



# Elementary **HANDBOOK**

Carlucci American International School of Lisbon

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# 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.

## The Hidden Curriculum

These are the guiding principles of our school. These are behaviors and attitudes we look to model for and nurture in our students:

As a CAISL Community we will...

- Be respectful, welcoming, and well-mannered to everyone.
- Tell the truth and take responsibility for our actions and inactions.
- Leave the space we use BETTER than we found it.
- Return what we borrow in good condition.
- Use resources mindfully.
- Be on time, present, and prepared.
- Give thoughtful consideration to the opinions of others.

# PARENT-TEACHER PARTNERSHIP

At CAISL we know that children respond better to issues of responsibility and discipline when they understand that their parents and teachers communicate about their behavior as well as their academic achievements. Teachers at CAISL work very hard to provide learning experiences for our Elementary students that will prepare them thoroughly for their role as cooperative, active and participative learners as they continue through to Middle School and beyond. Other important aspects of becoming a successful student are the ability to show respect, work cooperatively with others, accept responsibility, and organize time, work and school materials efficiently. To help students achieve these, we need to work in close collaboration with the parents of each student. From Grade 1 through Grade 5, students are expected to accept increasing responsibility for their own work, and consequences for their actions. In the early grades students still need a great deal of active support from their parents to fulfill responsibilities. As the years go by, and students grow in independence, we still rely on and seek the support of parents to reinforce important lessons about being responsible students.

This part of the rights and responsibilities handbook outlines some of our behavioral expectations and our school routines. Using these as a guide, parents and teachers can work together to help our children grow and develop a sense of responsibility for all they do.

## DAILY ROUTINES & PROCEDURES

### School Hours & After School Care

The regular school day is from 8:20am to 3:45pm. After-hours care is available daily for students in Grades 1 & 2 and Homework Clinic is available from Monday to Friday for students in Grades 3 through 5. Parents may sign up for occasional use of the after-hours supervision each week via the school's website. After-hours care is available at a cost as referred in the tuition and fees document. This service is available for elementary children under parent request, or any time a child is not picked up after classes or after-school clubs.

### Attendance

Regular attendance is essential to student success. Daily instruction is intentionally planned so that learning builds through direct instruction, discussion, collaboration, and hands-on experiences. While absences due to illness or family emergencies are understandable, families are encouraged to schedule vacations, appointments, and other non-essential activities outside of the school calendar whenever possible.

The school will work in partnership with families to support students during extended or unavoidable absences by providing reasonable access to missed assignments and learning materials when appropriate. However, not all classroom instruction and learning experiences can be replicated or made up outside of school, and these supports are not a substitute for regular classroom attendance.

In cases of prolonged illness, contagious disease, or family emergency, families should contact the Elementary Principal to discuss appropriate support and arrangements.

As stated in Board Policy:

*"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 to return for the subsequent school year."*

## Arrivals

The school day begins promptly at 8:20 a.m., and all students are expected to be in their classrooms, ready to begin learning. Students who are not in class and ready to learn by 8:20 a.m. will be considered tardy. A punctual start helps students establish positive routines, settle into the school day, and maximize learning opportunities.

Families are asked to support a calm and orderly morning arrival by ensuring students arrive on time and enter the school independently. Morning arrival is an important transition period during which teachers are welcoming students, taking attendance, and beginning instruction. To help maintain a positive start for all students, parents are asked to avoid engaging teachers or disrupting classroom routines during this time. If communication with a teacher is needed, please do so via email or arrange a meeting outside of morning arrival.

## Dismissal

Classes end at 3:45 PM. Students traveling by bus are dismissed first. Once the buses have departed, students are dismissed to their families.

- Grades 1–2: Students are dismissed from their exterior classroom doors.
- Grades 3–5: Students are dismissed to parents in the Elementary covered area at the front of the building.

Once a child has been dismissed, they are under the supervision and responsibility of the adult who collected them. Elementary students who remain on campus after dismissal must stay with an adult and may not be left in the care of a secondary school sibling or another student. To help ensure a safe and orderly dismissal for all students, families are asked to leave campus promptly after dismissal unless participating in a school-sponsored activity.

If you need to collect your child before 3:45 PM, an exit pass (*Autorização de Saída*) is required. Please notify the Elementary Office by 2:00 PM so that an exit pass can be prepared.

Students who have not been collected by 4:00 PM will be signed into After-Hours Care (Grades 1–2) or Homework Clinic (Grades 3–5).

