

High School **HANDBOOK**

Carlucci American International School of Lisbon

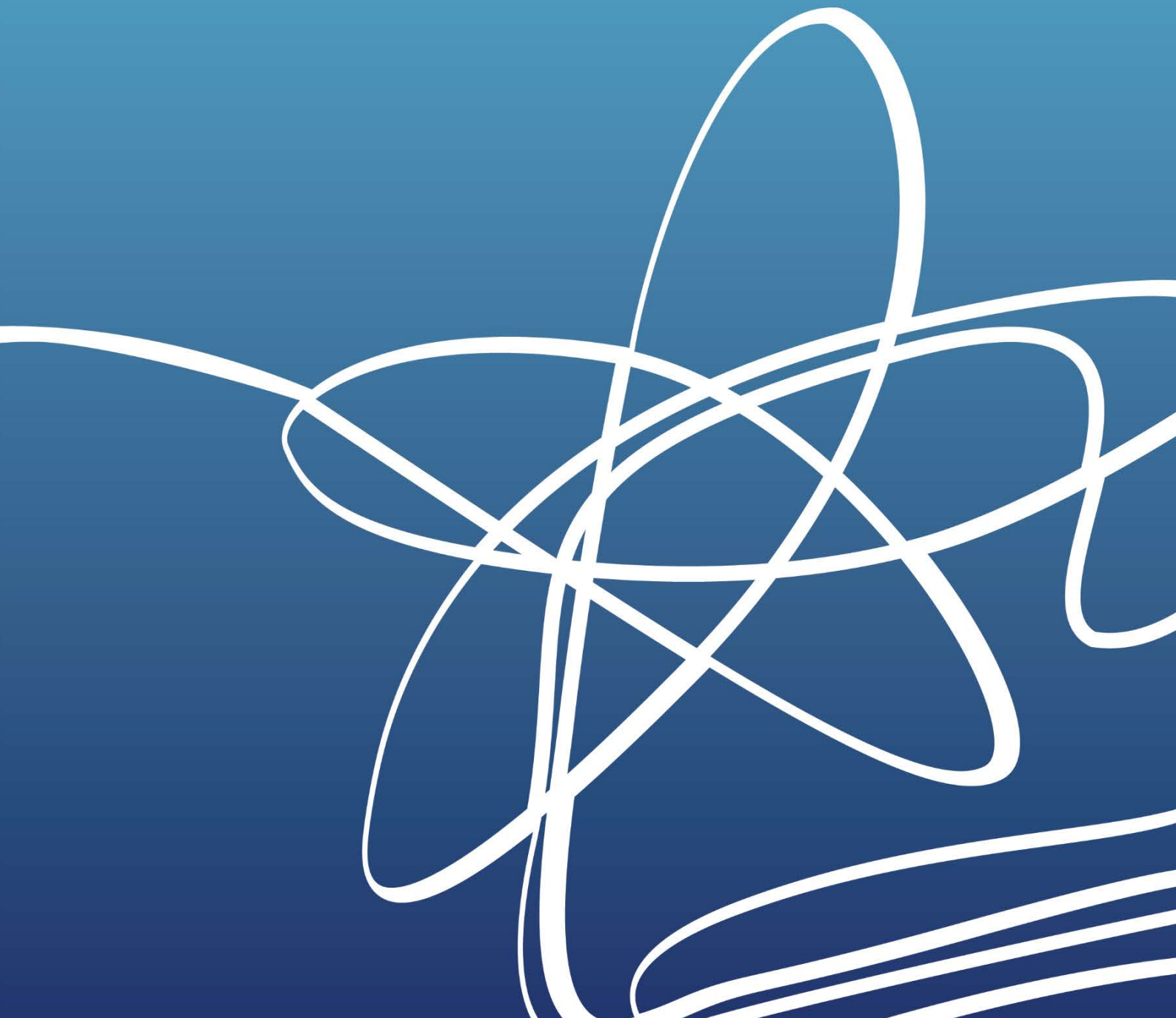


TABLE OF CONTENTS

PRINCIPAL'S MESSAGE	5
OUR MISSION	5
Core Value	5
Values Statements	5
Profile of the Learner	6
Student's Rights and Responsibilities	6
CAISL High School Schedule	6
CAISL AWARDS AND RECOGNITION	7
Leadership Award (Grades 6-12)	7
Top Scholar Award (Grades 9-11)	7
Citizenship Award (Grades 6-12)	7
Award for Intellectual Curiosity (Grades 6-12)	7
Athlete of the Year (Grades 9-11) & Senior Athlete Award (Grade 12)	8
ECIS Award for International Understanding (Grade 11)	8
CAISL Award for Analytical Thought (Grade 11)	8
Top Scholar (Grade 12)	8
CAISL Valedictorian (Grade 12)	8
GRADUATION (GRADES 9 – 12)	9
<i>Graduation Requirements (CAISL Board Policy 7.907)</i>	9
EXEMPTIONS TO GRADUATION REQUIREMENTS	10
GRADUATING UNDER MODIFIED CURRICULUM RELATED TO SPECIAL EDUCATIONAL NEEDS	10
<i>Early Graduation</i>	11
<i>Credit for Online Courses (CAISL Board Policy 7.908)</i>	12
<i>High School Credit for Accelerated Courses Taken Prior to 9th Grade (CAISL Board Policy 7.909)</i>	12
<i>Awarding of Credits</i>	13
<i>Student-Initiated Schedule Changes (Grades 9-12)</i>	13
<i>Schedule Changes at Other Times</i>	13
UNDERSTANDING YOUR TRANSCRIPT	13
<i>"What is a Transcript?"</i>	13
<i>"Does it show my Letter Grades?"</i>	14
<i>"What if I Transferred in From a School Other Than CAISL?"</i>	14
<i>"I Have a Strange Letter Grade Given for One of My Courses...?"</i>	14
<i>"What about the column headed CREDIT?"</i>	14
<i>Cumulative Information Given at the Foot of a Transcript</i>	14
GPA	14
POST-SECONDARY PATHWAYS	15
<i>International Baccalaureate</i>	15
ELIGIBILITY FOR THE IB PROGRAM	15
THE IB PROGRAM AND UNIVERSITY ADMISSION	16
<i>Advanced Placement (AP) Tests and University Admission</i>	16
<i>Standardized Testing</i>	16
SAT	16
Advanced Placement (A.P.)	17
ACT	17
Test of English as a Foreign Language (TOEFL)	17
ATTENDANCE	17
<i>Student Absences and Excuses (CAISL Board Policy 8.301)</i>	17
EXCUSED ABSENCES	17
UNEXCUSED ABSENCES	18
WORK MISSED DUE TO ABSENCES	18
ABSENCE ON THE DAY OF AN AFTER-SCHOOL OR EVENING ACTIVITY	18
ABSENCE ON THE DAY OF AN AFTER-SCHOOL OR EVENING ACTIVITY	18
<i>Tardies During the School Day</i>	18
<i>Tardies to First Period</i>	18
<i>Visits to School Nurse</i>	19
FOOD IN SCHOOL AND FOOD ALLERGIES	19
BEHAVIORAL EXPECTATIONS (STANDARDS OF CONDUCT)	20
<i>Essentials of Student Conduct</i>	22
<i>How Generative Artificial Intelligence (AI) can support learning at CAISL</i>	23
USING AI RESPONSIBLY	23

