Changchun American International School
长春美国外籍人员子女学校

CAIS Secondary Handbook

2026-2027

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I CONTACTS

SCHOOL OFFICE: Tel: 84581234-802/803
For all academic queries including messages regarding tardiness and absences, requests for report card reprinting and translation during meetings for teacher meetings, bus information.

FINANCE OFFICE: Tel: 84581234-240
For all financial related queries such as School fees/payments

RECEPTION DESK Tel: 84581234-240
General inquiry and lost and found.

School Counselor: Natalie Hewitt Tel: 84581234
natalie.hewitt@caisschool.com
Issues regarding the social and emotional development of students.

Head of Student Life/Guidance Counsellor: Nancy Li Tel: 84581234
nli@caisschool.com
Issues regarding student behavior and Extra Curricular Activities (ECA).

University Counselor: Donald Caldwell Tel: 84581234
donald.caldwell@caisschool.com
All matters relating to university applications and future pathways beyond CAIS.
School Office University Counseling Contact: Sally Wang Tel: 84581234
sally.wang@caisschool.com
All matters relating to documents for university applications

Middle Years Program (MYP) Coordinator: John Salgado Tel: 84581234
john.salgado@caisschool.com
Questions about the academic program
Advice on MYP subject selection and academic progress.
School Office MYP Contact: Demi Cui Tel: 84581234
demi.cui@caisschool.com

Diploma Program (DP) Coordinator: Donald Caldwell Tel: 84581234
donald.caldwell@caisschool.com
Questions about the academic program
Advice on DP subject selection and academic progress.
School Office DP Contact: Sally Wang Tel: 84581234
sally.wang@caisschool.com

Head of Student Services: Leah Hayes Tel: 84581234
leah.hayes@caisschool.com

Director of Technology Integration: Nishant Sharma 84581234
nishant.sharma@caisschool.com

Secondary Principal: Mark Andrews Tel: 84581234
mark.andrews@caisschool.com
Issues not resolved in discussions with either the subject teachers, home room teachers, Heads of Department or the IB Coordinators, or serious behavior issues.

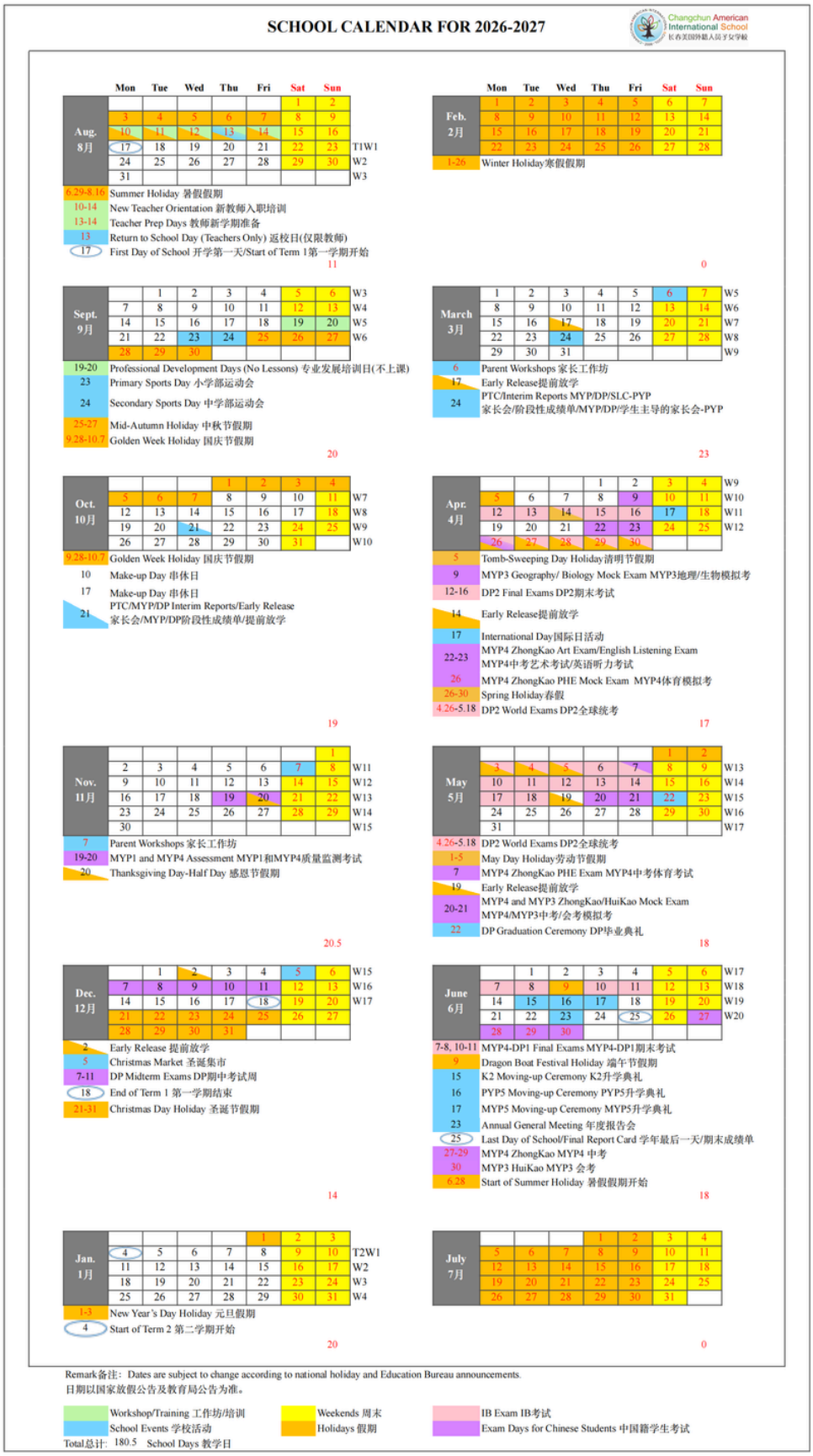
II Mission and Vision



III Secondary Bell Schedule

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
7:50	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room
7:55	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell
8:00 to 8:55	A	G	E	C	H	B	D	F
9:00 to 9:55	B	H	F	D	G	A	C	E
9:55 to 10:10	Nutritional Break							
10:10 to 11:05	C	A	G	E	F	H	B	D
11:10 to 12:05	D	B	H	F	E	G	A	C
12:05 to 13:00	Lunch							
13:05 to 14:00	E	C	A	G	D	F	H	B
14:05 to 15:00	F	D	B	H	C	E	G	A
15:00	Dismissal – Bus Time #1							
15:00 to 15:10	Nutritional Break (for students who stay for ECAs and Extended Care)							
15:15 to 16:25	*Monday to Friday Rotation* Wednesdays – Staff Meeting and Compulsory Education Classes Extra-Curricular Activities (Monday, Tuesday, Thursday, Friday)							
16:30	Dismissal – Bus Time #2							

IV 2026/2027 - School Calendar



V SCHOOL ORGANIZATION

CAIS is divided into two sections, the Primary & Early Years and Secondary which have three academic programs authorized by the IBO: The Primary Years Program (PYP, 5-11yrs old), and two programs in Secondary, the Middle Years Program (MYP, 11-16 years old) and the Diploma Program (DP, 16-18 years old).

The Secondary teaching staff is composed of well-qualified and experienced teaching staff representing over a dozen countries. All teachers receive ongoing professional development from the IBO. Any teachers who join CAIS without prior IB experience are provided with IB training during their first year of teaching.

The secondary teaching staff meets regularly to share information and discuss the following:

Vertical and Horizontal Curriculum Alignment
Student academic and social progress
Student Health and Well-Being program
MYP teaching-related topics
DP teaching-related topics

The Whole School Academic Leadership Team (WSALT)
The Whole School Academic Leadership Team is composed of the Head of School, the Primary Principal, the Secondary Principal, the Head of Early Years, the PYP Coordinator, the MYP Coordinator, the DP Coordinator and the Directory of Technology Integration. They are responsible for the organization, operation, physical facilities, and educational programs across the school, and all matters relating to staffing. The WSALT meets weekly to discuss whole school matters.

The Secondary Academic Leadership Team
The Secondary Leadership Team meets on a regular basis to discuss matters pertaining to general matters for Secondary students and programs in the MYP and DP. The Secondary Leadership team is comprised of the Secondary Principal, MYP & DP Coordinators, the Head of Student Services, and the Head of Student Life.

