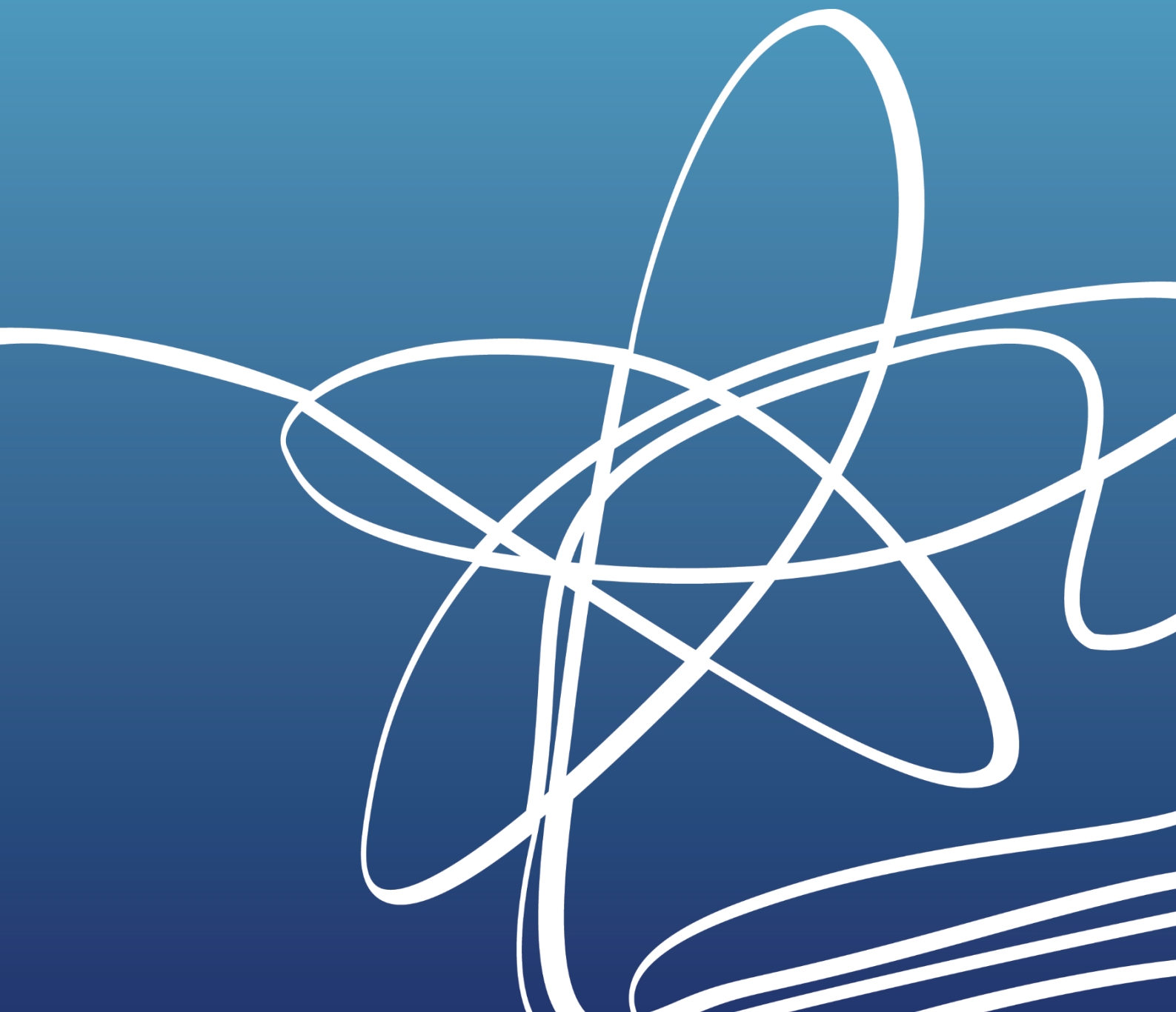


# High School **HANDBOOK**

Carlucci American International School of Lisbon



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# 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)<br>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 9-12)

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

## Service Award (Grades 9-12)

Determined by the Secondary School Principal in consultation with faculty.

- Recognizes outstanding commitment to community engagement.
- Demonstrates engagement with social and environmental issues of local and global significance through advocacy, indirect, and direct service.