SPECIFIC RULES	23
Substance Abuse Policy (CAISL Board Policy 8.502)	24
ACADEMIC INTEGRITY.....	26
Academic Consequences	26
Behavioral Consequences	26
Late and Missed Work.....	27
Bullying	27
Racism.....	27
Smoking.....	27
Dress Code.....	28
Conduct on the Buses.....	28
Progressive Behavior Remediation	29
Secondary Counseling Department	31
Continuing Admissions and Exclusions (CAISL Board Policy 8.201)	31
Student Due Process Rights	32
CO-CURRICULAR ACTIVITIES	33
Model United Nations (MUN)	34
Community Service Club	34
National Honor Society.....	34
Student Council.....	34
Fine Arts.....	35
Athletics	35
ACTIVITIES BUS.....	35
Late Bus.....	35
MISCELLANEOUS INFORMATION	36
Community-School Relations.....	36
Communication.....	36
Confidentiality of Communication with Students	37
Confidentiality of Records	37
Dismissal at the End of the Day	37
Emergency Procedures.....	37
Field Trips.....	38
Off-Site Trips - Parent Permission.....	39
Leaving the Campus During the School Day.....	39
Lockers.....	39
Lunch Program	40
Snack Service	40
Parties	41
Physical Education Changing Rooms	41
Photocopying	41
Printing	41
Supervision of Students after Regular School Hours	41
Textbook Policy.....	41
Teacher-Drivers.....	42
Tutoring.....	42
Weapons Policy	42
Medications in School.....	42
Guidelines regarding the use of AI at CAISL (adapted from the AISIS protocols)	43
Information Center (Library)	45
INFORMATION TECHNOLOGY.....	45
Online Educational Tools	45
Social Media Guidelines for Students	45

PRINCIPAL'S MESSAGE

Dear Students and Parents,

Welcome to a new school year at CAISL! Whether you are joining us for the first time or returning for another year, I am delighted to welcome you into our vibrant, student-centered community. Every new school year brings with it a fresh opportunity to learn, grow, and deepen the relationships that make our school such a special place.

This year, we remain committed to building and nurturing a culture grounded in abundance, belonging, connection, and meaning. These are not abstract ideals—they are the everyday actions, choices, and attitudes that shape how we treat one another, how we approach challenges, and how we celebrate successes.

- Abundance reminds us to see opportunities everywhere and to approach learning with curiosity and optimism.
- Belonging ensures that every person feels valued, accepted, and an integral part of our school family.
- Connection strengthens the bonds between students, staff, and families, creating trust and mutual support.
- Meaning calls us to engage deeply in our studies and relationships, finding purpose in our efforts and impact in our contributions.

When we live out these values together, we create the conditions where the outcomes we all desire—academic excellence, personal growth, and compassionate citizenship—become not only possible, but inevitable.

This handbook outlines the shared expectations and responsibilities that will help us sustain this culture. If you have questions, ideas, or concerns, please reach out to me at any time. I look forward to a year filled with learning, laughter, and the kind of shared purpose that transforms a school into a true community.

Yours in partnership,
Ted Fuller, Ed.D.
Secondary Principal

OUR MISSION

Core Value

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

Values Statements

CAISL is committed to

- Providing an enriching, varied and effective program of academics, arts, and athletics that inspires learners to strive for individual and collective excellence.

- Promoting life-long learning in a meaningful context through active inquiry, collaboration, creativity, critical thinking, and problem-solving.
- Providing a caring and safe environment that supports diverse learner needs.
- Promoting active, responsible local and global citizenship.

Profile of the Learner

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

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

Student's Rights and Responsibilities

You have the right to a safe environment.

You have the responsibility to follow the rules.

You have the right to voice your opinion.

You have the responsibility to respect the opinions of others.

You have the right to use school resources.

You have the responsibility to take care of school materials.

You have the right to fair treatment.

You have the responsibility to treat others fairly.

You have the right to a good education.

You have the responsibility to do your best.

CAISL High School Schedule

MONDAY TO FRIDAY	
First Bell	<u>8:15</u> *
Period 1	8:20 – 9:35
Multipurpose Block	9:45 – 10:45
Period 2	10:55 – 12:10
Lunch/Recess	12:10 – 12:35 (MS Lunch) 12:35 – <u>13:00</u> * (HS Lunch)
Period 3	13:05 – 14:20
Period 4	14:30 – <u>15:45</u> *

Note Underlined* times indicate a bell.

CAISL AWARDS AND RECOGNITION

CAISL formally recognizes students for their accomplishments and progress at the High School Awards Ceremony. Subject-specific awards and criteria are given by individual faculty members. Grade level award recipients are selected by the Secondary School Principal in consultation with the faculty. Students who demonstrate overall excellence within their grade level in Leadership, Scholarship, Service, Citizenship and Intellectual Curiosity are recognized according to the following criteria:

Leadership Award (Grades 6-12)

Determined by the Secondary School Principal in consultation with faculty.

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

Top Scholar Award (Grades 9-11)

Earns grades of A- or above in all of their subjects for the semester •

Citizenship Award (Grades 6-12)

Determined by the Secondary School Principal in consultation with faculty.

- Works to bring different groups of the CAISL community together and make a positive impact in the lives of others (as evidenced by comments from Teachers and Advisors)
- Demonstrates positive leadership through active participation (»1hr./week) in an extra-curricular activity (as evidenced by comments from activity sponsors or coordinator of an outside extra-curricular activity validated by the Secondary School Principal)
- Acts with integrity, takes responsibility for choices and demonstrates respect for themselves, others, and the environment

Award for Intellectual Curiosity (Grades 6-12)

Determined by the Secondary School Principal in consultation with faculty.

- Actively seeks the knowledge and skills necessary for continuous personal growth
- Uses a wide variety of resources and strategies to solve problems
- Contributions enhance the class and bring out the best in others

Athlete of the Year (Grades 9-11) & Senior Athlete Award (Grade 12)

Determined by the Athletics Coordinator in consultation with the Varsity coaches.

- Demonstrates excellence on the field (i.e., chosen for all-tournament teams)
- Participates in a broad range of sports offered by CAISL
- Demonstrates leadership on and off the field
- Demonstrates sportsmanship and models the values of CAISL's Athletics program
- Demonstrates commitment and responsibility through regular attendance of practices/games and pro-active communication to excuse absences

ECIS Award for International Understanding (Grade 11)

Determined by the Secondary School Principal in consultation with faculty.

"Awarded to a student who is a good representative of their own country, with a positive attitude toward the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring differing people together into a sense of community, thus furthering the cause of international understanding."

CAISL Award for Analytical Thought (Grade 11)

Determined by the Secondary School Principal in consultation with faculty.

Awarded to a student who demonstrates superior critical thinking in diverse disciplines, and with a desire for deeper understanding, asks the questions which enhance the learning of classmates and supports classmates in their efforts at analysis thus raising the academic level of those around them.

Top Scholar (Grade 12)

Awarded to the graduating Senior with the highest cumulative Grade Point Average during their last three semesters of attendance. In the event that there is a grade deviation of less than 0.04 points, multiple awards may be given.

CAISL Valedictorian (Grade 12)

Awarded to the graduating Senior who best exemplifies CAISL's General Learner Outcomes, supports the Mission and demonstrates outstanding character during their last four semesters of attendance. The Secondary School Principal, with input from the faculty will make a selection by May 1st and the award is given at High School Graduation.