The Middle Years Program (MYP)
The MYP Coordinator is responsible for coordinating all aspects of the program. The MYP coordination team meets when necessary to discuss matters pertaining to students and programs in the MYP. The MYP coordination team is comprized of the MYP Coordinator, the SA Coordinator, PP Coordinator, and the Secondary Principal

The Diploma Program (DP)
The Diploma Program Coordinator is responsible for coordinating all aspects of the program.. The DP coordination team meets to discuss matters pertaining to students and academic issues in the Diploma Program. The DP team is comprised of the DP Coordinator, the CAS Coordinator, the Extended Essay Coordinator, University Counselor and the Secondary Principal

The Parent Teacher Association (PTA)
The Parent Teacher Association (PTA) exists to support and encourage parents, students, teachers, and administration to work together to provide the best possible educational and social environment for the school community. Parents automatically become members when their child enrolls in the school. Officers are elected at the start of the school year. Regular meetings are held as per the PTA Charter. Click here to see the PTA Charter.

The Student Council
The Student Council provides a forum for students to express their ideas and views on issues related to their school experience. It also allows students to contribute to school improvement. The Student Council is made up of officers who are elected by the students at the start of the year, as well as representatives from each class. The Student Council serves as the “voice of the students” and organizes activities such as spirit days, dances, and community service events throughout the year. All events and activities organized by the Student Council require the Principal’s and Head of School’s approval.

VI THE INTERNATIONAL BACCALAUREATE ORGANISATION AND MISSION STATEMENT

The International Baccalaureate Organization (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB offers students three programs: the Primary Years Program (PYP) for CAIS students in kindergarten to grade five; the Middle Years Program (MYP) for CAIS students in grades six to ten; and the Diploma Program (DP) for CAIS students in grades eleven and twelve.

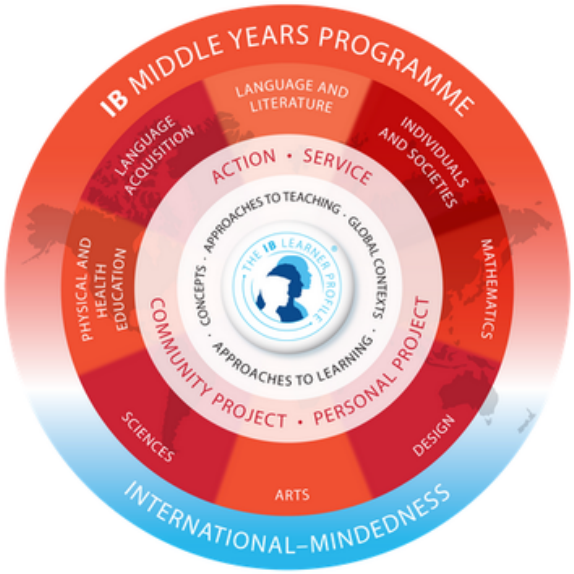
Through the IB Learner Profile and the commitment to International Education, CAIS seeks to prepare its students to meet the complex needs of the 21st Century. The IB Learner profile seeks to develop students that are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

The concept of international education is defined according to the following criteria:

- Developing citizens of the world in relation to culture, language and learning to live together
- Building and reinforcing students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in teaching methods
- Providing appropriate forms of assessment and international benchmarking.

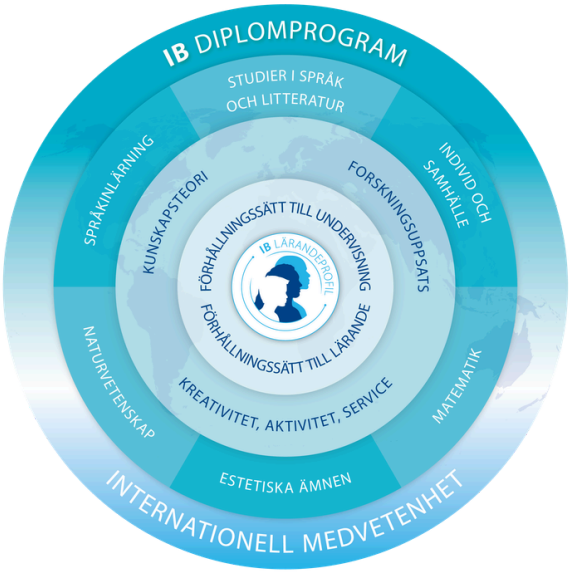
Together, CAIS and the IB are preparing students for success. For more information about the school or the programs please visit the school website and the International Baccalaureate Organization www.ibo.org

The Middle Years Program (MYP)



The Middle Years Program (MYP) is designed for students in grades six through ten. It provides a holistic learning framework of learning that develops both academic and social emotional growth. Assessment of student achievement is measured using a criterion-related approach.

The Diploma Program (DP)



The International Baccalaureate (IB) Diploma Program (DP) is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

Students learn more than a collection of facts. The Diploma Program prepares students for university and encourages them to:

- Ask challenging questions
- Learn how to learn
- Develop a strong sense of their own identity and culture
- Develop the ability to communicate with and understand people from other countries and cultures.

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VII ATTENDANCE

The responsibility for regular and punctual attendance, which is necessary for satisfactory school progress, rests with the student and parents. 90% attendance is required to attain credit for a course (maximum 18 absences). This is for both excused and unexcused absences combined. Both excused and unexcused absences count toward the expectation of 90% attendance rate. The difference between the two types of absences is explained below.

Excused absences are:

- Illness. Any illness-related absence requires a signed doctor's note after the third consecutive day of absence. Doctor's notes must be submitted within 7 days of the student's return to school. Lengthy medical absences (exceeding 10 school days) must be cleared with the school within a week of diagnosis.
- Death of a family member.
- Embassy appointments or unavoidable doctor's appointments.
- Being sent home from school after being seen and treated by the school nurse and deemed unfit to remain for the rest of the school day due to health concerns.
- External competitions or assessments not sponsored by the school.

The number of days missed will count towards the 90% attendance rate (18 days of absences) specified in the promotion/retention policy which could result in the student's retention in the current grade.

Unexcused absences include, but are not limited to:

- Absences on the first or last day of school.
- Days immediately before or after a school vacation or holiday.
- Absences for which a doctor's note or parent excuse are not submitted to the Secondary School Office.
- Leaving school sick without being seen and treated by the school nurse and deemed unfit to remain at school.
- Traveling for anything other than immediate student health concerns or death in the immediate family.

Parents need to contact the Secondary Office by 8:00AM the latest on the day of the absence to alert the school to their child's absence. If an absence is planned, families should inform the school as soon as possible. For extended, planned absences, the school will work with families on supporting students while they are out of school.

Expectations of the Parents

- Parents will support their children with responsible attendance at school.
- When it is impossible to have the student attend school because of a pre-arranged appointment that cannot be made outside the school day, or if the child is too ill to attend, parents must – prior to, or on the day of the absence – account for their child by making a phone call or sending a note apprising the school that the student is under the supervision of the parent.

Expectations of the Student:

- Students will only be absent when it is impossible for them to be in attendance.
- Students are to remind their parents that contact with the school must occur prior to, or on the day of the student's absence from school.

Attendance Intervention Protocol

- Where deemed necessary by the MYP or DP Coordinator, a discussion will take place with the student regarding an attendance concern.
- If the attendance concern persists the MYP or DP Coordinator will organise a letter from School Office to go home indicating an attendance concern.

Hall Passes

- A student's first responsibility is to arrive to class on time. Should students need to be out of class, they will get permission from the teacher after arriving to the class on time. Hall passes are a privilege and not a right.
- Students may leave class with the permission of the teacher, but must carry an official hall pass to do so.
- Students are to go directly to and from the agreed destination in the shortest possible time. Students are not permitted to go to the cafeteria or the cafe while on leave from class.
- Students are not to socialize while on leave from class.
- A student must not enter any empty classroom or office at any time.
- When a student is requested to report to the office, an official note will come from administration. However, students will be excused from class at teacher discretion.
- Students missing large amounts of class time due to using the hall pass may be asked to make up for missed class time during their break time.

Arrival at School

Students should not arrive at school before 7:30 am, when the school buses arrive, as there is no scheduled supervision before then. Students should wait in the third-floor cafeteria until 7:45 and may not play e-games while waiting for class to begin. Homeroom starts promptly at 7:50 am. Students are expected to place their belongings in their locker and be in homeroom before then.

