exams/projects are required for all core courses.

Valedictorian/Salutatorian

The Valedictorian and Salutatorian are selected from each senior class according to CIS internally calculated grade point averages. To be eligible for Valedictorian or Salutatorian, the student must have completed a minimum of two full years at CIS, been enrolled in a minimum of five (5) core classes in grades 11 and 12, and may not have received an I/U/F in any course (including all elective courses). The student who fulfills the criteria above and has the highest cumulative CIS Grade 11 and 12 grade point average in the senior class is selected as Valedictorian. The student with the second highest grade point average, according to the same criteria above, is selected as the Salutatorian. Grade point averages include weighted grade points for International Baccalaureate courses, excluding TOK.

Additional Parent Information

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 High School Principal or Assistant Principal. 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.

APPENDICES

Appendix A - 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 email 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 email. CIS does not allow abusive, disrespectful or slanderous emails.

1. Keep messages brief and to the point:
 - Who, what, when, why, where...
 - Write only when you have something to say and a reason to say it
 - Write to confirm understanding
 - Write to create documentation
 - Avoid using Reply All unless necessary
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 the beginning of the "Subject" line or the message if the email 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 (Bcc:) 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 who received the original message. (Remember: It is the message that is important, and it is not a competition to be the first person to mass reply to an email.)

Appendix B - 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 the 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 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 regard 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 during 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 child 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 nurse's 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 parents' 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 allergies 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 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 regard 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 packet of contracts. 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.

Appendix C - Ministry of Health Illness and School

Attendance Policy

- **Chicken Pox:** A child with chicken pox should remain home until all lesions are crusted over, which may take about 5-7 days
- **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 he/she will be contagious
- **Diarrhea and/or vomiting:** child should be kept home until he/she has been symptom free for 24 hours
- **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
- **Throat Infection:** the child should be kept home until 24 hours after commencing antibiotics
- **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
- **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
- **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
- **Impetigo:** the child should be kept home until treatment has started and all lesions are crusted over
- **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

Appendix D - Fundraising Guidelines

CIS requires that faculty advisors and/or student leaders submit a “Fundraiser Proposal” to the high school administration for a school sponsored fundraising activity. All fundraising activities must receive approval from the principal or assistant principal. See form in appendices. Once final approval is obtained, a copy must be submitted to the high school secretary for record keeping purposes. The sale of goods or fundraising on campus is strictly prohibited unless prior approval has been granted by an administrator. Sales of various types may be held throughout the year by school clubs or classes. All fundraising activities must be supervised by the faculty advisor. Fundraising activities often include activities to support various student organizations or school programs. Fundraising 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, or strategic plan.

Recommended Fundraising 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 fundraising 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 fundraising 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

Appendix E - 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 _____

(Division Principal/Assistant Principal)

Appendix F - 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. We understand that children do not always learn in the same way or at the same pace, and our homework policy is flexible enough to respond to individual needs and course learning requirements. Students participate in and learn from a wide range of self-selected extracurricular activities, and these experiences and family time are crucial to development and growth.

With this in mind, the following key purposes are considered 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)
- **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)

Grades 9 to 12 - Suggested Daily Homework Guidelines (Not including reading):

2.5 hours (IB students may need more time)

CIS will be mindful of the need for a balanced and flexible homework schedule, so that 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 take precedence, and welcome families' open communication about homework.

Foundational Learning Experiences

Reading is an integral part of a student's education. Frequent reading helps build fluency, comprehension, and background knowledge. Daily reading remains a cornerstone of the homework program and is vital to students' success and well-being. Students are encouraged to read on their own and/or listen to high-quality texts every night after school. Teachers may also send home books or make recommendations that are tailored to an individual student's

learning needs. Throughout high school, students are encouraged to make it a regular habit to continue reading for individual personal enjoyment.

Grades 9 to 12 - Suggested Daily Reading Guidelines:

From 30 minutes daily

Support For Learning

We take care to ensure all homework assigned is meaningful and necessary, and will work together to help students value the learning experiences provided. 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, students should use feedback to set new learning goals or to revise previous goals.

How Parents Can Support the Homework Process

Parents are key partners in helping to make learning beyond school hours rewarding and enjoyable for 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
- Helping students realize they are capable and resourceful learners
- Communicating with teachers openly when homework cannot be completed, or when the level/amount of homework seems unbalanced

Appendix G - 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 students. We are guided by the following beliefs about assessment:

Assessment should be meaningful, measurable, and relevant

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 comprises 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. 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 student progress. Assessment should demonstrate a value for where students are in their learning and not only tell what students know, but also 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 should be involved in the process and have opportunities to self-assess and set their own learning goals. Additionally, it is essential that parents are involved in this process.

Assessment should be manageable

Effective Assessment needs to be timely and manageable. It should complement and inform instruction and be used as information to guide student meetings or follow-up. 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

Report Cards: Reports of student achievement are sent home at the halfway point of each semester, parent-teacher conferences follow these to discuss progress. Report cards issued at the end of each semester include a personalized narrative as well as grades.

Progress Reports: Progress reports may be sent home at any time of the year when a teacher feels it necessary to communicate formally with parents. Parents receive a report of high school student progress if the progress is below a “C” in any class; the intention being that the parents, teacher and student will work together to raise achievement prior to report cards being published.

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

Google Suite: All high school 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 updates. Parents set notification preferences for updates on either a daily or weekly basis.

Parent Teacher Conferences

Conferences are an effective means of communicating student learning. These meetings will take place in formal and informal scenarios, and give each partner (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

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

Appendix H - 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.

Appendix I - High School Policies for Student Work

Homework

Please refer to Appendix F for homework expectations.

Summer Exams

Exams will cover cumulative work for the semester. Significant projects or presentations may be substituted for semester exams

Exams will be one data point towards a student's final grade and may raise or lower it by no more than one grade point.

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. 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.

Appendix J - Smoking, Drugs, Alcohol & Illegal Behavior

Policy

Cayman International School will not tolerate the use of illicit drugs, tobacco 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/vaping:

- On the first offense, a student's parent/guardian will be notified and a suspension of one day will be issued a letter will be placed in the student's file
- On a second or subsequent offense 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 principal or designee) from school. There will be no opportunity to make up for missed school work
- Repeated offenses will be dealt with in accordance with the principal or designee.

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 offense, a student's parent/guardian will be notified, and the student will be suspended from school until a date determined by the principal or designee (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 school work. The decision of the principal or designee in this matter will be final
- Repeated offenses and/or positive results may result in immediate suspension with a recommendation for expulsion. 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 administration 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 principal or designee.

Appendix K - Computer/Internet Acceptable Use Policy

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

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.

Appendix L - High School Student Code of Conduct

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

- 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 wear the correct colored and styled uniform items
- 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, common areas, or bathrooms
- I will not use or have 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 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 High School 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.

Appendix M - 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 King,
Long live our noble King,
God save the King!
Send him victorious,
Happy and glorious,
Long to reign over us,
God save the King!