Students Entering CAISL After the Beginning of the Year

With support from teachers, students who begin at CAISL after the start of the school year are responsible for learning all of the course material by the end of the school year. Students who enter High School after the first semester will have the second semester weighted as 80% of the course grade and the Final Exam weighted as 20% of the course grade.

Course Load (Grades 9 through 12)

There is a course load requirement as a component of CAISL's diploma requirements. For the diploma, students must complete eight full-time semesters in grades 9-12, with a minimum of 8 courses per semester in grades 9 and 10 and 7 in grades 11 and 12.

Students enrolled in the full IB Diploma Program are not subject to the course load requirement so long as they are enrolled in sufficient courses to meet their High School diploma requirements. Students who discontinue enrolment in the full IB Diploma Program become subject to the normal course load requirement.

High School Advisory

Each High School student is assigned a "Basecamp Guide". Basecamp Guides meet with their group of students every morning at the start of the multipurpose block.

The purpose of the Basecamp group is to provide students with a consistent point of contact for guidance and support. Basecamp Guides support academic growth, social connections, and emotional well-being, helping students navigate both the challenges and opportunities of High School life.

GRADUATION (GRADES 9 – 12)

CAISL's high school program is designed to prepare students for the challenges and opportunities they will face after their secondary education. It is also designed to provide each student with the academic foundation that will enable them to transfer from CAISL to other secondary or post-secondary schools both in the United States and throughout the world.

Graduation Requirements (CAISL Board Policy 7.907)

To Earn an American High School Diploma from CAISL, a student must

1. Complete eight full-time semesters in grades 9-12 at CAISL or a school deemed by CAISL to be equivalent, with a minimum of 8 courses per semester in grades 9 and 10, and 7 courses in grades 11 and 12.
2. Be enrolled as a full-time student at CAISL in Grade 12 with no fewer than 7 classes, one of which, with the Secondary Principal's approval, may be from an accredited online provider.
3. Earn 27 credits, distributed as follows:
 - a) 4 credits in English/Language Arts
 - b) 3 credits in Mathematics (Algebra I or higher)
 - c) 3 credits in Science (of which at least 2 must be laboratory science)
 - d) 3 credits in Social Sciences
 - e) 2 consecutive years in a Language other than English
 - f) 3 credits in Physical Education
 - g) 1 credit in Information Technology or demonstrated proficiency

- h) 1 credit in Fine Arts (Music, Art, Drama)
- i) 7 credits in elective courses
- j) Successful Completion of a Graduation Project within the last 3 semesters prior to Graduation

EXEMPTIONS TO GRADUATION REQUIREMENTS

Exemptions to the Graduation Requirements (Number or Distribution of Credits) or Course Load may be made by the Secondary School Principal as necessary for

- A) Students fulfilling the requirements of the IB Diploma.
- B) Students choosing to follow a 4-year sequence in a third language; the exemptions in this case will come in items e through h.
- C) Students who transfer in as Grade 11 or Grade 12 students and whose program of studies makes fulfilling these requirements unrealistic. No exceptions may be made in the number of overall credits nor in items a through d.

Students who receive exemptions to graduation or course load requirements because of A or B above but who discontinue the program of studies under which their exemptions were granted lose their exemptions and are accountable for the graduation requirements as stated.

Notes

1. An elective is defined as any course beyond the subject-specific minimum requirements listed.
2. One unit of credit (1.0) will be given upon successful completion of each class on a full-time basis for the full school year.
3. Courses which meet for one semester receive 0.5 credits.
4. Students who transfer in or out during the semester will receive 0.5 credits for each of the courses successfully completed at CAISL.
5. A repeated course will generally not be eligible to earn a second credit although exceptions may be made at the discretion of the Secondary Principal.
6. The transcripts of incoming students shall be evaluated by the Secondary Academic and College Counselor and validated by the Secondary Principal. Credits from similar schools will be transferred. Academic accomplishments at other schools shall be converted to equivalent credits.
7. English for Speakers of other Languages (ESL) can be accepted as English credit in Grades 9 and 10 upon recommendation of the ESL faculty.
8. One Hundred (100) hours of Community Service in activities approved in advance by CAISL and supervised by CAISL personnel or approved substitutes may be granted a 0.5 elective credit per year of High School to a maximum of 2.0 elective credits. Students may not earn credit for hours used for completion of the CAS IB Diploma Requirements.

GRADUATING UNDER MODIFIED CURRICULUM RELATED TO SPECIAL EDUCATIONAL NEEDS

The Board may approve a Modified Curriculum program for a student with a diagnosed learning disability seeking to receive a High School Diploma from CAISL.

To be eligible for a Modified Curriculum program leading to a CAISL High School Diploma, a student must:

- Have a current educational-psychological report which provides evidence of a learning disability significant enough to prevent the student from accessing the CAISL curriculum in one or more disciplines.
- Need modification which can be implemented by classroom teachers with support from CAISL's Learning Resource Teachers.

If granted a Modified Curriculum program, the student is eligible to earn one credit each year, graded pass/fail, in a resource class designed to support the specific area of need. The resource credit will count as an "elective" and may not count for a subject-specific area.

Students who graduate with a Modified Curriculum Program will receive the CAISL High School diploma. The names of the courses with modified curriculum will clearly indicate the differences in expectations on the student's transcript.

The Secondary Principal shall be the final authority for granting credits.

Exemptions to the Graduation Requirements may be made by the Secondary School Principal as necessary for those students who wish to follow a 4-year sequence in a third language.

Students who receive exemptions to graduation or course load requirements but who discontinue the program of studies under which their exemptions were granted, lose their exemptions and are accountable for the graduation requirements as stated.

Early Graduation

A student may graduate upon completion of the graduation requirements set by the Board.

A student who is permitted to (and chooses to) graduate at the end of three years in High School is not classified as a Senior.

Students permitted to (and choosing to) graduate at mid-year will receive certification of their graduation but will not be granted a diploma prior to the regular yearly graduation.

The following guidelines must be followed for a student to graduate in less than four years of High School:

1. A request must be made in writing by the parents to the Secondary School Principal no later than April 1 of the year before the student wishes to graduate
2. The request from the parents must state the reasons early graduation is needed.
3. The Principal and the student must confer; the Principal will check records and transcripts.
4. A meeting must be scheduled between the parents, the student and the Principal.
5. The student must have spent at least one year (including the year the application is made) at the School prior to the parents making the request.
6. The student must have completed all courses beyond those which can be scheduled during the regular school day by the end of the first semester of the year of graduation.

If the Principal recommends that the student should be permitted to graduate early, that recommendation must go to the Director for review and the Board of Directors for confirmation. The recommendation must include (1) the parent's letter of request and (2) an academic plan for how early graduation will be accomplished signed by the Principal, the parents, and the student.

If permission for early graduation is granted, it will remain subject to continued satisfactory performance of the student while they are at the School.

Credit for Online Courses (CAISL Board Policy 7.908)

Credit will be recognized, both on the transcript and for the American High School Diploma, for approved online courses taken by CAISL students at any point during their High School years for any of the following reasons:

1. The student is seeking to enroll in courses not offered at CAISL.
2. The student is seeking to graduate early.
3. The student is seeking to attend CAISL on a significantly altered schedule because of other commitments.
4. The student failed a CAISL class and needs to recover the credit.

In the first three circumstances, the Secondary Principal, in conjunction with the student and their parents, will determine the most appropriate course(s) offered from online providers accredited for the issuance of American High School credits. It is the decision of the Secondary Principal which providers, which courses, and the number of courses which will be permitted for the student to receive credit toward graduation. The cost for the courses is borne by the parents.