Students who arrive late

Students are expected to arrive on time at school and to all their classes. Learning the responsibility of getting to class on time is an integral part of the MYP and DP Approaches to Learning skills, which prepares students for success. Instructional time is viewed as a precious resource. Teachers check attendance and record late arrivals for every class. Those who are absent or late to school for any reason need to bring in a parent note, or parents must contact the School Office.

Between 7:50-7:55am

Secondary students should go directly to their homeroom classroom. Students who arrive to homeroom between 7:50 and 7:55 will be recorded as late by the Homeroom teacher.

After 7:55am

Students who arrive after 7:55am must go straight to the School Office and let staff know they have arrived. They should not go directly to their first lesson. School Office staff will then mark the student as late in the school online attendance system, and their arrival time will be recorded. Students will then receive a note to take to their teacher in class to show that their attendance has been updated.

Sign out policy

If a student needs to be signed out of school, a parent must contact the Secondary School Office and sign them out. Siblings, nannies, drivers, etc. may not sign out a student.

Permission to Leave School

- Any student needing to leave during school hours due to illness, or pre-arranged appointment, must receive permission from the school office and their parents. Parents must contact the Secondary School Office to sign out the student.
- Appointments including for the doctor, dentist, orthodontist, etc. should be made for outside of school hours. Missing classes disrupts and inhibits learning and adversely affects student achievement.

Departure from School

All students must leave the school building immediately after classes end at 3:00 if they do not have an ECA or at 4:25 if they are in an ECA. Students with extended practice leave at 5:15PM with pre-arranged parental permission. Students may arrange sessions with their teachers during this time; this applies more in MYP5, DP1 and DP2. Such students will need to make their own arrangements to go home at the end of the day if there are not seats available on the later bus. Arrangements with parental permission are required before lunch on the day; this will involve a coordinator (MYP or DP) and School Office. Students should not be in the corridors, at their lockers, or in the school building after 10 minutes of the dismissal unless accompanied by a staff member. They are not permitted to wander the school campus unsupervised. Students can only stay after dismissal if a member of the teaching staff provides direct supervision and with parent permission.

Teachers will inform parents and the Secondary Principal in advance if any activity is to be held after school, as well as provide a list of students involved in the activity. PARENTS MUST GIVE THEIR WRITTEN CONSENT.

Early departure of students from School
CAIS is concerned about student safety and well-being. If a parent wishes to request permission to take a student out of school for urgent reasons or if a student has a health condition that will necessitate an extended time away from school, please contact the School Office and make the appropriate arrangements.

In all instances of early dismissal requests, the following precautions will be taken to insure student's safety.

- Students who need to leave school for an urgent reason during the day must first go to the School Office and complete an Early Dismissal Request Form. A member of the School Office staff will contact the parents to verify the details before the form is submitted to the Secondary Principal/Coordinator for their approval. Please note that early dismissal for non-urgent reasons will not be approved.
- The student may be released only to a parent or guardian whose signature is on file in the school office or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.
- MYP and DP students may be released "on his/her own" with verified parental permission.

Attendance Related to Outside School Activities
- Students on field trips or other school activities such as a sports tournament or a school sponsored activity (such as MUN) will be recorded as present at school. These days will not count against the 90% attendance rate as it is a school event.
- Students attending such events are responsible for all work missed in their regular classes.
- Attendance on the days before and after a school sponsored activity is mandatory.

Work Missed During Absences
- Students are expected to complete their work on time.
- If an MYP student is absent due to unforeseen circumstances (excused absence), unsubmitted assignments must be completed and submitted within 2 calendar days to the school's learning management system. They will receive a grade and feedback from their teachers on all work submitted within this time period.
- If the absence is unexcused, the student will still receive feedback and the grade will be a zero.
- If the absence is planned, students are expected to submit the work on time. If it is an in-class task, they will need to complete and submit it the day they return to school.
- For DP students, see the policy under late work.
- If students are in school for any period of time on days when graded tasks are due, they are responsible for submitting the assignments unless the absence from class is excused.
- Final determination of whether an absence is excused or unexcused will be made by secondary leadership.

Field Trips and Class Trips Attendance
- Field trips are a requirement of many subjects in the MYP and DP. Field trips will be arranged to maximize learning and to minimize disruption to other school functions.
- At least one week prior to the event, the trip organizer informs teachers of all students participating in an event that necessitates students' absence from school. Any students of concern or on probation with regards to academic performance may not be eligible to participate in any out-of-town trips.
- Participation in class trips may be dependent on a student's behavior throughout the year.
- Parent's permission is required for all school-organized trips.
- As these are school events, student attendance is expected following the standards of a normal school day.

VIII STUDENT CODE OF CONDUCT

Student Code of Conduct Overview

- The Student Code of Conduct flows from the Mission and Philosophy of Changchun American International School (CAIS), the IB Learner Profile and the Charter of Student Rights and Responsibilities (Appendix A) and assures that there are consequences for all behavior.
- The Student Code of Conduct applies to all school activities including evening and weekend events as well as school sanctioned trips, local as well as international.
- Students are under the authority of all of the teachers at all times in the classroom and anywhere on campus or while attending or traveling to and from school activities.
- Infractions of the Student Code of Conduct are divided into two categories: misbehavior and grave (extremely serious) misconduct.
- CAIS uses a progressive discipline approach when dealing with instances of student misbehavior and student misconduct – wherever necessary a differentiated approach is applied.
- When incidents occur, students may be spoken with as part of the investigation process. This may need to be during class time. Interruptions to student learning will be kept to a minimum.

Examples of Misbehavior

- Disruptive or inappropriate behavior in class, or in the school generally.
- Disruptive or inappropriate behavior while traveling on school buses and/or failing to follow instructions from the bus driver.
- Littering, failing to throw away garbage, making or leaving a mess in the classroom, the cafeteria or the hallways.
- Roughhousing, bothering other students, boisterous behavior.
- Failing to obey established classroom rules.
- Use of telephones or portable audio devices or other electronic equipment without the permission of a teacher.
- Continuous use of a language other than the language used in instruction.
- Other behaviors, which in the judgment of the school, disrupt the learning environment.

Appealing the Ruling of a Teacher

- Any disagreement or concern with a teacher should first be addressed with the teacher through an appointment arranged with the teacher.
- The concern must be voiced privately and courteously, and it should never be addressed during class time.
- Expressing concern with a teacher's ruling or judgment on matters publicly and/or during class time is an infraction of the Student Code of Conduct.

Consequences & Support for Misbehavior

- Teacher-student discussion to reinforce/remind expectations for behavior.
- Behavior reflection form.
- ECA time mandatory behavior support/counseling.
- Based on nature and frequency of behavior, counselors have the discretion to contact parents.
- In the case of inappropriate use of devices, confiscation of item.

Examples of Grave Misconduct

- Persistent misbehavior.
- Noncompliance or defiant, argumentative, or oppositional behavior toward teachers or administrators.
- Possession or use of tobacco products or e-cigarettes.
- Possession or use of illicit drugs or alcohol.
- Possession or distribution of pornographic material.
- Stealing or being in possession of stolen goods.
- Fighting, inciting violence, bullying, harassing, intimidating, or issuing threats.
- Making verbal or written statements that are bigoted, racist, sexist, or defamatory toward a person or group.
- Using foul or profane language.
- Violating the privacy of others or subjecting them to ridicule in any way including the use of electronic means such as email, photography, or audio recording.
- All forms of vandalism including graffiti (in any form, including liquid paper).
- Possession of a weapon or any behavior that could jeopardize the health and safety of others.
- Any form of plagiarism or cheating on an internal or external assignment or exam.
- Multiple suspensions.
- Other behaviors which in the opinion of the school constitute grave misconduct.

Consequence & Support for Grave Misconduct

Consequences may include:

- Referral to the Secondary Principal and contact with parents made where any of the following actions will be taken based on nature of incident:
- Parental meeting, cautionary letter to file, mandatory counseling.
- Compensation for damages or restitution of property
- Student placed on behavior probation.
- Loss of privileges (such as participation in school events, graduation)
- In-school suspension
- Recommendation for out-of-school suspension made to the Head of School
- Recommendation for expulsion
- Other consequences as determined by the Administration.

Out-of-School Suspension and Recommendation for Expulsion

- Out-of-school suspension will be utilized after other disciplinary methods have been used, except when, in the opinion of the school, an immediate suspension is warranted.
- Suspended students are responsible for all schoolwork missed during the suspension. Students must make prior arrangements with the School Administration to come to the school.
- When, in the judgment of Head of School and the School's Administration, it is in the best interest of the school and the other students, a suspended student may be recommended for expulsion.
- Expulsion is a very serious disciplinary procedure. The student is removed from school for the duration of a term, a school year or permanently. The expelled student may not be allowed on campus after he/she is expelled.
- When a recommendation for expulsion is pending, a student will be suspended while a written recommendation for expulsion is prepared and presented to the School's Administration.