## Citizenship Award (Grades 9-12)

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 9-12)**

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

## **Top Scholar Award (Grades 9-11)**

- Earns grades of A- or above in all of their subjects for the first semester and 3rd quarter.

## **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. 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 1<sup>st</sup> and the award is given at High School Graduation.

# HIGH SCHOOL AT CAISL

## 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.

## 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 and will only be tested on second semester content.

# GRADUATION

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 credits required.

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.

## 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 be considered 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. It is possible that online courses for credit recovery may not be allowed 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 Grade 9 (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 the first semester but made a dramatic improvement. This is not a general policy, it 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 four weeks of semester 1 or the last twelve 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 credits count towards your credit count (the 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.

# IB DIPLOMA PROGRAM & UNIVERSITY ADMISSION EXAMS

## 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 College Counselor and/or IB Diploma Coordinator can further information on the acceptance of the IB Diploma at universities worldwide. Please contact one of them.

## 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. The 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 assess 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 (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](mailto: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, including vacation/holiday.
- 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.

## ABSENCE ON THE DAY OF AN END OF THE YEAR FINAL EXAM

If a student plans to be absent or misses final(s) exam(s) that must be communicated with the Secondary Principal in advance. Only absences related to the participation of summer programs or other academic/athletics/ arts programs will be excused and proof of participation must be provided. Leaving school early for vacations will not be considered an excused absence and student risks to have a zero in their final exam.

## Attendance Limit and Administrative Action

Regular and punctual attendance is essential to a student's academic progress and full participation in the CAISL educational program. Students are expected to have no more than ten (10) absences and/or tardies in any individual class during a semester.

When a student reaches or exceeds this limit, the student's attendance record will be referred to the Secondary School Administration for review and appropriate administrative action. The Administration will consider the student's overall attendance record, the nature and circumstances of the absences and/or tardies, and any relevant documentation. Administrative action may include a required meeting with the student and parents/guardians, an attendance improvement plan, academic or disciplinary consequences, and consideration of the student's continued enrollment at CAISL.

School-sponsored or school-approved activities, as well as exceptional circumstances approved by the Secondary Principal, will not count toward this attendance limit.

## 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.

# HIDDEN CURRICULUM & TIERED APPROACH TO BEHAVIOR

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:                                    |                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Be respectful, welcoming, and well-mannered to everyone.</b>                | This means greeting others kindly, listening when others speak, and treating everyone as valued members of our community - regardless of background, identity, or role.                                                                     |
| <b>Tell the truth and take responsibility for my actions and my inactions.</b> | Honesty and accountability are foundations of trust. We are expected to acknowledge mistakes, be honest, and take ownership for our choices.                                                                                                |
| <b>Leave the space I use better than I found it.</b>                           | Whether in a classroom, bathroom, or outdoor area, we are collectively responsible for the care and condition of shared spaces.                                                                                                             |
| <b>Return what I borrow in good condition.</b>                                 | Borrowed materials (e.g. books, equipment, supplies) are cared for and returned promptly and intact.                                                                                                                                        |
| <b>Use resources mindfully.</b>                                                | 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.        |
| <b>Be on time, present, and prepared.</b>                                      | 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.                                                                    |
| <b>Give thoughtful consideration to the opinions of others.</b>                | 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                                     |
|-----------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------|
| Explicit teaching of Hidden Curriculum skills       | Address harm directly and repair relationships    | Connected to the behavior and the Hidden Curriculum                  | Based on the developmental level of each student           |
| Co-constructed classroom agreements                 | Build empathy and accountability                  | Focused on learning and responsibility                               | Proactive and reactive responses consider the full context |
| Reinforce positive behaviors with specific language | Proactive teaching promotes inclusive communities | Structured to promote socially responsible behavior                  | Responsive to individual student needs                     |
| Engaging classroom management practices             | Focus on learning over punishment                 | Designed to help students repair harm and grow                       | Informed by frequency, severity, and impact                |
| Consistent structures and routines                  | Restorative circles and conversations             | 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: Overview

CAISL uses a three-tier framework to respond to behavior. Tiers are not punitive labels - they are levels of support. Movement between tiers is based on the age of the student, frequency, severity, and impact of behavior, and the effectiveness of previous interventions. Final tier placement decisions are made by the Division Principal.