## Bus Routines

Many of our students travel to and from school on the buses. It is vital that we have correct information about bus requirements by 2:00 PM to ensure that our lists are updated and amended in a timely manner. Therefore, if you need to request changes to your child's usual bus route or intend to collect them from school yourself, please email [accounts@caislisbon.org](mailto:accounts@caislisbon.org), and kindly copy the Elementary Office ([elementaryoffice@caislisbon.org](mailto:elementaryoffice@caislisbon.org)) by 2:00 PM at the latest.

## Leaving Campus

Sometimes a student may need to leave school before the end of the school day. The safety of our students is our highest priority. For this reason, students leaving campus during the school day must have an exit pass (*Autorização de Saída*), which is presented to the gate guard upon departure.

If you need to collect your child before dismissal, please notify the Elementary Office ([elementaryoffice@caislisbon.org](mailto:elementaryoffice@caislisbon.org)) in advance so that an exit pass can be prepared. If you authorize another adult to collect your child, the Elementary Office must also be informed in advance so that an exit pass can be issued accordingly.

Parents collecting students during the school day are asked to wait in the Reception area. To minimize disruption to learning and ensure student safety, parents should not go directly to classrooms or other learning spaces. A member of staff will assist in having your child brought to Reception.

## Trusted Adults

If you need your child to be collected by an adult unknown to the school or have arranged for your child to go home with another student, please let the school know the name of the person you have authorized. We may request to see identification documents of people who collect your child on your behalf. If you have not given your verbal authorization, we will phone for clarification of your instructions.

# HIDDEN CURRICULUM AND APPROACH TO BEHAVIOR

CAISL is committed to fostering an inclusive, respectful, and culturally and linguistically diverse community. We believe that a safe and supportive learning environment is built on clearly defined expectations, strong relationships, and a shared commitment to community values.

At the heart of our approach is the Hidden Curriculum - the essential life skills, social expectations, and community behaviors that help students function successfully in school and beyond. These skills must be explicitly taught, modeled, practiced, and reinforced across all areas of school life.

When students struggle with behavior, we view this as an opportunity for learning and growth, not simply rule-breaking. Our approach is both proactive and responsive: we teach and reinforce expectations before problems arise, and we address behavior in ways that promote reflection, responsibility, restoration, and skill development.

All practices are tailored to meet the developmental needs of students from Early Childhood through Grade 5, with a focus on self-regulation, awareness of the impact of choices, and the ability to resolve conflicts constructively.

## The Hidden Curriculum at CAISL

The Hidden Curriculum comprises the social and behavioral skills students need to thrive as community members. These are not assumed - they are explicitly taught, modeled, and reinforced in every classroom, hallway, common area, and school-sponsored activity.

| As a member of the CAISL Community, I will:                             |                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Be respectful, welcoming, and well-mannered to everyone.                | This means greeting others kindly, listening when others speak, and treating everyone as valued members of our community - regardless of background, identity, or role.                                                                     |
| Tell the truth and take responsibility for my actions and my inactions. | Honesty and accountability are foundations of trust. We are expected to acknowledge mistakes, be honest, and take ownership for our choices.                                                                                                |
| Leave the space I use better than I found it.                           | Whether in a classroom, bathroom, or outdoor area, we are collectively responsible for the care and condition of shared spaces.                                                                                                             |
| Return what I borrow in good condition.                                 | Borrowed materials (e.g. books, equipment, supplies) are cared for and returned promptly and intact.                                                                                                                                        |
| Use resources mindfully.                                                | Caring for our environment is a shared responsibility, and every member of our community conserves resources, reduces waste, recycles whenever possible, and makes thoughtful choices that protect our shared spaces and our planet.        |
| Be on time, present, and prepared.                                      | Punctuality and preparedness respect the learning time of the entire community. Students arrive ready to learn with all of the required materials needed for the lesson.                                                                    |
| Give thoughtful consideration to the opinions of others.                | Being heard, respected, and included helps us learn from one another. Students demonstrate this value by listening with an open mind, considering perspectives different from their own, and responding to others with empathy and respect. |

## How We Teach Behavior at CAISL

Behavior is taught in the same way as academic skills. All community members share responsibility for modeling, teaching, and reinforcing the Hidden Curriculum throughout the school day and at all CAISL-sponsored activities.