Acceptable Use of Information and Communication Technology

Students are to use IT equipment and access the internet in a responsible manner that is in keeping with the Students Charter of Rights and Responsibilities (Appendix A).

- Electronic communication from any location, including the student's home, regardless of time, including weekends and holidays, is within the purview of the school if, in the opinion of the school, it impacts its smooth operation or the well-being of any of its students or teachers.
- Students who do not use technology responsibly will be subject to consequences ranging from temporary loss of use, to suspension, or recommendation for expulsion.
- Students bring electronic devices to school entirely at their own risk. The school assumes no responsibility for student owned devices that are damaged, lost or stolen while they are at school or at school events.
- Taking photographs, audio recordings or videos is prohibited on campus without the approval of a teacher or administrator.
- Taking photographs of other persons, even after teacher permission has been given, is not allowed without the express consent of the person or persons being photographed.
- Violating the privacy or dignity of any individual using electronic means (photographing, recording, eavesdropping, or broadcasting electronically) shall be considered grave misconduct and subject to suspension and confiscation of the equipment involved. Depending on the gravity of the situation the violation could result in the loss of privileges (such as participation in graduation) or a recommendation of expulsion from school.

Drugs and Alcohol Policy
Changchun American International School will provide a drug and alcohol-free campus for all students. All students are required in school to avoid the use of alcohol, tobacco, non-prescribed medication, and other illegal drugs. This includes any product or substance that can be misused for mood enhancing purposes, such as huffing aerosol products.

- Drugs, alcohol, tobacco (including vapes/electronic cigarettes, and other products not used for intended purpose) are not permitted on the school grounds.
- Tobacco, including vapes and electronic cigarettes, is not permitted on campus.
- Prescription drugs (prescribed) must be kept with the school nurse and taken as per guidelines. Any prescription drugs found on a student that are not prescribed or kept with the nurse, will be deemed as a violation of this policy.
- This policy extends to any school-sponsored trip or after school activity. This includes transit to and from our school on school- provided transportation and in the immediate surrounding area of the school.
- Possession or use at our school or school-related functions will include being under the influence of alcohol or drugs, even if the actual consumption took place elsewhere.

In order to ensure our campus remains drug and alcohol free, CAIS will:

- Randomly search students' bags upon entry to school. Students will be responsible for the contents of their bags.
- Search a student's bag/person if there is a credible suspicion that drugs/alcohol or other substances may be present.
- All students' bags will be thoroughly checked by CAIS staff prior to any field trip.
- Students should not carry items for other students and will be held to the same consequence level if any items are found in their possession.
- If a suspicion is present that a student is under the influence of a substance, the parent will be called and asked to do a voluntary drug test with the student at a medical facility.

Violation of the Drugs and Alcohol Policy shall be handled as follows:

- **First offense** (alcohol abuse, illegal drug abuse including prescription and over-the-counter drugs, illicit drugs, and other psychoactive substances): A joint meeting between school and home will be held to develop a short-term behavioral correction plan, arrange in-school behavioral counseling and psychological intervention, and report to the education authorities. The offender will be suspended from school for no more than one week, with parents responsible for home education and discipline. This will be recorded in the disciplinary file. Second offense: The violation will be upgraded to a long-term behavioral correction plan, with continuous psychological intervention. After reporting to the education authorities, the offender will be suspended from school for one week, and participation in off-campus group activities will be suspended or restricted. This will be recorded in the disciplinary file. If the offender fails to correct their behavior after multiple educational and disciplinary actions, they will be given a demerit or placed on probation according to procedures.
- Providing or selling drugs or other prohibited substances to others: Parents will be immediately notified, and the case will be transferred to the public security authorities for handling according to the law. The education authorities will also be notified for record-keeping. Students may be sent to a specialized school for specialized education or expelled according to the procedures of the local education authorities.
- **Special Note:** If a student engages in drug use, alcohol consumption, or other prohibited drug use outside of school, and proactively seeks help from the school's psychological counselor and promises to correct their behavior, the school will provide them with psychological counseling services and develop a confidential counseling plan. The school may consider lenient or reduced disciplinary action.

- For cases involving drug use or other illegal or criminal activities, the school has a legal obligation to report to the public security authorities. Confidentiality is limited to the content of psychological counseling and does not exempt the school from its legal reporting responsibility.
- Possession or use of tobacco products (including e-cigarettes): Students will be reprimanded and educated, ordered to submit a written reflection, and instructed by the school personnel. They will be arranged to receive school rules and regulations and health education. For more serious offenses or repeated offenses, the school will report to the education authorities and impose a suspension of classes for no more than 3 school days, with parents responsible for home education and discipline. This will be recorded in the student's behavior records.
- These rules apply on school campus along with events associated with the school such as sporting events and training at other schools or venues.

A student’s record related to drug/alcohol use and consequences will be separate and non-cumulative between MYP 1, 2, 3 and MYP 4, 5, DP 1, 2 (Middle School and High School).

IX UNIFORM POLICY

The uniform promotes an atmosphere of respect and equality in a multicultural setting. The uniform assures that students dress with modesty and in good taste reflecting sensitivity to local culture. The uniform encourages students to appear tidy, comfortable, and well-groomed. Students must be in school uniform when coming to or leaving the campus. Students must wear the uniform when representing the school on field trips. Students must adhere to school dress policy on all regular school days unless specific non-uniform days are announced school wide.

By joining CAIS students and parents are agreeing to abide by the dress code and cooperate with school staff in its implementation. The CAIS dress code plays an important role in contributing to the ethos of the classroom and the wider school. An independent and mature approach to learning is one of the key aims at CAIS. As communicators, students must learn that appropriate dress is one of the first messages we send when greeted by and working with others. A CAIS education is only a short step to university and the world of work - a responsible dress code will prepare students for both worlds. We rely on common sense and the support of students, parents' and/or guardians' in helping maintain this dress code.

Uniform Days

Formal Mondays: MYP 1 - DP 2

- Students are expected to wear the "formal uniform" consisting of the short/long sleeve white shirt (tucked in), trousers/skirt and blazer (formal jacket). A matching necktie or bow tie may be worn. Depending upon temperature the knitted vest may be worn.
- All black leather shoes or all black sports shoes must be worn. Socks are either black or white, without any prints. Tights should be solid black without prints or patterns.

Tuesdays - Thursdays: All students

- Students must wear a CAIS top and pants/skirts/shorts/trousers issued by the school. This may include any shirt, sweater or jacket issued by the school. This includes official CAIS club T-Shirts and sweatshirts. To be in full uniform, a student must have on only CAIS issued tops and bottoms. Students may not wear non-CAIS shirts under jackets or hoodies.

Fridays and Make-up Days – DRESS DOWN DAYS: All students

- Students may wear any outfit which follows the general Dress Code.

Physical Education Classes: PYP2 - DP2
The school PE uniform consists of the following items:

- CAIS physical education t-shirt
- CAIS gym shorts or sweatpants
- sports shoes

Swimming Days: All students

- On allocated swim days, each student needs to bring a towel, swim goggles, a swim cap, slippers, and sunscreen. Girls are expected to wear one-piece bathing suits for active swimming.

General Dress Code

Trousers
- All trousers should be worn around the waist - i.e. no underwear visible at any time.
- Leggings worn as trousers are only allowed if the top meets the skirt length requirement (see requirement below).
- Jeans or trousers should not have rips or tears.

Skirts and Shorts
- Minimum length must be below the fingertips with arms straight by side and hand stretched out with relaxed shoulders.
- Fishnet tights are not to be worn.

Tops
- Midriff and cleavage may not be exposed.
- No cut-outs in shirts/blouses allowed.
- Tank-top straps must be at least two fingers wide on all occasions.
- Singlets and sleeveless vests are not to be worn.
- No blouses to be worn off the shoulder.
- An under layer must be worn if a top is transparent.
- Shirts or tops must touch the waist of pants or skirts at all times.
- No inappropriate t-shirt prints (profanities, drugs, nudity, etc.)

Footwear
- Students are expected to wear closed shoes.
- All shoes should have backs or secure straps on back of shoe for safety and always remain tied.
- Flip-flops are not to be worn in school.
- The heel on shoes and boots should not be higher than 5 centimeters.