### Non-Negotiables for All Staff

- Move beyond Tier 1 when behavior is repeated - escalation to the next tier adds more support and doesn't represent failure.
- Interventions require documentation and a structured response.
- Use the Hidden Curriculum language in conversations with students and families.

- A consistent approach across classrooms, specialists, and common spaces makes our efforts more effective.
- Parent contact is required at Tier 2 and Tier 3. At Tier 1, parent communication is encouraged if there is a pattern.
- Students can be moved to a higher Tier based on the severity of a single incident.

|               |                                            |                                                                                                                                                                                            |
|---------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tier 1</b> | <b>General Behavior and Low-Level Harm</b> | Low-level, minor, or infrequent behaviors that do not disrupt teaching or learning. Managed by the teacher or responding adult.                                                            |
| <b>Tier 2</b> | <b>Repeated or Mid-Level Harm</b>          | Repeated Tier 1 behaviors or more significant behaviors indicating a student needs additional support. Managed by the teacher and communicated to administration. Parent contact required. |
| <b>Tier 3</b> | <b>Ongoing or High-Level Harm</b>          | Serious or ongoing behaviors significantly impacting safety, learning, or community well-being. Managed by administration with required parent involvement.                                |

## Secondary School (Grades 6 – 12): Tiered Response

The following framework applies to students in Grades 6 through 12. Secondary students are held to higher expectations of self-regulation and accountability. Consequences at this level increasingly reflect real-world outcomes to prepare students for life beyond CAISL.

| Tier I: General Behavior or Low-Level Harm                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description                                                                                                                                                                                                                                                                                                                                                                                              | Incident Examples (developmental stage considered)                                                                                                                                                                                                                                                                                                                             | Possible Responses & Consequences                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Who responds:</b> <ul style="list-style-type: none"> <li>• Teacher or responding adult</li> </ul> <b>Documentation:</b> <ul style="list-style-type: none"> <li>• Recorded as Tier I Infraction (Affective or General)</li> </ul> <b>Tier I Affective:</b> <ul style="list-style-type: none"> <li>• Low-level, minor, infrequent behaviors that do not disturb others or interrupt teaching</li> </ul> | <ul style="list-style-type: none"> <li>• Tardy to class</li> <li>• Materials or PE kit not brought to class</li> <li>• Not completing homework</li> <li>• Off-task behavior</li> <li>• Littering</li> <li>• Not following behavioral expectations</li> <li>• Disrupting learning</li> <li>• Inappropriate language</li> <li>• Technology use that disrupts learning</li> </ul> | <b>Restorative:</b> <ul style="list-style-type: none"> <li>• Mediation facilitated by school counselor and/or administrator</li> </ul> <b>Possible Consequences:</b> <ul style="list-style-type: none"> <li>• Parent contact (email or phone call as needed)</li> <li>• Role play / teaching of skills</li> <li>• Seat change or break</li> <li>• Complete work during lunch/study hall</li> </ul> |