In the case of credit recovery, the Secondary Principal will determine the online provider and course(s) which will be accepted by CAISL for credit. Students must have completed all exams and coursework for any online course(s) and have provided proof that they have earned the credit no later than the last day of 1st semester of the year they wish to graduate. Online courses for credit recovery may not be taken when there is a CAISL option available.

In all cases, while students may seek private arrangements for tutorials or support in accomplishing online coursework, a supervisor designated by CAISL will coordinate and supervise all assessments. No private supervisors are permitted. Exceptions may be made only for those students who are completing courses to receive a CAISL High School diploma and have moved out of Portugal.

A student who does not successfully complete all classes needed for graduation and thus does not receive their Diploma at the end of their senior year has 12 calendar months after the date they would have graduated to complete approved online courses to count toward the total needed and thus receive a CAISL diploma. All costs, including course fees and fees for the CAISL supervisor will be borne by the family of the student and must be paid prior to the time the school registers the student for the course.

High School Credit for Accelerated Courses Taken Prior to 9th Grade (CAISL Board Policy 7.909)

A student enrolled in CAISL may receive credit towards high school graduation for courses taken at CAISL prior to the 9th grade in the following circumstances:

1. The course is one for which CAISL currently offers high school credit.
2. The credit earned counts toward the total for high school graduation.
3. The credit earned does not count toward the subject-specific total.

Awarding of Credits

Semester credits are NOT granted for CAISL courses which are scheduled for a full year.

The only exceptions to this are

1. Students who transfer mid-year to another school will have the 0.5 credit indicated on the transcript and it is up to the receiving school to assess credits and how to transfer them in.
2. On rare occasions, the Secondary Principal may allow a 0.5 credit for work done second semester if a student failed first semester but made a dramatic improvement. This is not a general policy, is done very rarely, and is completely at the discretion of the Secondary Principal.

Student-Initiated Schedule Changes (Grades 9-12)

Students may request schedule changes during the first two weeks of the school year. Approved schedule changes during this time period will result in dropped courses being removed from transcripts. Full credit may be earned for courses added during the initial two-week period.

Schedule Changes at Other Times

Schedule changes may be made within the first two weeks of classes. CAISL does not award partial credit for year-long courses. Courses dropped after the first two-week period are indicated on transcripts as "Course Withdrawn Passing", WP, or "Course Withdrawn Failing", WF.

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

Students who wish to change their schedules for any reason should speak to the Secondary Principal. Parental notification is required for all schedule changes. Students should be aware that schedule changes must comply with the course load requirement mandated by Board policy.

UNDERSTANDING YOUR TRANSCRIPT

"What is a Transcript?"

Your transcript is a record of your academic studies during the four years of your high school transcript. It lists the courses that you studied, along with your grades. If you apply to a US college, your transcript is sent with your application. If you transfer to another school before the end of your school career, a transcript is forwarded to your new school. Students (or parents) may request a transcript at any time by asking in the Secondary office.

“Does it show my Letter Grades?”

Your transcript shows the letter grades that you earned while studying at CAISL. Transcripts printed at the end of a semester or year show Semester Grades. Semester (SM1 and SM2) and Final (FNL) grades are shown for each course, along with the Final Exam grade (FEX), if relevant.

“What if I Transferred in From a School Other Than CAISL?”

If you transferred from a different school, then the high school courses that you successfully completed prior to your arrival are listed as Transfer Credits. Transfer 27 credits that you require to graduate), but do not contribute to your GPA (see later). The Letter Grades that you earned in your previous school are not shown on your transcript. The courses are denoted “P”, to represent a passing grade. CAISL will include the transcripts from your previous school when college applications are mailed.

“I Have a Strange Letter Grade Given for One of My Courses...?”

- X represents “Exempt”. This is recorded in the Final Exam column for courses that do not have final examinations.
- WF represents “Withdrawn Failing”. This means that you discontinued a course, and your grade was an F. This is calculated as a 0 for GPA purposes.
- WP represents “Withdrawn Passing”. This means that you discontinued a course, and your grade was a D- or above. This course would be ignored for GPA purposes.
- INC. Please bring this to the attention of the Secondary Principal if this code appears – particularly if it appears as a semester or final grade. In most cases this is a mistake – your GPA may be calculated incorrectly.

“What about the column headed CREDIT?”

This column indicates how many credits were awarded for this course. There are three possible values:

- 0.00 This means that no credit was awarded. It usually arises if a failing grade was given for the final course grade.
- 0.50 This is awarded on the successful completion of a semester course.
- 1.0 This is awarded on the successful completion of a full year course.

Cumulative Information Given at the Foot of a Transcript

The following information is given at the foot of a transcript.

GPA

A GPA (Grade Point Average) is an average of the grades you receive throughout your high school (grades 9-12) career at CAISL. The average is calculated by converting the letter grades awarded for courses into Grade Points. For example, a grade “C” earned in US Literature would be converted into a Grade Point score of 2.0. Grade Points are only calculated at the end of each semester.

Letter Grade	Percentage Range	GPA
A +	98 – 100%	4.33
A	93 – 97 %	4.00
A –	90 – 92 %	3.66
B +	87 – 89%	3.33
B	83 – 86%	3.00
B –	80 – 82%	2.66
C +	77 – 79%	2.33
C	73 – 76%	2.00
C –	70 – 72%	1.66
D +	67 – 69%	1.33
D	60 – 66%	1.00
F	0 – 59%	0.00

TOTAL CREDITS

This is the sum of the credits awarded. Students have to earn 27 credits to graduate. In addition, a certain number of credits have to be earned within particular areas. For example, a student has to earn 4 credits of English, 3 of Math etc. Credits are awarded for courses taken prior to a student's arrival at CAISL. In most cases, these courses are awarded a "Pass" grade (P). If a student withdraws from a course, then a withdrawal code will appear in the grade columns – WF indicates that the student was failing at the time of withdrawal, WP indicates that the student was passing at the time of withdrawal. Courses completed in schools prior to arrival at CAISL do earn Credits but do not contribute to GPA.

POST-SECONDARY PATHWAYS

International Baccalaureate

The International Baccalaureate (IB) Diploma Program is a comprehensive and rigorous two-year curriculum, leading to external examinations, for students in Grades 11 and 12. It is a deliberate compromise between the specialization required in some national systems and the breadth preferred in others. The general objectives of the IB Organization are to provide students with a balanced education, to facilitate geographical and cultural mobility, and to promote international understanding through shared academic experiences.

ELIGIBILITY FOR THE IB PROGRAM

One of the unfortunate myths about the IB Program is that it is "elitist" and designed for only the student with straight A's. This is untrue.

The design of the IB Program enables students to focus on the subjects in which they have special interest or aptitude. It also has more basic courses for students in areas in which they are weaker or less interested. Any student of average ability who wishes to challenge themselves and is willing to work can succeed in the IB Program. These students are encouraged to work for the full Diploma.

CAISL has an open policy for the IB program – all students are permitted entry. Students may be removed from the IB program if they do not demonstrate the appropriate level of personal responsibility. This decision is made jointly by the Secondary Principal and IB Coordinator.