| Preventative                                                                                    | Restorative Practices                                                                            | Relevant Consequences                                                                                 | Differentiated Support                                                                             |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Explicit teaching of Hidden Curriculum skills</li> </ul> | <ul style="list-style-type: none"> <li>Address harm directly and repair relationships</li> </ul> | <ul style="list-style-type: none"> <li>Connected to the behavior and the Hidden Curriculum</li> </ul> | <ul style="list-style-type: none"> <li>Based on the developmental level of each student</li> </ul> |

|                                                                                                       |                                                                                                     |                                                                                                       |                                                                                                              |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Co-constructed classroom agreements</li> </ul>                 | <ul style="list-style-type: none"> <li>Build empathy and accountability</li> </ul>                  | <ul style="list-style-type: none"> <li>Focused on learning and responsibility</li> </ul>              | <ul style="list-style-type: none"> <li>Proactive and reactive responses consider the full context</li> </ul> |
| <ul style="list-style-type: none"> <li>Reinforce positive behaviors with specific language</li> </ul> | <ul style="list-style-type: none"> <li>Proactive teaching promotes inclusive communities</li> </ul> | <ul style="list-style-type: none"> <li>Structured to promote socially responsible behavior</li> </ul> | <ul style="list-style-type: none"> <li>Responsive to individual student needs</li> </ul>                     |
| <ul style="list-style-type: none"> <li>Engaging classroom management practices</li> </ul>             | <ul style="list-style-type: none"> <li>Focus on learning over punishment</li> </ul>                 | <ul style="list-style-type: none"> <li>Designed to help students repair harm and grow</li> </ul>      | <ul style="list-style-type: none"> <li>Informed by frequency, severity, and impact</li> </ul>                |
| <ul style="list-style-type: none"> <li>Consistent structures and routines</li> </ul>                  | <ul style="list-style-type: none"> <li>Restorative circles and conversations</li> </ul>             | Consequences that ensure safety, preserve dignity and support growth                                  | Individualized strategies based on student needs                                                             |

These four pillars work together: prevention reduces the frequency of incidents; restorative practices address harm when it occurs; relevant consequences connect consequences to learning; and differentiated support ensures every student receives what they need to grow.

## Tiered Response to Behavior

The following framework applies to students in Early Childhood through Grade 5. All responses are adapted for developmental appropriateness. Younger students require more modeling, practice, and explicit re-teaching; consequences focus on connection to the behavior and skill development.

| Tier I: General Behavior or Low-Level Harm                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description                                                                                                                                                                                                                                                                                                                                                                                                                   | Incident Examples (developmental stage considered)                                                                                                                                                                                                                                                                                                                                            | Possible Responses & Consequences                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Who responds:</b></p> <ul style="list-style-type: none"> <li>Teacher or responding adult</li> </ul> <p><b>Documentation:</b></p> <ul style="list-style-type: none"> <li>Not logged in the behavior system; teacher tracks informally</li> </ul> <p><b>Escalation trigger:</b></p> <ul style="list-style-type: none"> <li>Repeated pattern of same behavior moves to Tier II</li> </ul> <p><b>Preventative work:</b></p> | <ul style="list-style-type: none"> <li>Not following Hidden Curriculum expectations</li> <li>Purposeful low-level hurting with words or body</li> <li>Disrespect or inappropriate language</li> <li>Littering or minor property harm</li> <li>Irresponsible technology use (low-level)</li> <li>Disruptive talking or excessive noise</li> <li>Leaving the area without permission</li> </ul> | <p><b>Restorative:</b></p> <ul style="list-style-type: none"> <li>Restorative Practice Questions</li> <li>Responsive Circle</li> <li>Repair the harm</li> </ul> <p><b>Possible Consequences:</b></p> <ul style="list-style-type: none"> <li>Parent contact (email or phone call)</li> <li>Role play / Teaching of skills</li> <li>"You break it, you fix it"</li> <li>Temporary loss of privilege</li> </ul> |



|                                                                                                                                                                             |                                                                                                             |                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Discuss concerns with grade-level team; document strategies tried; communicate with parents; conduct student observations</li> </ul> | <ul style="list-style-type: none"> <li>Not being prepared for class</li> <li>Minor peer conflict</li> </ul> | <ul style="list-style-type: none"> <li>Take a break (Buddy classroom)</li> <li>Problem-solving conference</li> <li>Reflective activity</li> <li>Increased supervision</li> <li>Think Sheet</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Tier II: Repeated or Mid-Level Harm

| Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Incident Examples (developmental stage considered)                                                                                                                                                                                                                                                                                                                                                                                                             | Possible Responses & Consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Who responds:</b></p> <ul style="list-style-type: none"> <li>Teacher (Principal/Assistant Principal informed)</li> </ul> <p><b>Documentation:</b></p> <ul style="list-style-type: none"> <li>Logged in Behavior Log; shared with Principal</li> </ul> <p><b>Parent contact:</b></p> <ul style="list-style-type: none"> <li>Required — in-person meeting preferred</li> </ul> <p><b>Single incident:</b></p> <ul style="list-style-type: none"> <li>Severity escalates directly to Tier II</li> </ul> <p><b>Repeated instances:</b></p> <ul style="list-style-type: none"> <li>More than three documented instances within a calendar month</li> </ul> | <ul style="list-style-type: none"> <li>Purposeful hurting with words or body (mid-level)</li> <li>Harm to property (mid-level)</li> <li>Repeated breaking of norms (continued pattern)</li> <li>Irresponsible technology use (mid-level)</li> <li>Repeated disrespect or unpreparedness</li> <li>Repeated classroom disruption</li> <li>Repeated conflicts with peers</li> <li>Emotional outbursts that disrupt class</li> <li>Identity-Based Harm*</li> </ul> | <p><b>Restorative:</b></p> <ul style="list-style-type: none"> <li>Restorative Practice Responsive Circle</li> </ul> <p><b>Possible Consequences:</b></p> <ul style="list-style-type: none"> <li>Parent Partnership Meeting (in-person)</li> <li>Behavior Improvement Plan (BIP)</li> <li>Daily/weekly check-ins with agreed-upon adult</li> <li>Targeted skill instruction</li> <li>Loss of privilege (mid-level)</li> <li>Collaboration with counselor and support staff</li> </ul> |

### Tier III: Ongoing or High-Level Harm

| Description                                                                                                                                                                                                                                                                                                                                                                                      | Incident Examples (developmental stage considered)                                                                                                                                                                                                                                              | Possible Responses & Consequences                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Who responds:</b></p> <ul style="list-style-type: none"> <li>Administration (Principal/Assistant Principal and Counselor)</li> </ul> <p><b>Documentation:</b></p> <ul style="list-style-type: none"> <li>Formally logged; referred to school leadership</li> </ul> <p><b>Parent contact:</b></p> <ul style="list-style-type: none"> <li>Required</li> </ul> <p><b>Single incident:</b></p> | <ul style="list-style-type: none"> <li>Purposeful hurting with words or body (high-level)</li> <li>Purposeful verbal harm or threats</li> <li>Major harm to property or theft</li> <li>Identity-based harm or harassment*</li> <li>Bullying (meets criteria of Anti-Bullying Policy)</li> </ul> | <p><b>Possible Consequences:</b></p> <ul style="list-style-type: none"> <li>Parent Meeting with school leadership</li> <li>Time away from class (In-school or Out-of-school suspension)</li> <li>High-level loss of privilege</li> <li>Community service or restitution</li> <li>Outside resources mandate</li> </ul> |

|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Severity of behavior escalates directly to Tier III</li> </ul> <p><b>Repeated instances:</b></p> <ul style="list-style-type: none"> <li>Ongoing and escalated pattern of not following norms of behavior</li> </ul> | <ul style="list-style-type: none"> <li>High-frequency pattern of repeated serious norm violations</li> <li>Harmful technology use affecting the community</li> <li>Self-harm or substance-related incidents</li> <li>Physical aggression</li> </ul> | <ul style="list-style-type: none"> <li>Sustained parent engagement</li> <li>Behavior contract</li> <li>Principal case review</li> <li>Hold/termination of enrollment contract or dismissal from CAISL</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

*\*Identity-based harm describes harmful or abusive behaviors targeted at people's personal identities, including ethnicity, gender identity, physical and mental health, neurodiversity, race, religion, and sexual orientation. It can manifest as microaggressions, hate speech, online harassment, peer-on-peer abuse, physical violence, or social exclusion.*

## Partnership with Families

Positive behavior is best supported through a strong partnership between home and school. When families are supportive, cooperative, and actively work with the school to reinforce shared expectations, students are better able to develop the social, emotional, and behavioral skills necessary for success. Parents or guardians will be informed whenever significant behavioral concerns arise, and we will work together to develop strategies that promote student growth, accountability, and success.