|                                                                                                                                                                                                                                                                      |                                                                                                                                                                     |                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tier I General:</b> <ul style="list-style-type: none"> <li>Low-level behaviors that disrupt the teaching and learning of others</li> </ul> <b>Escalation trigger:</b> <ul style="list-style-type: none"> <li>Repeated Tier I behaviors move to Tier II</li> </ul> | <ul style="list-style-type: none"> <li>Property harm (low-level)</li> <li>Hurting others verbally or physically (low-level)</li> <li>Minor peer conflict</li> </ul> | <ul style="list-style-type: none"> <li>Temporary loss of privilege</li> <li>Teacher-assigned detention or increased supervision</li> <li>Problem-solving conference</li> <li>Reflective activity</li> <li>Removal of item</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Tier II: Repeated or Mid-Level Harm                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Incident Examples (developmental stage considered)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Possible Responses & Consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Who responds:</b> <ul style="list-style-type: none"> <li>Teacher and Assistant Principal collaboratively.</li> </ul> <b>Parent contact:</b> <ul style="list-style-type: none"> <li>Required</li> </ul> <b>Single incident:</b> <ul style="list-style-type: none"> <li>Severity of behavior escalates directly to Tier II</li> </ul> <b>Repeated instances:</b> <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 verbal or physical action</li> <li>Identity-based harm*</li> <li>Property harm or theft of low-value items</li> <li>Repeated pattern of not following behavioral expectations</li> <li>Technology use in violation of acceptable use</li> <li>Repeated tardiness or missing work</li> <li>Repeated classroom disruption</li> <li>Dishonesty or academic integrity violations</li> <li>Emotional outbursts or lack of self-regulation</li> <li>Defiance or disrespect toward staff</li> <li>Leaving class without permission</li> <li>Inappropriate online behavior</li> </ul> | <b>Restorative:</b> <ul style="list-style-type: none"> <li>Mediation facilitated by school counselor and/or administrator</li> </ul> <b>Possible Consequences:</b> <ul style="list-style-type: none"> <li>Recorded Tier II Infraction in Admin Plus</li> <li>Parent Partnership Meeting (in-person)</li> <li>Behavior Action Plan</li> <li>Daily or weekly check-ins</li> <li>Targeted skill instruction</li> <li>Loss of privilege</li> <li>Temporary removal from class</li> <li>Restitution or repair</li> <li>Lunch or after-school detention</li> <li>Mentoring with teacher or administrator</li> <li>Academic or organizational support plan</li> </ul> |

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

| Tier III: Ongoing or High-Level Harm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Incident Examples<br>(developmental stage considered)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Possible Responses & Consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Who responds:</b><br/><b>Principal</b></p> <p><b>Documentation:</b></p> <ul style="list-style-type: none"> <li>• Logged; referred to Principal</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>• 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 from Tier I or Tier II</li> </ul> | <ul style="list-style-type: none"> <li>• Malicious hurting with words or body</li> <li>• Malicious use of identity-based harm</li> <li>• Malicious verbal harm or threats to others</li> <li>• Harm to property or theft of high-value items</li> <li>• Harassment, identity-based harm, or any other form.</li> <li>• Bullying (aligned with Anti-Bullying Policy)</li> <li>• High-frequency pattern of norm violations</li> <li>• Technology use causing serious harm to the community</li> <li>• Physical aggression</li> <li>• Major property damage</li> <li>• Substance-related incidents</li> <li>• Major academic dishonesty</li> <li>• Leaving campus without permission</li> </ul> | <p><b>Restorative:</b></p> <ul style="list-style-type: none"> <li>• Repairing Harm, Repairing Relationships</li> <li>• Probationary Behavior Contract</li> </ul> <p><b>Possible Consequences:</b></p> <ul style="list-style-type: none"> <li>• Recorded Tier III Infraction in Admin Plus</li> <li>• Parent Meeting with School Leadership</li> <li>• Suspension (In-school or Out-of-school)</li> <li>• Loss of privilege (high-level)</li> <li>• Parent engagement and family contract</li> <li>• Community service or restitution</li> <li>• Outside resources mandate</li> <li>• Behavior intervention plan</li> <li>• Administrative review</li> <li>• Hold/termination of enrollment contract or dismissal from CAISL may be considered after repeated serious infractions</li> </ul> |

## Teacher Quick Reference Guide

This “at-a-glance guide” supports teachers in making consistent, confident decisions in the moment. All decisions are informed by the full tiered framework above.

| Tier            | What It Means                                                                                      | Key Teacher Actions                                                                                                                                                                                                                                                                                      | When to Escalate                                                                                                    |
|-----------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Tier I</b>   | Low-level or occasional behavior; classroom managed.                                               | <ul style="list-style-type: none"> <li>• Teach and model the expected Hidden Curriculum skill</li> <li>• Redirect calmly; restorative conversation</li> <li>• Reflection; redo or practice the behavior</li> <li>• Logical consequence; short reset</li> </ul>                                           | Escalate when behavior becomes a pattern, disrupts learning repeatedly, or Tier I strategies are no longer working. |
| <b>Tier II</b>  | Repeated Tier I behavior or mid-level behavior requiring a plan. Student needs additional support. | <ul style="list-style-type: none"> <li>• Logged in the behavior tracker</li> <li>• Implement Behavior Improvement Plan</li> <li>• Check-in/check-out system</li> <li>• Targeted skill instruction</li> <li>• Track and document; parent meeting</li> <li>• Principal/Asst. Principal informed</li> </ul> | Escalate when behavior becomes serious, affects safety, or continues despite targeted supports.                     |
| <b>Tier III</b> | Serious or ongoing behavior significantly affecting safety, learning, or community well-being.     | <ul style="list-style-type: none"> <li>• Administrative intervention</li> <li>• Behavior contract; parent conference</li> <li>• Counselor involvement; reintegration plan</li> <li>• Ongoing monitoring and review</li> </ul>                                                                            | Immediate administrative lead. Do not manage alone.                                                                 |