THE IB PROGRAM AND UNIVERSITY ADMISSION

The IB Diploma Program is recognized worldwide as a rigorous academic curriculum that challenges students intellectually while helping them grow into well-rounded individuals. Universities view IB students favorably, as the program demonstrates a student's commitment to academic excellence and personal development. Many schools will grant credit or advanced standing for high scores on IB exams just as they do for AP exams. The IB program weighs in the student's favor during the admissions process as it indicates that the student is serious about their work and chooses to accept both the academic and personal challenges available to them.

The High School Coordinator has further information on the acceptance of the IB Diploma at universities worldwide. Please contact our IB Coordinator for further information.

Advanced Placement (AP) Tests and University Admission

Advanced Placement courses are created by the College Board in the US. These one-year courses offer college-level curricula which culminate with an external exam that is usually given in May. Similar to IB courses, AP courses are looked upon very favorably by admissions officers in the US as they indicate the course is academically demanding. Students who do not pursue the IB Diploma may need AP courses to apply to other national systems as well. Your college counselor can advise you further on the use of AP tests in the college application process.

Standardized Testing

Each year the school administers the Measures of Academic Progress Test (MAP) and the PSAT. The PSAT is usually taken by students in Grades 10 and 11. The MAP Test is given in Grades 9 and 10. Some English as Additional Language (EAL) students do not take these tests. This testing program allows us to compare our students' performance with that of students in schools in the U.S., as well as in other international schools abroad. The results help us monitor the appropriateness of our curriculum as well as assisting us in planning educational programs for our students.

Students may choose to register for the following external tests:

SAT

A U.S.-based test which measures students' readiness for post-Secondary study. The test may be used in university systems outside of the U.S. as well, but it is important to be aware of the qualifications for entry when you apply to university. Please check with your College Counselor for details. CAISL is a test center (CEEB code 786100) for the SAT, but the student must register independently through the College Board (<https://www.collegeboard.org>). The SAT may be used to support applications to the Portuguese university system. Please check with the Portuguese college counselor for specific information.

Advanced Placement (A.P.)

A U.S.-based test which assesses students on college-level material at the end of an academic year. High achievement on an AP test may be awarded with college credit and advanced standing at universities in the U.S. The AP tests may substitute for the Portuguese *Provas de Ingresso* (entrance exams). Please check with the Portuguese college counselor for specific information.

ACT

This test is used exclusively for entrance into U.S. universities and colleges. In addition to English and Math, the exam includes Science questions, as the ACT assesses Science skills (unlike the SAT) which may factor into a student's test-taking strategies.

Test of English as a Foreign Language (TOEFL)

This test may be required by universities in the U.S. for admission of students whose first language is not English.

ATTENDANCE

Regular school attendance is an important aspect of our educational program. Participation in class discussions and projects is just as vital to a student's education as completing assigned work. Communication about absences is of vital importance. If your child will miss school due to illness or any other reason, please notify us as soon as possible to secondaryoffice@caislisbon.org and include your child's name, grade and a brief reason for absence. Kindly include symptoms if illness-related.

Student Absences and Excuses (CAISL Board Policy 8.301)

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

EXCUSED ABSENCES

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

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

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

UNEXCUSED ABSENCES

Absences are unexcused

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

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

WORK MISSED DUE TO ABSENCES

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

ABSENCE ON THE DAY OF AN AFTER-SCHOOL OR EVENING ACTIVITY

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

ABSENCE ON THE DAY OF AN AFTER-SCHOOL OR EVENING ACTIVITY

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

Tardies During the School Day

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

Tardies to First Period

Tardies to First Period that occur as a result of the late arrival of a school bus are excused. The school keeps a record of the frequency of late arriving school buses. Students who arrive to school late will be directed to the Secondary School office for a late pass. In extreme cases, students who are regularly late for first period class will face other disciplinary consequences.

Visits to School Nurse

In the event that a student needs to consult with the school nurse, the student should notify the classroom teacher who will coordinate with the school nurse to ensure availability.

The following guidelines exist to ensure that students' medical issues are attended to but that disruptions to class are minimized.

1. Students who are too ill to remain in class may remain with the nurse for brief treatment (usually not to exceed 15 minutes) or be sent home. Students with scheduled visits to the nurse during class time are the exception.
2. Students who miss class time due to medical visits are expected to make the time up at a time convenient to the teacher.
3. The nurse may only write notes to dismiss students for the day. The nurse will not write notes excusing a student from class.
4. The nurse will monitor the frequency of visits to the medical room. In cases where the frequency of visits is high, the school reserves the right to request a medical examination by a mutually agreed-on professional.

FOOD IN SCHOOL AND FOOD ALLERGIES

To help protect children with food allergies, certain areas of the school will be designated as "nut-free zones." The extent of these zones depends on the age of the child and the level of responsibility they can manage. Division Principals will share specific procedures related to your child's classroom or division, if any exist.

We ask families to take extra care when choosing food to send to school. Nut products are not prohibited in lunches or snacks (except in designated nut-free zones), but if your child brings them, they should only be eaten in areas where students do not eat. Families should also keep in mind that food brought in for class celebrations, such as birthday cakes, should be safe for all students.

BEHAVIORAL EXPECTATIONS (STANDARDS OF CONDUCT)

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

	Work Habits Indicators	Excellent (4)	Good (3)	Needs Improvement (2)	Unsatisfactory (1)
Effort	Preparedness	Always	Consistently/Usually <ul style="list-style-type: none"> Comes to class with all materials Uses all class resources Homework is complete Takes measures to make up missed work 	Inconsistently or Sometimes	Rarely
	Time Management	Always	Consistently/Usually <ul style="list-style-type: none"> Is in class on time Turns work on time Works productively during class 	Inconsistently or Sometimes	Rarely
Conduct	Perseverance and Problem Solving	Always	Consistently/Usually <ul style="list-style-type: none"> Asks productive questions Takes initiative to solve problems individually Attends office hours when needed Learns from self-assessment Applies feedback for improvement 	Inconsistently or Sometimes	Rarely
	Work Ethic	Always	Consistently/Usually <ul style="list-style-type: none"> Follows all directions Produces quality work Respectfully collaborates with others in class 	Inconsistently or Sometimes	Rarely

At CAISL, we aim to help each student become a person of integrity. The CAISL community works together to teach, enforce, advocate and model each of the following elements of our “Hidden Curriculum”:

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

Essentials of Student Conduct

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

1. I will be respectful, welcoming, and well-mannered to everyone.
2. I will tell the truth and take responsibility for my actions and my inactions.
3. I will be respectful and practice appropriate behavior in both "real life" and "virtual life."
4. I do not need to bring any personal electronic device to school. What I need for class will be provided.
5. I am completely responsible for any personal electronic device I bring to school and the school has no responsibility if the device is lost, stolen, or broken.
6. I am required to ensure my laptop batteries are fully charged at the start of every school day. If I need to charge them, I will ensure cables are not left on the floor to avoid compromising others' safety.
7. I will only use electronic devices at school for educational purposes, as directed by my teachers. Only teachers can decide when and how electronic devices and programs are to be used in class. In the classroom, laptops must be turned off. The teacher will decide when computers can be on or off.
8. I must use the school's Wi-Fi connections. I am aware that I cannot use other wireless connection systems such as hot spots or VPN networks without authorized permission from the IT department at CAISL.
9. I will not use peer-to-peer programs (such as BitTorrent, Ares, Transmission, etc.) as they are not allowed on the school premises.
10. I will not share my username or password(s) to any school-provided sites, and I will change my password(s) to these sites at least once a year.
11. If I know any other user's login information, I will not use it and report it to the person in question and to the IT Office.
12. The IT Office will reset my username or password if I forget either.
13. I will not take any visual or audio recordings of any CAISL student or adult, unless asked to do so by my teacher. Any recording will be made with school-provided equipment, and I may only share it according to my teachers' instructions. I am not allowed to bring or share disrespectful or offensive recordings, messages, images, movies, etc. Any posts that promote, suggest, or show violence or inappropriate images are against the school's ethics and are forbidden.
14. I will not create or accept unknown users on Teams or on any other CAISL resource except as part of a class/club activity approved in advance by the Division Principal in writing.
15. I understand that my activity on the school network, Microsoft 365, and on the internet is monitored.