## Continued Enrollment

While the vast majority of behavioral concerns are successfully addressed through explicit teaching, restorative practices, relevant consequences, and collaborative support, there may be rare situations in which a student continues to demonstrate serious or repeated behaviors that significantly impact the safety, well-being, or learning of themselves or others. When sustained intervention and partnership between the school and family have not resulted in sufficient progress, CAISL reserves the right not to invite a student to return for the following academic year.

## Guidance Counselor

The Elementary Guidance Counselor, Ms. Sarah Bento, is always happy to work with children who are experiencing difficulties with their behavior in school. You should speak directly to her if you feel that a short program of intervention and counselling might help your child with emotional or behavioral difficulties. Information you share about your child will be treated in confidence and only shared, if necessary, with those directly involved with his or her school welfare. At the same time as we ensure confidentiality of records and information about your child, we ask you to understand that we cannot discuss with you the behavior or academic progress of any student other than your own child.

# HEALTH, SAFETY & WELLBEING

## 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). Depending on the severity of a student’s allergy, students with food allergies may be seated separately during snack or lunch to help minimize the risk of exposure. Families should also be mindful that food brought for class celebrations, such as birthday treats, should be safe for all students in the class and take known allergies into consideration.

The school provides the students with a snack each morning. You may want to provide an alternative snack for your child or an extra snack to eat in the afternoon.

## 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 the school nurse 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.

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.

## Sickness

When children are sick, they must be kept at home until they are well enough to participate in the full school day. This includes recess times and, in most cases, PE lessons. All absences from school should be reported as soon as possible by email to [elementaryoffice@caislisbon.org](mailto:elementaryoffice@caislisbon.org). If your child has an illness which is likely to spread to other members of the homeroom class, you should also inform the school nurse directly on 21 923 9836 or [nurse@caislisbon.org](mailto:nurse@caislisbon.org) so that we can alert other parents if necessary.

### Reasons to keep a child at home

Your child should be kept home if they:

- Have had a temperature of 38°C (100.4°F) or above

- Have taken paracetamol, ibuprofen, or any other medication to reduce a fever within the past 24 hours
- Have a highly contagious condition, such as meningitis, tuberculosis, measles, mumps, pertussis (whooping cough), chickenpox, hepatitis, scarlet fever, strep throat, hand-foot-mouth disease, shingles, norovirus infection, adenovirus infection, mononucleosis, impetigo, scabies, ringworm, ascariasis, pinworms, lice or live nits, among others. Please inform the CAISL nurses.
- Is unwell in the morning, complaining of a strong headache, bellyache, sore throat, or persistent cough
- Have had diarrhea (repeated abnormally loose stools) or vomits in the past 12 hours
- Have symptoms of pink eye (conjunctivitis) that have not been medically evaluated. Students may return to school after 24 hours of treatment, if symptoms are improving
- Have a skin rash and wasn't already seen by a doctor
- Have open, uncovered sores or infected wounds that could lead to contact with fluids by other students or staff
- It has been recommended by a doctor

Ensuring a safe environment for our students is a key priority and responsibility. During the school day, CAISL staff work hard to ensure that children are adequately supervised at work and at play, in order to minimize the risks of accidents and injuries. For the same reason, some simple rules apply to students moving around the school building. These include not running or sliding in the hallways, and not swinging items around their heads. We expect the children to keep these simple rules all the time they are in school, and ask that, once parents collect their child from class, they provide similar supervision while they remain on the premises.

Most children are collected from school by a limited number of trusted adults, and teachers soon recognize familiar faces. If you need your child to be collected by an adult unknown to the school or have arranged for your child to go home with another student, please let us know the name of the person you have authorized. We may request to see identification documents of people who collect your child on your behalf. If you have not given your verbal authorization, we may phone for clarification of your instructions.

## FAMILY COMMUNICATION

### 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 goodwill on all sides.

Courteous and polite at all times.

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.

## School to Home Communication

Each Friday the Elementary Principal sends out a weekly newsletter to parents by e-mail, containing important information about field trips and school events. It is vital that parents let us have their current e-mail addresses so that they can receive this newsletter.

All children in the Elementary section of the school have a “Friday Folder”. This folder is sent home with students every Friday and often contains graded work and important information about individual class or homeroom events. We expect parents to look at the contents of the Friday folder during the weekend, read the information sent home by the school and return the folder to school on Monday morning.