# BEHAVIOR EXPECTATIONS

## Campus Conduct & Safety Expectations

To ensure a safe, orderly, and respectful school environment, students are expected to follow these campus-wide guidelines:

### SAFETY IN MOVEMENT

Skateboards, in-line skates, scooters, or similar equipment may not be used on the school premises. These items may create safety risks and disrupt movement around campus.

### RESPECT FOR SHARED SPACES

Personal belongings such as backpacks, computer bags, lunch boxes, or PE bags must not obstruct hallways or common areas. Items left in walkways may be collected to maintain safety and order.

### LABELING PERSONAL ITEMS

All bags and personal school items must be clearly labeled with the student's name. This supports security measures and helps ensure belongings can be returned when misplaced.

### RESPONSIBLE USE OF CAMPUS FOR NON-SCHOOL ACTIVITIES

Students may not sell merchandise or items for personal profit on school property. Fundraising activities may only occur with prior approval from school administration.

## 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.

## Academic Integrity & Misconduct

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, academic misconduct 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 misconduct and dishonesty serve as corrective measures to ensure that the student learns from their mistake.

Examples of academic misconduct 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
- Using AI without being allowed to/or according to the given instructions.

## Teacher Review and Verification

Teachers may require students to complete alternative assessments, oral explanations, or in-class demonstrations to confirm their understanding when AI misuse is suspected. Upon review of the Secondary Principal, and based on the best interests of the student, the following consequences may result from academic misconduct:

## ACADEMIC MISCONDUCT ACADEMIC CONSEQUENCES

A score of zero 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. Should a second incident of malpractice occur (in any subject) in the same academic year, a score of zero will be given and no reassessment opportunity will be provided.

All incidents will be recorded in the student file.

## ACADEMIC MISCONDUCT 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 academic achievement as well as the individual responsibility concerns to the student and their parents.

If 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 based on 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.

## Chewing Gum

To help maintain a clean, respectful, and distraction-free learning environment, chewing gum is not permitted anywhere on school premises during the school day. Students found chewing gum will be required to dispose of it immediately. Repeated violations may result in disciplinary action, including detention, loss of privileges, or other consequences in accordance with the school's student code of conduct. Students may also be held responsible for the cost of cleaning or repairing any damage caused by improperly discarded gum.

## Smoking

Smoking is not permitted on campus or outside the school gate, in the bus pick-up area, or at any School-sponsored functions. The 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.

## 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.

## CONSEQUENCE FOR POSSESSION/USE OF ANY ABOVE-MENTIONED ITEMS

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)

# TECHNOLOGY USE AT CAISL

## Personal Devices Policy

CAISL is a **phone-free campus**. Students are expected to be fully engaged in their learning and in the school community throughout the school day. To support this expectation, the use of personal electronic devices is prohibited while students are on campus.

For the purposes of this policy, personal electronic devices include, but are not limited to, mobile phones, smartphones, cellular-enabled smartwatches, Bluetooth headphones and earbuds, personal mobile hotspot devices, and any other device capable of cellular communication or wireless internet sharing.

Students who choose to bring a mobile phone to school must ensure that it is powered off and always stored securely inside their backpack or school bag while on campus. Mobile phones may not be carried on a student's person, including in pockets, clothing, or worn in any manner. At no time while on campus may a mobile phone be kept in a pocket, sweatshirt, jacket, or any other item of clothing. Mobile phones must remain inside a student's backpack or school bag for the duration of their time on campus.

Students who choose to bring a mobile phone to school do so at their own risk. Students are responsible for the secure storage and safekeeping of their mobile phones. CAISL assumes no responsibility for personal electronic devices that are lost, stolen, damaged, or otherwise compromised while on campus or while participating in school-sponsored activities.