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

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

USING AI RESPONSIBLY

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

SPECIFIC RULES

1. Electronic equipment, including mobile phones, is brought to school at the student's own risk. **CAISL WILL NOT BE HELD RESPONSIBLE FOR LOSS, THEFT, OR BREAKAGE OF SUCH ITEMS UNDER ANY CIRCUMSTANCES.**
2. Electronic equipment may not be used in class without teacher approval. Faculty members will confiscate electronic equipment that is not being used for educational purposes. Confiscated items will be handed in to the Principal.
3. In order to maximize the use of our Wi-Fi network, **mobile phones must remain turned off and stowed during class time unless specifically directed by the teacher.**
4. Laser pointers are not allowed.
5. External speakers for electronic devices are not allowed.
6. Skateboards, in-line skates, or similar equipment may not be used on the school premises.
7. Selling items for personal profit is not permitted.
8. **It is absolutely required that every backpack, computer bag, PE bag, lunch box (and similar item) be labeled. A simple luggage tag such as one uses when traveling is sufficient. This will help us help students stay in possession of their property but—and more importantly—assist with security measures which necessitate being able to identify the owner of such bags.**

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

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

Substance Abuse Policy (CAISL Board Policy 8.502)

RATIONALE

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

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

It is against School policy for any student to

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

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

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

THE CONSEQUENCE FOR POSSESSION OR USE OF ANY OF THE ITEMS DEFINED ABOVE

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

Consequences for possession and/or use

The minimum school sanction for possession of any substance covered in this policy is a 1-day suspension and parent communication. The suspension may be in-school or out-of-school at the Division Principal's discretion. Note that this is not available

for use of any such substance. For any use of a banned substance or for possession which is, in the opinion of the Division Principal, beyond that appropriate for a minimum sanction, the Principal will impose an in-school or out-of-school suspension lasting from a minimum of two days to a maximum of four days. A parent conference is required to readmit the student to classes.

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

Impact on University Applications

Any suspension which occurs in the 2nd semester of the student's Grade 11 or at any time in the student's Grade 12 will be reported to universities or colleges to which the student has applied in the USA or other systems which solicit this information.

Decisions on Expulsions

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

Potential Expulsion

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

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

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

Expulsion

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

(End of Policy)

ACADEMIC INTEGRITY

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

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

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

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

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

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

Academic Consequences

A score of 50% is entered in the teacher's grade book until the student has demonstrated learning through an alternative assessment. This would include either a recorded oral assessment, a second version of the assessment or another method as determined by the teacher and the Secondary Principal. The two assessments will be averaged together and recorded.

Behavioral Consequences

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

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

- Exclusion from school events (such as the Senior-Teacher Luncheon, Prom or the Graduation Ceremony)
- Suspension
- Expulsion

Late and Missed Work

In Grades 9-12, late assignments will have a deduction of one letter grade for each calendar day that the assignment is late, including weekends and holidays. Assignments more than three calendar days late will not be accepted. Students will have a supplemental assessment given at a date and time, outside of class time, at the determination of the teacher. This assessment will be scored, and three letter grades will be deducted. Teacher judgment may alter this timing if the assignment cannot be turned in electronically.

The teacher will clearly indicate deductions to communicate the academic achievement as well as the individual responsibility concerns to the student and their parents.

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

The teacher may make exceptions in cases of extenuating circumstances.

Bullying

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

There are many forms of bullying such as social exclusion, spreading rumors, insulting someone, intimidation, harassment, inciting conflict, inappropriate physical contact or posting unkind comments or pictures on social media. The school will make every effort to remediate the situation and ensure that it does not recur. Bullying will result in disciplinary penalties being applied and may result in expulsion from CAISL.

Racism

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

Smoking

Smoking is not permitted on campus or outside the school gate, in the bus pick-up area, or at any School-sponsored functions. Consumption of any tobacco products is strongly discouraged. Students who are found smoking on the school site will receive a two-day out-of-school suspension.

Dress Code

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

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

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

The following dress code will be followed by all students:

1. Clothing may not bear any alcohol, tobacco, or drug advertisements or symbols and may not have graphics or slogans that are sexually explicit or offensive to others’ cultural or religious beliefs.
2. Clothing must be neat and clean. Clothing may not be written on or stained.
3. Hats, caps or other head coverings may not be worn in the school buildings.
4. Sunglasses may not be worn in the building.
5. Excessive jewelry or piercings are not appropriate for school. All piercings and jewelry must be removed for PE and Athletic practice for safety reasons. The Secondary Principal will decide whether jewelry or piercings are excessive.
6. For certain special events during the year, students may be asked to dress in a more formal manner.
7. No articles of clothing may be worn which promote or represent affiliations with organizations whose members engage in violent or criminal behavior.

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

Conduct on the Buses

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

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

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

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

The Bus Rules are:

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

Progressive Behavior Remediation

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

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

A major infraction is one which

1. endangers the safety of another person or school equipment
2. is so disruptive as to prevent the other students from learning.

A continuing problem is one which, while not immediately disruptive, has occurred before and one for which the student has been penalized by the teacher. As a general rule, academic grades cannot be lowered because of a student's misbehavior. Points cannot be deducted because a student is talking, for example. The exception to this is when a student must be removed from an activity because their behavior is endangering themselves, other students, or school property or disrupting the activity to such an extent that the lesson cannot continue. If the student misses the graded activity, they may be penalized to the extent of the grade on that activity.

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

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

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

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

The Strategies are:

DETENTION (LUNCH OR AFTER SCHOOL)

A detention is normally served on the day the misbehavior occurs or on the day immediately following, as determined by the teacher or administrator supervising the detention. Detentions take priority over extracurricular and athletic activities. Parents must be contacted in the case of after school detentions.

LOSS OF CLASS OR SCHOOL PRIVILEGE(S)

Such privileges could include access to the CAISL technology resources, loss of unsupervised time, restrictions to specific areas of the school.

LOSS OF SOME OR ALL EXTRACURRICULAR/SOCIAL ACTIVITIES

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

IN-SCHOOL SUSPENSION

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

RECOMMENDATION FOR PROFESSIONAL (OUT-OF-SCHOOL) COUNSELING OR MEDICAL EXAM

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

BEHAVIOR CONTRACT

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

SATURDAY DETENTION

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

REQUIREMENT FOR PROFESSIONAL (OUT-OF-SCHOOL) COUNSELING AND/OR MEDICAL EXAM

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

OUT-OF-SCHOOL SUSPENSION

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

EXPULSION

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

CAISL Professional Staff may impose break/lunch/after-school detentions, loss of privileges specific to their class or activity, or removal from an activity which they sponsor. The Division Principal will be informed. All other penalties are the province of the Division Principals, with the Director informed in a timely manner as the situation warrants. Expulsions under this policy are the province of the Director. It is the Director's responsibility to inform the Board in a timely manner that an expulsion is on the horizon.