In addition to the Friday folder, each homeroom class in Grades 1 & 2 has a Seesaw page containing information about class projects, units of study and other resources. Classes in Grades 3-5 have their information on Microsoft Teams.

Whenever a teacher has any special concerns about a child’s learning or behavior, he/she will call, email or suggest a meeting with parents. It is the school’s responsibility to inform you of any concerns we have in respect of your child’s health, safety, emotional state, behavior or learning. Similarly, we ask you to inform the teacher if you have any reason to believe that your child may be suffering because of any social, family or school situation. If you need to talk with the teacher, please make an appointment for a time when you can speak privately and without interruptions.

## Meetings with Teachers

While there are some specific times during the year for scheduled parent-teacher conferences, contact between parent and teacher is not—and should not be—restricted to these times. Often an email to a teacher is sufficient to resolve a question or query but it is possible to make an appointment for a meeting with a teacher according to their schedule. The best way to do this is for parents to email the teacher directly and for a meeting date and time to be established via email. Teachers’ emails can be found in the Contacts section of the [Parent Portal](#).

When contacting a member of staff via email, please recognize that it is not possible—nor desirable—for staff to be monitoring their emails at all times. Teachers will respond to emails within 24 hours (on workdays); there is no expectation that they will do so more often.

## Confidentiality of Academic Achievement

CAISL takes seriously the need to protect the privacy rights of the students in this school. Specific information about individual academic achievement is available only to the student themselves, to their parents or guardians, and to those employed by CAISL with a need to know in their professional capacities. The academic achievements of other students, with or without name identification, are not made available to others.

# ADDITIONAL POLICIES

## Dress Code

The “dress code” for students requires that their attire be neat, clean, in good repair, modest, respectful, and safe. On days when they have PE class, students are expected to wear comfortable, loose-fitting clothes which are appropriate for physical exercise. Track suits, jogging pants, t-shirts, sweatshirts and sneakers or trainers are ideal. We specifically request that all shoes should have a built-in back strap or cover the heel and sit securely on the feet. Flip-flops, sliders and beach shoes are not appropriate for the school environment.

At CAISL we share the responsibility for encouraging students to take care of their personal belongings. However, in spite of our best efforts, many items of clothing are “lost” during the school year and very few are ever reclaimed. If items of clothing are clearly labelled with your child’s name, we can safely return many lost items to their owners. Please help us by labelling your child’s clothes, particularly jackets and coats.

## Field Trips

The students usually go on a number of day field trips during the school year. The classroom teachers inform the parents in advance of taking a field trip, usually by email. A one-time permission slip for students going on field trips is signed during enrollment at the school. For all field trips, students in Grades 1&2 are required to wear a red baseball cap. In addition, before leaving school for a field trip each student is given a wristband showing the school’s contact information. Red baseball caps with a CAISL logo may be purchased from the Admissions Office.

## Parties and Celebrations

We are happy to celebrate each child’s birthday in class by sharing a special, individual snack such as a cupcake, provided by the parents. As time is always limited with a full and busy schedule in school, please arrange these celebrations with the homeroom teachers in advance and keep the celebration simple. No invitations are necessary for these occasions and children should not expect to receive gifts from other students. At school we aim to include EVERY homeroom child in such celebrations.

If you are planning a separate birthday celebration for your child outside school, AND you have invited all the students in your child’s class, we will be happy to give out invitations on your behalf. If you are unable to invite everyone, we ask that you contact the parents of other students, individually, to make arrangements. We know that many parties need to be limited in size. We also know that children who are not invited to birthday parties often feel hurt and disappointed. We aim to minimize unnecessary and hurtful experiences for our youngest students and ask for your cooperation and discretion in this respect. To facilitate arranging parties, parents are offered the opportunity to sign up to a class contact list, indicating permission for us to share your email contact details with other parents. Please note that, unless you sign up to this contact list, we will not share those contact details with you.

## School Bags and Possessions

It is absolutely required that every backpack, 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 your child 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.

## School Books and Equipment

Students frequently take-home classroom materials, textbooks and reading or library books. We ask parents to ensure that these items are returned to school in good condition and in a timely manner. Many of our books need to be ordered from overseas suppliers and it is not simple to replace lost items. While we usually ask parents to pay for books that are lost or damaged at home, we would much prefer to maintain our current stock of educational materials.