This policy applies at all times while students are on campus, including:

- Before the instructional day begins
- During classes

- During passing periods, breaks, lunch, advisory, and study periods
- After the instructional day has ended
- During after-school activities, practices, rehearsals, and events held on campus, unless specifically authorized by a school administrator

This policy also applies to all school-sponsored day field trips, unless a teacher or administrator provides specific permission for educational use.

Students participating in overnight trips or other extended travel will receive trip-specific expectations regarding personal electronic device use. Those guidelines will be communicated prior to departure and may differ from the standard on-campus policy.

The only circumstances in which a student may use a mobile phone while on campus or during a school-sponsored day field trip are:

- When a teacher specifically directs students to use the device for an instructional activity
- To complete a purchase using a mobile payment application at the school snack bar.

Students who need to make a phone call or send a text message during the school day must do so through the Secondary Office. Parents who need to contact their child during the school day should also do so through the Secondary Office.

The use of Bluetooth headphones, wireless earbuds, cellular-enabled smartwatches, or a personal mobile hotspot without authorization is considered a violation of this policy and will be subject to the same consequences as unauthorized mobile phone use.

## Procedures and Consequences

Students who are observed using, handling, carrying, or otherwise violating the Personal Electronic Devices Policy will be directed to immediately surrender their mobile phone or other prohibited device to the Secondary Office.

### FIRST OFFENSE

- The device will be confiscated and held in the Secondary Office.
- The device will be returned to the student at the end of the school day, prior to the student's departure from campus.

### SECOND OFFENSE

- The device will be confiscated and held in the Secondary Office.
- A parent or guardian must pick up the device from the Secondary Office.

### THIRD OFFENSE

- The device will be confiscated.
- The student will be prohibited from bringing a mobile phone or other prohibited personal electronic device to school or on school-sponsored day field trips for one calendar month.
- Any prohibited device brought to school during this period will be confiscated and may only be released to a parent or guardian.

Repeated or willful violations beyond the third offense may result in additional disciplinary action in accordance with the school's Code of Conduct.

Students are responsible for ensuring that any mobile phone brought to school remains powered off and properly stored inside their backpack or school bag throughout the time they are on campus.

## Appropriate Use of School Technology

Students must:

- Use only the **CAISL Wi-Fi network** while on campus.
- Not use VPNs, proxies, hotspots, peer-to-peer networks, or anonymizing tools.
- Keep passwords secure and change them at least once a year.
- Report suspected account compromise to the IT Office immediately.

Respectful online behavior includes the **responsible and ethical use of Artificial Intelligence (AI)**. Students may *not* use AI tools to:

- Create or share harmful, misleading, or disrespectful content
- Produce altered images, synthetic audio, deepfakes, impersonations, or fabricated messages
- Generate AI-based content targeting or misrepresenting other CAISL community members

Using AI to harass, mislead, threaten, or deceive others is a **serious behavioral violation** and will result in disciplinary action.

## Online Educational Tools: Approved Software & AI Tools

**Students may use only school-approved software, platforms, extensions, and AI tools.** Approved tools have been vetted for privacy and educational use and, when necessary, may allow students to provide limited personal information as directed by their teacher. Teachers will clearly indicate which tools/platforms are permitted in their classes, as well as which AI Use Level students should use for an assessment, homework or classwork (refer to Digital Responsibility section for AI Use Level description). Teachers will also inform students when a particular approved tool may require minimal personal information (PII) – students may only enter personal information into AI tools that CAISL has formally approved.

When using AI-enabled or AI-assisted tools on online educational platforms:

- Students must follow the CAISL AI Use Matrix.
- Students must verify AI-generated information.
- Students must comply with GDPR and CAISL's privacy standards.
- Students must not input personal data or CAISL identifying information.

Use of personal AI assistants (ChatGPT, Copilot, Gemini, Snapchat AI, etc.) is only permitted when explicitly authorized by a teacher.

Unapproved software, browser extensions, AI generators, or models **may not** be used for schoolwork. For any AI tool that is *not* explicitly approved by CAISL, **students must not provide** their own personal data, photos or details of themselves or others, CAISL student or staff names, emails, or identifying information, passwords or login information, confidential school documents or internal materials.

Parents are encouraged to monitor AI use at home.