FORFEITURE OF TUITION

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

Secondary Counseling Department

The Student Support Services Coordinator guides and supports students, both individually and in large and small groups, to become responsible and respectful as well as socially and emotionally healthy individuals. Student information will be treated in confidence and only shared, if necessary, with those directly involved with the student's school welfare. As we ensure confidentiality of records and information, we do not share information related to student behavior or academic progress without explicit parental permission.

The College Counselor works with Secondary students, both individually and in large and small groups, in their short-term and long-term academic and career goals.

The High School Coordinator supports students in their short-term and long-term academic goals. She ensures that each student has the academic program and accurate academic records needed for High School graduation and college admissions.

Continuing Admissions and Exclusions (CAISL Board Policy 8.201)

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

- 1) Students with special learning needs for whom CAISL cannot provide or continue to provide a program or services suited to their individual learning needs.
- 2) Students who are not benefiting from the academic program as shown by poor effort and/or academic progress and/or a pattern of frequent unexcused absences.

- 3) Students who do not adhere to the policies, rules, and regulations for student conduct, as detailed in the Student-Parent Handbook and the Board Policy Manual.

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

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

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

(End of Board Policy)

Student Due Process Rights

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

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

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

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

OBJECTIVES TO BE ACHIEVED

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

Freedom of Expression – Students may freely express their points of view provided they do not seek to coerce others to join in their mode of expression and provided also that they do not otherwise intrude upon the rights of others during school hours.

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

The Right to Petition – Students are allowed to present petitions to the administration at any time. Collecting signatures on petitions is limited to before and after school hours. No student will be subjected to disciplinary measures of any

nature for signing a petition addressed to the administration – assuming that the petition is free of obscenities, libelous statements, personal attack, or avocation of disruption which poses a probable threat of disruption of the regular school programs and is within the bounds of reasonable conduct.

Student Property – A student's locker and property should not be opened for inspection, except when approved by the Principal because they have reasonable cause to believe that prohibited articles are stored therein.

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

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

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

- 1) to know what the rules are;
- 2) to be notified of charges against them and be provided the opportunity to respond to those charges;
- 3) to have counsel
- 4) to appeal a decision about the charges to a higher level;
- 5) to have the charges or penalties removed from their records if the evidence shows their innocence or non-involvement.

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

CO-CURRICULAR ACTIVITIES

Involvement in Activities

CAISL provides many activities, and we always seek to strengthen and add to these. We expect and hope that all CAISL students will participate in the school beyond the classroom. IB Diploma candidates are required to complete CAS (creativity, action, and service). We strongly encourage all students to take full advantage of these offers.

Model United Nations (MUN)

CAISL's Model United Nations (MUN) program gives students the opportunity to examine global issues from multiple perspectives and develop solutions to challenges addressed by the United Nations. Each year, CAISL takes part in several major conferences:

- Iberian Model United Nations (IMUN): This CAISL-hosted, THIMUN-affiliated event has taken place annually since 1994, and typically brings together around 400 delegates from around the world. High school students, usually in Grades 11 and 12, take on key leadership roles in the conference. For more information, visit www.iberianmun.org
- The Hague International Model United Nations (THIMUN): Held in the last week of January, this prestigious conference is a highlight of MUN in Europe. Nearly 3,500 students from schools across the globe participate. For more information see: <http://www.thimun.org/>
- Haileybury MUN: A long-standing, THIMUN-affiliated conference held each March in the UK, bringing together more than 800 delegates. For more information see: <https://haileyburymun.co.uk/>
- Junior Model United Nations (JMUN): Hosted by CAISL each spring for Middle School students, this conference is organized and run by CAISL's High School students.

Community Service Club

This organization is open to all students in grades 9 through 12. Its purpose is to actively involve all members in serving the external community. Students raise funds to support their activities, but physical involvement is the main objective. The Community Service Club's work includes visiting the elderly at *Lar das Fisgas*, building homes for the needy with Habitat for Humanity and collecting food for the *Banco Alimentar* (Food Bank).

National Honor Society

The National Honor Society (NHS) is sponsored and supervised by the National Association of Secondary School Principals (NASSP). Its purpose is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character. Scholastic average does not ensure admittance to NHS. Once a student has the necessary average, they will be evaluated by a faculty council which will select those students who meet the standards of leadership, service and character.

Continuing admission in the NHS is contingent upon the student's exhibiting all of the scholastic, service, leadership, and character traits which were evident when they were selected. The Faculty Council is authorized and required to regularly review the NHS students and to hold special review sessions when the actions of any individual student warrant. Membership may be withdrawn if, in the opinion of the Faculty Council, an NHS student has violated the parameters under which they were admitted.

Student Council

The High School Student Council consists of students from grades 9-12 who are elected by their peers.

The Student Council has two main goals:

- 1) To be the voice of the students, to express to the faculty and administration their concerns and to make suggestions for changes and improvement.
- 2) To encourage student activities and school spirit.

To be a member of the High School (grades 9-12) Student Council, a student must have a minimum GPA of 2.0 with no grade of "F", and fewer than 7 non-medical absences per semester.

Fine Arts

Fine Arts activities showcase student talent in major exhibitions each year. CAISL sponsors music, visual arts, and dramatic productions throughout the year. The Winter Concert is held before the winter break and various Fine Arts productions are held in the spring. CAISL students participate in the Talent Show and perform at the Mad Hatter Concert and Jazz Night, as well. Students exhibit their artwork at various points during the year, culminating with the Senior Art Show. There are Drama productions every year at the high school level.

Athletics

As referenced earlier, the pandemic has necessitated changes to many aspects of our program. We will structure our Athletics program in accordance with the health practices identified by the government authorities.

CAISL participates in team sports competitions with many other schools in Portugal and abroad. Volleyball, soccer, basketball, track and field, cross-country and baseball comprise our extracurricular sports program. Students may participate in competitive sports within various divisions based on their date of birth.

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

ACTIVITIES BUS

Late Bus

The Late Bus (also called the Activities Bus) is available to students in Grades 6 through 12 who remain on campus in organized after-school activities or working with a teacher. It leaves campus at 17h50. This bus departs promptly so students who miss it must find their own way home. This bus does not provide personalized service. The bus stops are pre-determined. The route the bus will take on any given afternoon is determined based on the stops indicated when the student signs up for the bus. The possible drop-off points may be accessed by CAISL students on Moodle (where the sign-in is done) and/or by parents on the Parent Portal. The Late Bus does not run every day of the year and any student wishing to use this service must sign up no later than 1:00PM on the day they need it and identify the stop needed from the drop-down list.

If a student signs up for the Late Bus and then decides they do not need it, they must speak to the Accounts Office personally to withdraw. Continual “no shows” run the risk of being denied the Late Bus Service at all.

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

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

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

There is no charge for the Activities Bus which will start the 3rd week of school. There are usually two Activities Buses, which depart from School at 5:50 pm. One goes to Lisbon and the other goes to Cascais.

MISCELLANEOUS INFORMATION

Community-School Relations

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

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

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

Communication

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

Communication is only productive when it is:

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

- At all times courteous and polite

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

Confidentiality of Communication with Students

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

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

Confidentiality of Records

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

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

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

Dismissal at the End of the Day

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

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

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

Bus riders must board the buses promptly. Students who are picked up or who use public transportation must stay on the pedestrian walkways as they leave campus. Students departing for the day may not re-enter the campus or take the activity bus.