Hats
- Hats may be worn indoors only on special themed days such as Halloween or International Day.
- Hats are to be worn in ways which do not obscure the face of the student.
- Hoods as part of a hoodie sweatshirt are not to be worn indoors.

Piercings
- Large earrings are not allowed due to potential safety concerns.

General Student Appearance
CAIS students are expected to be well-groomed. Teachers who have concerns about appearance and hygiene can bring this to the attention of the homeroom advisor who will inform the student and/or parents.
- Facial hair should be neat, clean, and closely trimmed.
- Hair should be neat and tidy.

Tattoos
Any student tattoos should not be visible during school. They can find whatever way is most comfortable to cover the tattoo. Students will not be permitted to have visible tattoos on the face or neck or hands.

At all times
- No clothing is permitted with inappropriate language or symbols on campus (swear words, drugs, nudity, racist, etc.)
- Jeans or trousers should not have rips or tears above the fingers when arm straight by side and hand stretched out.
- Shirts or tops must touch the waist of pants or skirts at all times.

Field Trips
Students will be advised of appropriate clothing for field trips, days out and other out-of- school events.

Uniform Shop
The school uniform shop tries to stock uniform pieces in a range of sizes. Should students find that they are unable to comfortably wear the standard uniform pieces, they are permitted to purchase their own pieces or have copies made at local tailor shops. Any uniform item not purchased from the school uniform shop should be indistinguishable from those sold by the school uniform shop. If a student needs help in finding appropriate uniform pieces, they can contact the Head of Student Life.

X ACADEMIC AND ASSESSMENT POLICIES

Academic Support Procedures

- Teachers may call students back to their classroom in order to complete academic tasks during break times or ECA time (only if the student has a scheduled ECA that day).
- Teachers will contact parents when students require additional academic support or there is concern about a student's progress in a class.
- Teachers will schedule parent meetings if the concern continues. This meeting will involve the relevant coordinator as needed.

Academic Concern

- MYP students who receive a score below 3 in one or more core subjects across two consecutive quarters. MYP core subjects, which are compulsory credit requirements, include English, Math, Science, Individual & Societies.
- MYP5 students who are not on track to complete a minimum of 14 credits over the course of MYP4 and MYP5. Particular attention should be paid to the compulsory credit subjects.
- DP students who receive a score below 3 in one subject OR a score at or below 65% in two or more subjects.

English Language Acquisition (ELA)
Concern: Students who remain at the Emergent or Capable proficiency level for two or more consecutive years. Student's English course placement is based on MAP RIT scores, Cambridge (PET & FCE) assessment scores, PM levels, and teacher in-class assessments and feedback.

Probation: MYP students who are in the orange or red tiers have significant academic concern and might be placed on academic probation. DP students who receive a score 3 or below in two or more subjects (passing grade is 60%). Students on probation might not be permitted to participate in ACAMIS and DISA competitions.

Severity is indicated as follows:

Tier	Criteria
Tier 1: Monitor	Scoring below 3 in **1 subject** across two consecutive quarters OR scoring exactly 3 in 3 or more subjects
Tier 2: Targeted	Scoring below 3 in **2 subjects** across two consecutive quarters
Tier 3: Intensive	Scoring below 3 in **3 or more subjects** across two consecutive quarters

To support your child at home, we recommend:

- Encouraging daily reading in English (15–20 minutes daily)
- Supporting English exposure through videos, podcasts, audiobooks, and conversation
- Prioritizing the completion of English assignments independently before providing assistance
- Using flashcards to review vocabulary sets tied to PET/FCE themes (family, travel, work, health, education)
- Practicing with free Cambridge PET/FCE sample papers available on the Cambridge website, so the exam format becomes familiar
- Helping your child set small, specific language goals (e.g., "learn 10 new words this week") and celebrating small wins to build confidence over time
- Celebrating progress and focusing on long-term language growth rather than only test outcomes

Passing requirements for the Diploma Program From the May 2015 session the following failing conditions to get Diploma Award are as follow:

- CAS requirements have been met.
- Candidate's total points are more than 24.
- Students must pass CAS, the extended essay and Theory of Knowledge. They will be given an "N" or no grade one or more of the following reasons:
  - Withdrawal from the examination session
  - Failure to complete one or more component of assessment
  - A breach of regulations
- A grade higher than an E has been awarded for both theory of knowledge and the extended essay.
- Scores must be higher than a 1 in all courses.
- Students do not have more than three subjects with a score of 2 (HL or SL).
- Students do not have more than four subjects with a score of 3 (HL or SL).
- Candidate has gained 12 or more points on HL subjects
- Candidate has gained 9 or more points on SL subjects

Student Evaluation: Assessment and Reporting

The purpose of assessment is to promote student learning, provide feedback and provide a criterion-referenced level of achievement.

Assessment in the IB

The aim of IB assessment is to support and encourage student learning. The IB places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. IB assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The IB approach to assessment recognizes the importance of assessing not only the products, but also the process of learning.

Summative Assessment (Assessment of Learning)

Summative assessment tasks are defined as the culminating assessment for a unit, term, or course of study. A summative assessment task is designed to provide information on the student's achievement level against required subject-specific objectives. Summative tasks should allow individual evaluation of the students' performance and happen for the most part in class.

Examples include:

Projects, presentations, performances, reports, persuasive writing, responses to problems or scenarios, tests, examinations

Formative Assessment (Assessment as and for Learning)

Formative assessment tasks can take place before, during and after the content of a unit is taught. Teachers will develop ways of ascertaining students' prior learning so that they can plan appropriate learning experiences and teaching strategies.

Formative assessment tasks (assessment for learning) provide teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes of the students.

Formative assessment tasks can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks.

Examples include:

Feedback for students as a result of conversations, observations, anecdotal records, checklists, continuums, rubrics, written feedback, oral feedback, peer and self-assessments, or practice versions of the summative

Report Cards and Parent Conferences

- Students are evaluated on a daily and ongoing basis. Students are encouraged to regularly discuss assignments, graded work and homework with their parents.
- Students should encourage parents to address concerns directly with the teacher as they arise. There is no need for them to wait for the scheduled school wide parent conference. They should contact the teacher to arrange a meeting or a telephone interview.
- Teachers may send progress report emails throughout the school year.
- For all secondary students the assessment finalize in June. MYP4 to DP2 students will sit an end-of-year exam.
- Students receive a progress report card at the end of January and the final report card in June.
- There are two sets of Parent-Student-Teacher conferences scheduled – one in the fall and one in the spring. Students are encouraged to accompany parents to the conferences.

Incompletes and No Grade at Reporting

- A student who, for a valid reason, has not completed any of the required work for a course at the end of the progress report or term, will be given an "INC" for inconclusive.
- In the event that a student has missed assessment tasks in some criteria due to absence, it is the student's responsibility to ensure that work is submitted. Teachers will offer an academic support opportunity to catch up on missed work. If this opportunity is missed and no data is available to teachers, report card grades will be impacted.
- Under special circumstances, students may receive and NA (Not Assessed) in a subject report. This will be determined on a case-by-case basis in situations such as new student entrance or urgent medical care.

Homework

Purpose
Homework is an opportunity for students to consolidate their learning, receive feedback from a teacher, extend learning experiences beyond the classroom, and become an independent learner.

General Guidelines

- Homework is an integral part of the learning process.
- The amount of homework time required will vary, but it is essential that students spend quality time in independent study daily. Effective time management (ATL skill) and the ability to focus on the work at hand are more important than the length of time spent.
- Students can reduce the amount of time required for homework by using class time productively.
- Students should work in a quiet area free from interruption or distraction. The school library is available for student use before and after regular school hours.
- In addition to assignments, successful students read for recreation and relaxation and stay informed by reading newspapers daily.

Student Responsibilities

- Students are required to regularly check and use their CAIS email account and ManageBac.
- Record homework information accurately.
- Monitor all current electronic communication platform posts for all classes daily
- Complete all work to the best of their ability.
- Hand in the homework on time.
- Inform the teacher of any factor that has prevented the homework from being done.
- Take advantage of help outside of class time being offered by the teachers in order to be able to complete all assignments.

Teacher Responsibilities

The homework set by the teacher should be:

- For the completion of class work or preparation for new concepts.
- For the reinforcement of previously taught concepts, skills and content.
- For the Practice of skills that have already been taught.
- As an extension of skills and concepts taught in class.