## Student Access to Social Media

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

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

The law also acknowledges and has put in place restrictions on children's and adolescents' access to social media:

European law:

Prohibits absolutely access by any individual to any "social media" prior to the age of 13. Parents who give their under-13 children permission and/or access to social media sites are breaking the law.

Individuals from the age of 13 up until they turn 16 may have social media but only with parental permission. The intent here is that parents supervise their children's use and ensure that their children use these adult tools thoughtfully and carefully and not send or receive anything which is inappropriate.

From the age of 16, students are legally allowed to have social media accounts without parental permission.

Please be respectful of the law and not give your child access to social media sites until he/she is of legal age to have such access, and you judge your own child mature enough to handle the challenges which will result.

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

## 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.

# STUDENT SECTION

## Essentials of Student Conduct

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 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.
7. 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.
8. 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.
9. The IT Office will reset my username or password if I forget either.
10. 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 not share it externally.
11. 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.
12. 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.
13. I understand that my activity on the school network, Microsoft 365, and internet activity is monitored.
14. I will not use the CAISL name or logo.
15. I will not share any photos of the school community without the permission of the principal.
16. 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*).
17. All tools shall be used in accordance with the school's mission and values, aiming to improve learning, collaboration and care.

## Rights and Responsibilities for CAISL Elementary Students

These are your 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 books, materials and equipment.
- You have the responsibility to take proper 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.

## The Hidden Curriculum

The Hidden Curriculum is posted in the classrooms and around the school to remind us of our behavioral expectations for all members of the CAISL community:

Be respectful, welcoming, and well-mannered to everyone.  
 Tell the truth and take responsibility for our actions and inactions.  
 Leave the space we use BETTER than we found it.  
 Return what we borrow in good condition.  
 Use resources mindfully.  
 Be on time, present, and prepared.  
 Give thoughtful consideration to the opinions of others.

Here are some examples of how following these simple guidelines helps us all to have a positive and fulfilling experience in every area of our school lives.

### A Safe Environment

- ✓ Walk quietly and calmly when you are inside the building
- ✓ Take care to watch where you are going
- ✓ Be creative in your play. Don't play dangerous games or pretend to be fighting
- ✓ Listen carefully and think before you act
- ✓ Tell an adult if equipment is broken
- ✓ Tidy up after yourself
- ✓ Throw trash in the trash cans provided

### Expressing Opinions

- Listen patiently to the opinions of others ✓
- Ask questions to know why other people may have a different opinion from you ✓
- Respect the opinions of others, even when you do not agree ✓
- Remember that there will always be people who have different opinions from you ✓
- Different opinions do not need to get in the way of our friendships ✓

### School Books and Equipment

- ✓ Treat textbooks with care; do not mark or bend them
- ✓ Carry books home in a proper bag and bring them back to school the next day for class work
- ✓ Return and renew library books by the due date
- ✓ Treat school equipment carefully; if it is damaged, it is not always easy to replace
- ✓ Use school computers properly, as you are taught to by your teachers
- ✓ Bring your uniform back to school, washed and ironed, as soon as your team coach asks you to return it

### Fair Treatment

- Accept people who are new in school, or are different to you; be ready to be friendly and helpful to them ✓
- Use kind words; would you like to hear what you are about to say? ✓

- Remember to take turns and share ✓
- Be ready to cooperate and work as a team ✓
- Always tell the truth ✓
- Try to understand the other side of the story ✓

## Your Education

- ✓ Show respect in class by listening at the right times
- ✓ Listen carefully and allow others to listen
- ✓ Ask your teacher if you are unsure about your work
- ✓ Write down your homework and be sure to do it
- ✓ Always try your best, even when it's hard!
- ✓ Make the best use of time in class
- ✓ Compliment others when they do well
- ✓ Arrive on time, ready to start work straight away

## CAISL Citizenship Challenge

The Hidden Curriculum outlines ideals which are the key to success and happiness in the adult world. We want all our students to assume these behaviors in every area of their lives. To keep our focus on these, we have a CAISL Citizenship Challenge. Teachers and staff may award Hidden Curriculum Tickets to individuals or whole classes who are consistently demonstrating Hidden Curriculum behaviors. These tickets are collected in the homeroom class. Each week the homeroom teacher will review with students how they are doing in each area. They will record the total of tickets accumulated for each of the behaviors and log the total of tickets received. At the end of each quarter the total of tickets for each homeroom will be calculated to see if they have met the "CAISL Citizenship Challenge". Classes who are doing well will receive special recognition for their achievement.