Emergency Procedures

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

evacuation of buildings is as quick as possible. Earthquake emergency procedures are posted in each room. Regular practices are held throughout the year.

Field Trips

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

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

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

To participate in an *extended field trip*, students must meet the requirements below. Students in grade 12 are not eligible for extended field trips. Exceptions may be granted for students in grade 12 who have demonstrated outstanding academic achievement, behavior and attendance as well as shown responsibility in meeting deadlines. Students seeking an exception must meet with the Secondary Principal.

Academic: The student's cumulative grades to date determine eligibility. Students in High School are ineligible if they have two F's, or if they have any three grades below C-. Students in Middle School are ineligible if they are scoring more than one achievement code of "1" in two or more subjects.

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

Grades from the previous year carry over to determine eligibility until the first progress report of the new year.

To miss a day or part of a day of class for any local event or field trip, a student must be earning grades of D or above in all of the classes to be missed and meet the conduct requirements above.

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

Local Trips	Out of Town trips	Out-of-town trips requiring air travel
two weeks	three weeks	five weeks (or more depending on the ticketing conditions)

One week before the eligibility calculation date, the director of the activity must send the list of participants to the Secondary Principal, who will publish this list to the

faculty. Teachers must review this list and notify the Secondary Principal and the activity director of any concerns.

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

Off-Site Trips - Parent Permission

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

Students will sometimes ask for permission to arrive/depart at/from a location other than the Linhó campus (for example, students sometimes wish to go directly to an off-site sport venue rather than travel by school bus from Linhó. Signed parent permission, or parental notification by telephone, is required for this to be permitted. Students in grade 12 whose parents have signed a "Village Privilege" authorization are exempt from the aforementioned requirement.

Leaving the Campus During the School Day

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

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

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

Lockers

Students are expected to use a school locker for storing personal items. Students must use the locker on record. For security reasons, do not give the combination or duplicate keys to anyone. Students may, if they wish, give the Secondary Administrative Assistant their combination or a duplicate key to be kept in their files for emergencies.

1. Each student may request a locker through their or Small Block supervisor.
2. Students may request a specific locker (by number). If a specific locker is not requested, the Secondary Administrative Assistant may assign the student a locker.
3. Students will keep their computer and other valuables in their locker when these items are not in use. Items left out on tables or on the floor may be confiscated as they obstruct hall traffic and reflect a lack of individual responsibility for possessions.
4. Students must bring their own padlocks from home and keep their lockers locked at all times.

Lockers that are not locked may be emptied at the school's discretion.

5. Students may only use the locker they have been assigned. They may not allow any other student to share their locker, nor may they use any locker except the one they have been assigned.
6. Access to and use of the lockers may never interfere with the normal functioning of the classes and/or other activities.
7. Perishable products may not be kept in lockers overnight. This includes food that may cause a bad smell or attract insects.
8. The Secondary Principal may ask a student to open their locker for inspection.
9. Should the Secondary Principal have reason to believe that there may be something in the locker which might be illegal, contrary to school policy or jeopardize the health or safety of any member of the school community, they may order the removal of the padlock and the inspection of the contents of the locker without the student's permission
10. If the student discovers their locker damaged, they must report the damage immediately to the Secondary Administrative Assistant.
11. If a locker is damaged by the student to whom it is assigned through misuse or neglect (including the use of stickers/decals), the student will be charged a fine which must be paid prior to them being assigned a new locker (if available). The amount of the fine will be dependent upon how difficult it will be to repair the locker. If a locker cannot be repaired and the entire "bank" of lockers must be replaced, the student will be charged the full amount of this replacement.

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

CAISL provides locker rooms for students to store items during after-school sports practices and Physical Education classes. Students are advised to plan accordingly and remove their needed materials at the end of the academic day.

Lunch Program

When a student goes to the cafeteria for lunch, they must

1. Show the cafeteria staff their quarterly lunch card.
2. Students wishing to purchase a lunch ticket should inform the teacher at the start of the school day. The teacher will contact the Secondary Office to coordinate.
3. The cafeteria cannot serve a student lunch without one of the above.

Lunch is served to students only during the scheduled lunch periods. Students are welcome to bring sack lunches from home.

Snack Service

In addition to the full lunches, students in Grades 6 through 12 may purchase fruit, sandwiches, salads, pastries, snacks and drinks from the snack bar.

All questions or comments related to the cafeteria meals and/or service should be directed to the Business Office.

Parties

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

Physical Education Changing Rooms

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

Photocopying

Excessive photocopying is a concern in every school. For this reason, only school employees are authorized to use the office photocopy machines.

Printing

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

Supervision of Students after Regular School Hours

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

Textbook Policy

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

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

Teacher-Drivers

On occasion, students or their parents will ask CAISL faculty (or other employees) for a ride home after tutoring, sports, or other activities. The school will bear no responsibility or liability for these arrangements.

Tutoring

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

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

Weapons Policy

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

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

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

Medications in School

For safety reasons students are not permitted to carry medications with them during the school day. If a student requires any prescription medication the parent will need to bring the medication to school and supply a note giving school personnel permission to administer the medication as needed.

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

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

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

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

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

IDENTIFICATION OF RISK

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

With regard to education and schools, we must consider:

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

IDENTIFICATION OF BENEFITS AND DRAWBACKS

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

EDUCATIONAL USES OF AI AT CAISL

- Personalized Education
 - a) Utilization in the Classroom: AI may be used to help students achieve their full potential through tailored learning experiences.
 - b) AI Literacy: Teachers will educate students about AI, including the risks, benefits and drawbacks listed above, to enhance understanding and responsible use.

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

- h) No bullying: AI tools should not be used to cause harm.

Information Center (Library)

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

Teachers may bring students to use the Information Center during regularly scheduled class times. Students in Grades 11 and 12 may also use it on their own, during study halls and lunches. The majority of print materials (books, magazines, vertical file articles) in the collection may be borrowed for a two-week period and renewed, if necessary. Some reserve and reference materials are available for overnight loan.

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

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

INFORMATION TECHNOLOGY

Online Educational Tools

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

Social Media Guidelines for Students

CAISL considers discretion, good judgment, and respect in the use of Social Media to be essential to protect all members of the school community as well as the school and its reputation.

Since the use of Social Media is an integral part of communication today, the following Guidelines are in place to help students determine what is appropriate.

1. Understand that you are accountable to CAISL for your postings and other electronic presence and/or communications which identify you as a CAISL student or references CAISL in any way.

2. Respect the rights of CAISL and all members of the CAISL community by not using CAISL logo or name, any images/pictures taken of members of the CAISL community, or other information except in cooperation and collaboration with CAISL teachers (such as organization/club/sport sponsors) or the CAISL Marketing Department.
3. Ensure that social media used to promote a CAISL club or organization or activity or to facilitate communication among members
 - i. Is, as far as possible, open ONLY to members/participants in that club or organization or activity and not accessible to the public.
 - ii. Has current CAISL students as Site Administrators
 - iii. Is checked regularly by the Site Administrators who take down any posts which violate the standards of good behavior, courtesy, and positive interactions which CAISL expects
 - iv. Alert the Teacher/Coach or Principal to any posts which are potentially insulting or harmful.
 - v. Show the site, both public and private areas, to the Teacher/Coach, Principal, or Marketing Manager upon request and take down any posts found to be inappropriate.

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