Assessment of Homework

- To promote good work habits and learning skills, teachers will check that students have completed homework assignments on a regular basis. However, students will not receive grades for homework.
- Teachers assess homework by providing feedback.
- Teachers will inform parents of inconsistent homework completion.

ManageBac Expectations

- All students are enrolled on ManageBac for all of their classes.
- ManageBac is to be checked by students at least once per day.
- All work is submitted as a PDF via ManageBac, not AirDrop or e-mail.

Parent Responsibilities

Parents are asked to:

- Allow the student time to do his or her homework.
- Set up a quiet space at home that is conducive to doing homework.
- Encourage the child to complete homework.
- Support the child in providing resources, advice, and assistance with interpretation of information and instructions.
- Parents are strongly encouraged to check ManageBac regularly.

Late Assignments

Failing to complete assignments on time can negatively affect a student's learning. Our Secondary School policy is as follows:

MYP 1-5/ Grade 6-10

- All assigned tasks must be completed and are due on the date and time given by the teacher. Teachers can grant extensions based on each student situation.
- The subject teacher will communicate to parents via email on the same day that the student has not turned in an assignment.
- It is the subject teacher's responsibility to ensure that all necessary conditions are provided for students to submit assignments so that grades can be reported on time.
- If students are handing tasks late more than twice in a subject, the parents or guardians will be contacted to make a plan to assist the student in completing the required tasks.
- Communication with parents may involve the subject teacher, head of department, the MYP Coordinator, or the Secondary Principal.

DP Grades 11-12

All assignments are due on the date given by the teacher unless prior approval has been given. Students are expected to complete assessments as scheduled. Repeated missed assessments and late tasks may be considered a violation of the academic integrity policy.

When a task is late (Grade 11 and 12):

- If a task is not submitted on time as assigned, the teacher will contact the DP Coordinator and Supervised Study teacher.
- The DP Coordinator will contact the parents that the student did not complete their assigned work on time and, as such, will be receiving additional academic support during the next supervised study block. The DP coordinator will also meet with the student to get a better understanding of why the task was not completed on time.
- Additionally, the athletics director and ECA supervisor will be contacted as the student is not allowed to participate in any extracurricular activities until the work is completed.
- The student is expected to have the work completed by the next school day.
- Incomplete work will be given a zero after 24 hours unless an extension has been approved by the coordinator. However, a student may submit the work later for feedback.
- If a student has more than two late assignments in a month, parents will be asked to come to school for a meeting. The school counselor will provide additional support for the student as needed.

DP Grade 11-12: Missed Graded Tasks

- Students are expected to make every effort to be at school when they have a scheduled assessment.
- Students who miss an in-class assessment should be prepared to write the assessment immediately upon their return to school. Students may be required to write a missed assessment during lunch, after school, or during supervised study. This could be on the day of return (example: missed assessment in the morning is written at lunch or after school).
- If a student leaves during the school day prior to an assessment, s/he may risk receiving a zero on the assessment.
- If a student goes to the nurses' office during an assessment and later returns to class, s/he may risk receiving a zero on the assessment.

DP Grade 11-12: Retake Procedure

- Individual students are not permitted to retake assessments except under exceptional circumstances and with approval from the DP coordinator.
- A teacher may choose to have an entire class retake an assessment or change how it is weighted in the grade book (i.e. weighted as a formative instead of a summative).

Coordination of Major Tasks

- Major tests are coordinated using the calendar on ManageBac to assist students in preparing properly for their assessments. An effort will be made to have no more than two summative assessments on a given day.
- Formative tasks, daily assignments or long-standing major projects (such as lab reports) are not included.

Midterm and Final Exams

- Midterm and final exams will follow IB World Exam protocols.
- Examinations are to be written at the scheduled time or a mark of zero will be assigned. Students will not be exempted from examinations for personal or family reasons or, in particular, to travel. The only exceptions will be for hospitalization or bereavement due to death in the immediate family.
- Students will adhere to school dress code requirements. Students may not wear hats, hoodies with the hood up or sunglasses. Students wearing a permitted head covering may be subject to a check.
- When instructed to enter the examination room, students must do so in a quiet and orderly manner.
- The coordinator makes the ultimate decision as to where a student may sit to take an examination.
- No food or refreshment other than bottled drinking water is permitted in the examination room.
- Students may take to their desk the following items:
- Pens, pencils, eraser, geometry set, and ruler.
- Plastic, see-through pencil cases are permitted.
- Other materials may be permitted only if specifically stated in the proctor instructions for a specific examination.
- If a student realizes that they have accidentally taken unauthorized materials into an examination room, that student must notify a proctor immediately. Failure to do so may lead to an allegation of academic misconduct and receiving a zero on the exam.
- Personal items such as mobile phones, watches, tablets, laptops and any other electronic devices are not permitted in the examination room.
- Notwithstanding the above, students must disclose any electronic item inadvertently brought into the examination room. The item will be taken by the proctor and returned after the exam. Failure to disclose possession of such an item prior to the examination will be deemed to be academic misconduct.
- Calculators:
- Students may use only approved calculators during the examination. Calculators can be brought to examinations only when specified by the instructor in the directions to the examination. Calculators must be set to exam mode.
- Students may not use or store data, programs or other applications in their calculator that may assist them to recall facts or formulae.
- If required by the proctor, students must provide a list of information and programs stored on the calculator.
- The instructions given by a proctor must be obeyed. The coordinator has the right to immediately expel from the examination room any student whose behavior is interfering with the proper conduct of the examinations.
- Exams at the end of term are done in such a way that ensures each student works independently. It is used to:
- determine eligibility for promotion
- determine academic standing and awards
- diagnose areas for remediation
- It is, therefore, imperative that each student's work be his or her own. To use the work of another or to allow someone else to benefit from your work is academic misconduct.
- The onus is on the student to be above suspicion in the examination setting. Proctors will consider any suspicious behavior as evidence of academic misconduct. Students will not be given the benefit of the doubt in such situations.
- During the examination session, a student must not communicate in any way with another student. Failure to observe this constitutes academic misconduct.

- In the case of an emergency, a student may be allowed to leave the examination room. Such leave is granted at the discretion of the teacher in coordination with the head proctor.
- Students will be supervised during a temporary absence. No communication will be permitted with any person other than the supervising teacher.
- No material may be taken from or returned to the examination room during an absence.
- Students who arrive late to the midterm or final examination, will only be permitted to enter the exam room when it is least disruptive to the students already present.
- All work completed during an examination and submitted for assessment must be the student's own work.
- Students must hand in all examination papers, answer sheets, data booklets and scrap paper at the end of the examination.

Supervised Study

Grade 11 and 12 are registered in Supervised Study. As with any class, students are expected to arrive on time and with appropriate materials to be engaged for the duration of the instructional block.

This period is for:

- Doing homework.
- Working in groups.
- Checking in with DP teachers for extra help.
- Updating CAS portfolio.
- Working on/completing the Extended Essay.
- Meeting with Extended Essay supervisors.
- Meeting with the DP Coordinator regarding academics and classes.
- Meeting with the university counselor regarding university applications, SAT, etc.
- Meeting with the school counselor regarding personal and/or academic issues.
- Approved CAS experiences or projects
- Prep for SAT or IELTS
- Researching university or career options
- Other approved activities

Students should make appointments with teachers, supervisors and counselors prior to their supervised study period to ensure that their time is well spent.

Supervised study is NOT for socializing, sleeping, watching videos, playing games and other non-school related activities. Students may have a small snack during the first 5 minutes as long as the rooms are kept tidy. Students should prioritize their work for CAIS and IB during this time before completing work for outside classes. The supervising teacher will assign students to specific desks as needed to support their appropriate use of the study time and to minimize disruptions to others.

Academic Misconduct

Academic misconduct includes but is not limited to:

- copying homework (including allowing someone to copy from you);
- cheating on assignments, quizzes or tests by giving or receiving questions or answers;
- using unauthorized materials (e.g. calculators, cell phones/watches or crib notes) to complete an assignment or exam;
- plagiarism;
    - Borrowing the work or ideas of another person without giving them proper credit whether or not the source copied has been published. One gives proper credit by citing the original source in a way that is recognized as a legitimate citation. At CAIS, the secondary school has adopted the standards set forth by the Modern Language Association (MLA).
    - Using outside sources such as (but not limited to) tutors, paid organizations, AI text generators, translation applications or the Internet to complete assignments in part or in whole, writing papers or producing projects for you and submitting it as your own without acknowledging and/or citing their work.