We want students to work together as a team to be the best they can be.

|                  | Respect                                                                                                                                 | Responsibility                                                                          | Readiness                                                                                          |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Classroom</b> | Listen carefully.<br>Raise your hand.<br>Be kind with your words and actions.<br>Work quietly.<br>Respect school and personal property. | Always do your best.<br>Follow directions promptly.<br>Keep hands and feet to yourself. | Be prepared - Have homework and materials ready.<br>Use time wisely – line up quickly and quietly. |
| <b>Library</b>   | Use quiet voices.<br>Respect property.<br>Use computers appropriately.                                                                  | Return/Renew books on time.<br>Keep food and drinks outside.                            |                                                                                                    |

|                            |                                                                                                      |                                                       |                                                                                                  |
|----------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Bathroom</b>            | Respect privacy.<br>Use quiet voices.                                                                | Leave the bathroom the way you would like to find it. | Use time wisely – Go, flush, wash hands and leave.<br><br>Go only with the teacher's permission. |
| <b>Hallway</b>             | Walk silently.                                                                                       | Maintain personal space.                              | Use time wisely.                                                                                 |
| <b>Cafeteria/Snack-Bar</b> | Use inside voices.<br>Leave your space tidy.                                                         | Walk calmly.<br>Make healthy food choices.            | Wait quietly at your table until it is time to go outside.                                       |
| <b>Recess/Break</b>        | Cooperate and include others.<br><br>Take care of school equipment.<br><br>Use appropriate language. | Keep hands and feet to yourself.                      | Line up promptly when the bell rings.                                                            |

## 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.

## When Things Go Wrong...

When you sign your contract, agreeing to follow our “Essentials of Student Conduct” you are promising to keep to the guidelines you have read here.

During this year, perhaps you will forget some of the things you have promised. To help you, all teachers will give you a verbal reminder. If you continue to show a lack of respect, responsibility or readiness, then you will be invited to complete a Reflections sheet to help you focus on the problem and correct the situation. You will need to take the Reflections sheet home to be signed by a parent.

There are some behaviors that we will not tolerate at CAISL and can have serious consequences for you. These are:

## **Bullying**

Bullying can include any kind of behavior that makes others feel bad. It could be deliberately ignoring someone, calling them names, talking badly about them with your friends, hurting them physically, or posting unkind comments or pictures on social media. Sometimes we are unaware of the things we do that hurt or offend others. If such behaviors are called to your attention, we expect them to stop immediately. If you continue to hurt others in an intentional or deliberate way this IS bullying, and you can lose your place at CAISL as a result. We do not want students in our school who are harmful to others in any way.

## **Dishonesty**

Lying is unacceptable. You must always tell the truth, including if you have made a mistake and are in the wrong. If you lie and we discover that you have lied to us, the consequences will be more severe, and we will not be able to trust you in the future. Cheating on assignments and tests is also a form of lying and is unacceptable. If you lie by cheating, then teachers cannot give you the support you need, and you will be losing out on your education.

## **Racism**

CAISL aims to provide all its students with a safe and happy environment in which to work. Your classmates come from many different countries and backgrounds, and part of your learning is to get to know your fellow students, to learn how they are different from you, and to accept, embrace and value those differences. Racism is a kind of bullying consisting of negative behaviors directed at others on the basis of their race, nationality or even religion, and reflects a student's failure to accept and value his or her peers. Just like bullying, CAISL will not tolerate racism from its students at any level. Consequences for persistent racism will be severe and can include losing your place at CAISL.

## **Fighting**

As CAISL students you are expected to use words to solve your problems. Conflicts must be resolved peacefully. Physical acts of aggression are unacceptable in any setting; fighting in school will not be tolerated. Students who pose a danger to others are not welcome at CAISL.

## Swearing

Most of us hear people swearing around us in the world outside our school. It is sadly quite common to hear bad language used in films, on television, in restaurants and shopping malls, and even watching sports. Just because it is commonplace does not make it correct, and it is not clever or big to use such language at all. In CAISL we have a simple rule – if you wouldn't use a word in front of a parent, then you shouldn't use it in front of anyone.

Sometimes things go wrong that really aren't your fault. If you feel that you need to talk to someone about a situation that's making you sad, try to find a quiet time when you can talk to your homeroom teacher. He or she will try to help you to solve your problems. If problems persist, they may ask Ms. Sarah to talk with you and try to help.

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.