## Social Media Guidelines for Students

Without explicit teacher permission,

- Students may **not** record any student or staff member using any device.

- Students may **not** post or share images or information about CAISL community members online.
- Students may **not** use AI to alter, generate, or manipulate media involving CAISL community members.

AI-generated content must adhere to CAISL conduct standards. Students may not use AI to create or share misleading, harmful, or inappropriate content involving CAISL community members. AI-generated images, altered media, deepfakes, or synthetic representations of CAISL students or staff may not be created, posted, or shared under any circumstances.

## Safety & Privacy

Students must not upload or share:

- photos, videos, names, or identifiable information of CAISL community members with external AI tools
- Sensitive personal details (health information, home address, phone number, family information)
- Images or identifying information about other students or staff
- Assessment materials, test content, or internal documents not permitted for upload

Students may not use AI tools to generate or alter images, videos, audio, or written text involving CAISL community members without explicit permission. The Principal or Counselor may secure a device during an investigation; devices are returned *only* to a parent/guardian.

## Digital Responsibility

CAISL students are members of a respectful and responsible learning community. Expectations apply **on campus, off campus, and online**, including in all digital environments and AI-supported tools.

### ESSENTIALS OF STUDENT CONDUCT

As a CAISL student, I **will...**

1. Be respectful, welcoming, and well-mannered to everyone in both real life and virtual life.
2. Tell the truth and take responsibility for my actions and inactions.
3. Communicate and behave ethically online and offline.
4. Use digital tools, platforms, and communication channels with honesty, civility, and integrity.
5. Come prepared for class with necessary materials and a fully charged laptop.
6. Protect the property of the school and community.
7. Ensure my device use does not compromise personal or community safety.
8. Use electronic devices **only** for educational purposes as directed by teachers
9. Contribute positively to all digital and physical spaces, leaving them better than I found them.
10. Consider the impact of my words and actions in all real and virtual interactions.

# Generative AI Use at CAISL

AI is a powerful tool that can enhance learning when used thoughtfully and ethically. Its use must always reflect CAISL's mission, values, and the [CAISL Academic Integrity Policy](#).

## PURPOSE OF AI IN LEARNING

AI may be used to support learning, creativity, and productivity. AI **may not** replace student thinking, skill development, or personal understanding.

## AI USE LEVELS (CAISL AI USE MATRIX)

CAISL has introduced the Secondary AI Use Matrix to help guide students and teachers in appropriate AI use. For each assignment, teachers will specify the permitted **AI Use Level** (Levels 0–4):

- **Level 0:** No AI Use
- **Level 1:** AI-Assisted Brainstorming
- **Level 2:** AI-Assisted Research
- **Level 3:** AI-Assisted Editing & Revising
- **Level 4:** AI-Co-Creation

Students must follow the expectations for the assigned level. Students must consult [the CAISL Secondary AI Use Matrix](#) and [the CAISL Student Guidelines for AI Use](#)

## STUDENT EXPECTATIONS FOR RESPONSIBLE AI USE

**AI must support learning, not replace it.** AI-generated work may never be submitted as original work. Unauthorized use of AI on any assignment or assessment is academic malpractice.

### **AI transparency is required.**

When using AI (Levels 1–4), students must include an AI Transparency Statement explaining:

- Which AI tool(s) were used
- How they were used
- How AI outputs were edited, verified, or changed
- Links to AI chats if requested
- MLA citations required where indicated on the Secondary AI Use Matrix

**Grades 11–12:** Follow IB citation requirements

### **Students must evaluate and verify AI content.**

AI may produce errors, bias, or fabricated content ("hallucinations"). It is the student's responsibility to:

- Fact-check
- Replace inaccurate information
- Demonstrate understanding

### **Protect personal and school information.**

To maintain safety, privacy, and compliance with data-protection requirements, students must be extremely cautious about the information they share with AI tools.

**Use only Approved Software & AI Tools.** Refer to "Online Educational Tools: Approved Software & AI Tools" section for more information.