Students should take advantage of the expertise of teachers and the resources of school librarians when questions arise about plagiarism, copyright and other ethical issues, and good academic practice for referencing sources.

Consequences of Academic Integrity Violations

If a student violates this academic integrity policy, it will be treated as a learning opportunity, behavioral issue and/or a counseling need depending on the severity of the violation and frequency.

It is the responsibility of the student to use good practice to avoid any suspicion of a lack of academic integrity. The school does not need to provide direct proof of an issue. Rather, administrators (including principals and coordinators) working with teachers may simply provide evidence demonstrating why a student's work is not representative of the integrity expected at CAIS.

All issues need to be referred to the program coordinator and section principal. The Head of Student Life may also be involved as needed. It is the teacher's role to report the incident, not to decide how an incident is to be managed. This allows the school to track any problems across subjects and years. The academic leadership team will work with the teacher about next steps and how to report grades for work that is redone. For this policy to be an effective means of setting up academic integrity, documentation is essential.

Just as students grow in their learning about the principles of academic integrity and are expected to use more outside sources as part of their learning as they move into higher grade levels, we also use tiered responses taking into account the students' age, time at CAIS, number of incidents and frequency of incidents. While grades and overall results are used primarily internally up through grade 8, in grades 9 to 12, overall results are frequently shared with other institutions such as universities. As such, it is important that the results we have genuinely reflect a student's learning so they are monitored more strictly.

Please note that these are written as general guidelines for the majority of class assignments, formative and summatives. There may be instances that require action different to what is listed below. For midterm and final exams, IB World Exams, PSAT,SAT, PET,FCE and MAP, there are a different set of rules.

First incident

The first incident at any grade level should be viewed as a learning opportunity.

- It needs to be reported to the program coordinator and Head of Student Life via email.
- The teacher should take the time to explain what the problem is, why it is a problem and how it can be fixed.
- The teacher is encouraged to work with the student about what created the situation: poor time management, lack of understanding of the assignment, lack of understanding of citation rules, etc.
- The student will be expected to re-do the assignment in a way that will show their authentic learning. This may mean using a different version of an assessment or rewriting a task with a new prompt.
- The teacher should follow-up with a short e-mail summarizing the incident, the conversation, the resulting work and any other needed information. This will be added to the student's file.

Second incident

The second incident will have different consequences at different grade levels.

For PYP it will continue to be a learning opportunity but with the principal and/or coordinator involved. The same process will be followed as outlined above with the coordinator and/or principal being involved in the conversation with the student.

For MYP and DP, if a second academic malpractice incident occurs, the school will continue to view it as a learning opportunity; however, there may be referrals to the student support services department for counseling or learning support observations as appropriate. Similarly, if it is considered to be also a disciplinary issue, the incident may be referred to the Head of Student Life.

A similar process will be followed as previously listed with the additional involvement of the coordinator and a parent meeting.

The academic leader team may also have a meeting with the teacher to get a better understanding of the context in which the academic malpractice occurred, this may also involve extra support for the teacher to help avoid similar situations in future

Third and continuing incidents

The third incident will also have consequences that vary by grade level.

For PYP it will still continue to be a learning opportunity. However, at this stage, the academic leaders and teacher will arrange a meeting with the family to discuss the problem and how they can support the student to correct it. The overall goal is for students to learn what academic integrity is, how important it is and what good academic integrity practices look like.

For MYP and DP, the third incident will be considered a severe violation of the academic integrity policy. Continuing incidents will need to have escalated consequences.

As the goal of assessment is to measure learning and academic malpractice interferes with that, a student will be expected to retake the assessment using a version that shows their authentic learning. The student will receive feedback on their learning; however the grade for that work will be reported as a zero.

The academic leaders will investigate the incident and report to the principal and potentially the head of school. A meeting will be arranged with the family, the principal and coordinator and the head of school as needed.

Continued incidents could potentially lead to failing a class and needing to repeat it.

Midterm and Final Exams

Midterm and final exams serve the purpose of being a summative assessment task and a simulation of the IB World Exams. Students should be taking them seriously and using them as a learning opportunity both in the feedback they receive and the experience they get in taking an exam in a formal setting. Given that overall results are reported differently between MYP4 and 5 and DP1 and 2, the follow-up for academic malpractice will be different.

If a proctor notices a student engaging in what appears to be academic malpractice, s/he should immediately report it to the coordinator and be prepared to document his/her concerns. The student should be allowed to finish the assessment, unless s/he is creating an environment that could potentially disrupt others.

When the assessment finishes, the coordinator will ask the student to remain in the room and bring up the concerns. The potential academic malpractice will be investigated as any other behavior concern would be.

If the student is found to have committed academic malpractice, the following will apply.

- For MYP4 and 5, the student will need to retake the assessment but a different version. The coordinator will meet with the student and his/her parents to discuss the issue.

- For DP1 and DP2, the student will need to retake the assessment but a different version. The student will receive feedback on their work but the grade will be a zero. The coordinator will meet with the student and his/her parents to discuss the issue.

Internally proctored standardized exams

If a student is found to have committed academic malpractice during an internally proctored standardized exams that are used for internal tracking of student progress, such as MAP or Cambridge English Assessments, the student's results will be voided for that testing session. S/he will need to redo the assessment. Parents will be responsible for any expenses incurred for additional testing sessions. Parents will also be informed about the incident.

If a student is found to have committed academic malpractice during an internally proctored standardized exams with externally reported data such a SAT and IB World Exams, the school will follow the practices set forth by the organizing body.

Academic Misconduct

- Students must do their own work in order to be assessed properly by teachers. Student behavior that obscures or invalidates fair evaluation of individual progress or achievement is academic misconduct.
- The onus is on the student to be above reproach. Suspicious behavior will be considered as evidence of academic misconduct.
- Students will be asked to turn in assignments via the plagiarism-checking website turnitin.com. Any tasks with higher than expected matches will be referred to the coordinator for a final decision. Note that a low percentage of matching text does not automatically mean work is not plagiarized.
- Misconduct is defined as behavior that results in, or may result in, a student or any other student gaining an unfair advantage on an assessed tasks.
- Misconduct includes:
- Plagiarism which is defined as the representation of the ideas or work of another person as the candidate's own. This includes misuse of generative AI and translation programs.
- Collusion is defined as supporting misconduct by another student, as in allowing one's work to be copied or sharing the contents of an assessment with another student.
- Duplication of work is defined as the presentation of the same work for assessments in different subjects or classes.
- Any other behavior that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, or misconduct during any assessment).

Consequences for Academic Misconduct
All incidents of suspected academic misconduct will be reported to the coordinator. Teachers will email the IB coordinator (Grade 6-10: MYP, Grade 11 and 12: DP) the student's name, with title and date of assignment. The coordinator will make the final decision if the suspected incident is academic misconduct.

Consequences for Academic Misconduct will include:

Grades 6-8:

- Parent email sent.
- Subject teacher conducts Academic Support session to redo the assignment. For collusion, both students attend Academic Support.
- Students redo the work and new marks will be awarded.

Grades 9-12:

- The student will receive a zero for the material in question.
- Parents will be contacted.
- Students redo the assignment to an acceptable level to ensure the material has been learned but no marks will be awarded.
- Academic misconduct on a final exam or IB World Exam may result in loss of course credit, graduation privileges, in addition to other consequences stipulated by the IB.

Academic Distinction
Changchun American International School is proud to recognize individual student achievement as academic distinction.

There are two levels of academic distinction: The Honor Roll and High Honors.

Honor Roll
Minimum GPA 3.5 – Grades 11 and 12
Minimum MYP Grade – Grades 6-10
8 subjects: 42 total points (out of 56) and no score less than 4*

High Honors
Minimum GPA 3.8 – Grades 11 and 12
Minimum MYP Grade – Grades 6-10
8 subjects: 50 total points (out of 56) and no score less than 4*

*Note: In Grades 6-8 only ONE Arts subject counts. The highest achievement grade will be factored in.
*Note: Grade 10 students need a minimum score of 5 on their Personal Project to be eligible for Honor Roll and a minimum score of 6 on their Personal Project for High Honors.

Graduating with Honors
Graduating seniors will be presented with an Honor Sash to wear with their cap and gown. This sash signifies that the graduating senior obtained a minimum grade point average of 3.6 in grades 11 and 12 and completed 4 years of English, Mathematics, Individuals & Societies, and Science. Such a student must have been in attendance at CAIS for at least grades 11 and 12.