## TEACHER RESPONSIBILITIES FOR AI USE

To support responsible AI use, teachers will:

1. **Clearly communicate the AI Use Level** (0-4) for each assignment.
2. **Teach AI literacy**, including bias, accuracy, misinformation, and limitations.
3. **Provide guidance** on citation and transparency requirements.
4. **Ensure learning remains student-centered**, not AI-centered.
5. **Verify student understanding**, including when AI use is suspected to have replaced independent work.
6. **Direct students to approved tools only**.
7. **Model ethical AI use**, disclosing when AI has contributed to grading, feedback, lesson design, or materials.

## Academic Integrity in a Digital Age: Assessments

AI may not be used on any assessment – formative or summative – unless explicitly authorized. Unauthorized AI use is academic malpractice. Students must ensure all submitted work reflects their own understanding. Teachers may verify understanding by requiring:

- Oral assessments
- In-class writing
- Draft checkpoints
- Alternative assignments

### AI-SPECIFIC ACADEMIC MISCONDUCT INCLUDES:

- Using AI to generate essays, lab reports, or assignments when not allowed
- Failing to acknowledge or cite AI assistance
- Using AI to replace assigned reading (summaries, translations, paraphrasing)
- Submitting AI-generated images, graphs, tables, code, or data as original work
- Presenting AI-generated ideas, analysis, or interpretations as one's own
- Using AI during exams or assessments that prohibit AI
- Fabricating sources, citations, or data using AI

# WORK HABITS RUBRIC

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

# AFTER-SCHOOL SUPERVISION AND CAMPUS EXPECTATIONS

Student safety is our highest priority. To ensure that all secondary students are appropriately supervised after the school day, the following expectations apply to all students in Grades 6 through 12.

## After-School Supervision

Beginning at 4:00 PM, all secondary students who remain on campus must report directly to and remain in one of the following approved, supervised activities or locations:

- Teacher office hours
- Athletics practices or competitions
- School-sponsored clubs or supervised activities
- Silent study in the library (until 5:00 PM)
- Private tutoring
- Spectating a school-sponsored athletic event
- Waiting for a sibling participating in an approved activity in the Snack Bar, which is supervised by a staff member
- Students in Grades 11 and 12 may remain in the Senior Lounge or High School Atrium for the purpose of quiet independent study or meeting with a tutor.

Students who are not participating in one of the approved activities or using an approved supervised location must leave campus no later than 4:15 PM.

## Parent Pick-Up

Parents may enter campus through the back gate and collect their children from the Driving Bay or the parking lot. To help minimize traffic congestion in Linhó, families are asked not to arrive early to wait outside the campus entrance. We encourage parents to arrive as close as possible to their child's pick-up time to support a safe and efficient dismissal process.

## Behavior Expectations for Students After School

Students who remain on campus after school are expected to:

- Report directly to their approved activity or supervised location by 4:00 PM. Attendance will be taken.
- Remain only in their designated supervised location for the duration of the activity unless given permission by the supervising adult.
- Follow all directions provided by teachers, coaches, activity sponsors, tutors, and administrators.
- Demonstrate behavior that reflects CAISL's expectations for respectful, responsible, and safe conduct.
- Comply with CAISL's Phone-Free Campus expectation. Students who remain on campus after dismissal may not use personal electronic devices, including mobile phones, smartwatches used for communication, tablets, laptops (unless required for silent study, tutoring, or teacher-

directed academic work), or other personal electronic devices. Students are expected to remain engaged in their approved activity or academic work while on campus.

Students may not loiter or gather in unsupervised areas of campus after school.

## Failure to Comply

Students who fail to follow these expectations – including remaining in unauthorized locations, leaving a supervised activity without permission, using personal electronic devices after school, or failing to follow staff directions – may be subject to disciplinary action. Repeated violations may result in the loss of the privilege to remain on campus after school except when directly participating in a required supervised activity.

These procedures are in place to ensure the safety and well-being of all students and to fulfill the school's responsibility to provide appropriate supervision outside of the regular school day.

## 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 eat food and drinks on the bus.
5. Use seat belts at all times.

## 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

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) requirements. 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](http://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/>
- 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 through 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 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.

# 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.

## 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.

## 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 13h00 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 3<sup>rd</sup> week of school. There are usually two Activities Buses, which depart from School at 17h50. One goes to Lisbon and the other goes to Cascais.

## 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 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, Assistant Principals or a member of the Information Technology team.

## 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 1<sup>st</sup> 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.

## 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 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.

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.