Valedictorian/Salutatorian
The Valedictorian and Salutatorian respectively occupy the first and second position for highest academic achievement based on the two-year cumulative grade point average for grades 11 and 12. Each year the valedictorian speaks at graduation on behalf of the graduating class. For students who are enrolled in the full Diploma Program, weighted GPA will be considered for a maximum of six courses.

XI TECHNOLOGY

ICT Support
- Students can receive Information and Communication Technology (ICT) Support for computer problems by contacting ICT. The ICT Support office is located near the 3F Cafeteria.

Basic Minimum Requirements for the Bring Your Own Device (BYOD) Program:

Due to the requirements of the academic programs in the MYP, and DP, students are required to bring a charged electronic device to school each day. Although, our BYOD program is platform-independent, however, CAIS is an Apple School and our IT Team can best provide support for Mac OS. A CAIS student should be able to do the following with their electronic device.

- Connect to the school's WiFi network to access web pages, email and other Cloud platforms (One device per student only)
- Download/install required software
- Connect to classroom projectors using tablet/laptop adaptors provided by the school
- Connect to speakers or headphones using a 3.5-mm stereo jack or via Bluetooth
- Backup all files to Cloud service
- Protect against malware, spyware, and other viruses by keeping the anti-virus software up to date on the computer
- Create documents (Pages), spreadsheets (Numbers), and presentations (Keynote)
- Create, read, and edit PDF files
- View, edit, and submit course related images (JPEG, PNG, and GIF)
- View course related videos via internet services (YouTube or Vimeo), or in common formats (AVI and MP4)
- Play or produce course-related audio (podcasts and MP3)
- Utilize webcam and microphone with proper software for recording video and audio

- Laptops/tablets purchased within the last two years should meet the criteria above. If not, families should purchase laptops that meet the following specifications:
- Mac OS 14 or above or Windows 11
- RAM: 8GB
- CPU: 64-bit processor
- Storage: 256 GB SSD or higher
- Processor: M1 or higher (MacOS) Intel Core i5 (Dual core minimum or higher for Windows)

Accessories

- Charger with plug adapter for Chinese power outlet
- Headphones with microphone
- Adapter for VGA/HDMI/USB Type C
- Flash drive for back-up
- Tablet keyboard if applicable
- In the Diploma Program, devices must run required course-specific software to master programming skills, such as JDK 15 or higher (latest release, March 2020); Eclipse IDE or NetBeans IDE for Java development. Support for students to install software on their personal MacBooks is available, which gives them the possibility to practice programming skills at home as well.

Note: If students wish to bring an iPad, it must be an iPad 10 or newer, or an iPad Air/Pro with an M1 chip or newer. Many of our academic applications are not compatible with older iPad models.

Media Sharing

To protect student privacy and promote a positive school environment.

Guidelines:

- Students and parents are not allowed to take photos of other students.
- Students and parents are not permitted to post photos/videos of other students on personal social media.
- All media should be shared through official school channels.
- If posting a photo of yourself or your child, make sure the faces of other students are covered unless consent is given by the other parent or it is an offical CAIS photo.

AI Integrity

Acceptable Use Examples

- Brainstorming ideas using a tool like Flint or SchoolAI or any other GPT's accepted by school.
- Checking grammar or spelling using Grammarly (only to check the mistakes or as per acceptable use by the coordinators/teachers).
- Creating draft outlines with AI tools (with disclosure)
- Using image-generation tools for creative expression, with explanation

Misuse Examples (Considered Academic Misconduct)

- Copying and submitting AI-generated essays without attribution
- Using AI to answer exam/test questions unless explicitly allowed
- Submitting AI-generated lab reports, code, or creative work as original
- Using AI to bypass understanding or effort (e.g., math solvers for problem sets, writing in one language and translate the entire text which is a big NO by IB)

Violations and Consequences

Misuse of AI tools is treated as academic misconduct. Consequences may include:

- Rewriting the assignment with support
- Receiving a reduced or zero grade
- Formal record of academic misconduct
- Escalation to administration in repeated or severe cases

XII STUDENT SERVICES

Health

- The School Clinic is run by a qualified nurse.
- Each student must have a health history form completed by a parent on file in the School Clinic. This form includes health and immunization information as well as parental permission to administer first aid and non-prescriptive medication.
- Students are not to carry medication on their person. All medicines are to be dropped off at the School Clinic. The student must have a note from the parents stating when and why they are taking the medication. Prescription medications brought to school by the students must be left in the School Clinic with instructions on dosages and times to be administered.
- Students who feel unwell during the school day must alert their classroom teacher and the nurse will be called to minister to the student. Teachers will not send students to the clinic; however, the nurse will remove a student from the class if necessary. After arriving at school, a student may not leave campus for health reasons unless the school nurse or Secondary Principal has granted permission.

University Counseling

- The university counseling program begins with MYP4/Grade 9. Please see the Four Year Plan for more information about what students should expect to do each year to prepare for university.
- Students will be provided with tools to research various university and career opportunities along with being taught the skills of how to use the tools to research.
- The process is designed for students to take ownership of their university journey while the counselor provides support and guidance.

Library

- Library hours are 8:00am to 4.30pm.
- Students may access the school library web page for news, databases, the Destiny catalogue, and other resources via. This site is accessible from home and school. CAIS Library.
- Students in Grades 6 to 10 may borrow up to 10 books. Students in Grades 11 and 12 may borrow up to 15 books. When a student's library books become overdue their borrowing privileges are suspended until the overdue book(s) is renewed or returned.
- Students will be reminded of overdue books on a weekly basis via emails sent to them and their parents. On a monthly basis Homeroom/English teachers will be sent overdue reminders for students in their classes. Report cards will be withheld until all library books, textbooks, and other resources have been returned or payment is received to replace lost items.
- Lost or damaged books and school materials will be charged at the rate of the cost of the replacement plus 50% for shipping and processing.

XIII STUDENT LIFE

Deliveries for Students

- Items delivered to school during the day from home such as clothing, homework and class projects must be properly labeled with the student's name and grade.
- No outside food deliveries are permitted. Students may bring lunch from home or participate in the school meal plan.
- Delivered items can be given to the guard who will forward them to the office. Students are not to go to security to retrieve delivered items.
- Students must pick up the item between classes. Items will not be delivered directly to the classroom.

Cafeteria Services

Students have a choice of bringing their own lunch or having a hot lunch supplied by the school (if ordered in advance for the whole semester or year). Information about the cafeteria lunch will be shared on a regular basis.

We encourage our students to eat healthy and balanced lunches that should include fruit and vegetables. Please provide your child with healthy snacks for mid-morning. Students also have the option of ordering a snack from the school for Morning Break. Contact the school office to set this up for your student.

Please note that CAIS students are not allowed to order food or drinks from outside the campus and have them delivered during lunch.

Students should not be sent to school with chocolates, sweets or candies.

Students should carry a refillable water bottle at all times. Water is available from the water dispensers around the school.

During the lunch period, students are expected to display good manners and courtesy. Lunch should be consumed in the cafeteria only. They are expected to clear their place and dispose of all trash appropriately.

Students who do not maintain a certain level of respect for others and for their environment will be held accountable for their actions.

Cafeteria Student Code of Conduct

- Dispose of plates and utensils in garbage bins.
- Keep tables, seats, and floors clean.
- Talk in a normal voice (classroom voice). Do not shout.
- Keep cafeteria lines orderly: no pushing, running, horse playing or cutting in lines.
- No loitering in the cafeteria and hallways during lunch. Be seated unless otherwise instructed.
- Keep hands, feet, personal belongings and food to yourself.
- Appropriate language is to be used at all times.
- Ordering food from outside without an approval from the Principal is not allowed.

XIV CHILD PROTECTION POLICY

Information for Parents and Students
Every student has the right to feel safe and free from harm while at Changchun American International School. We expect students to treat others with respect and that they will receive the same respect in return. Students should never allow themselves to feel unsafe without reporting it to someone they trust. Our students' well-being and safety is at the forefront of our mission. We believe that child abuse prevention and education is the key to keeping our students safe. Please look at the information contained in this leaflet to learn about the definitions of child abuse and neglect, and what to do if a student does not feel safe.

Neglect
Physical Abuse
Psychological Abuse
Sexual Abuse
Failure to provide for a child's basic needs.
Causing non-accidental physical injury to a child.
Non-physical abuse that may diminish a child's sense of identity, dignity, and self-worth.

Any act where an adult includes a child in a sexual activity.

We are committed, as a school, in the following areas to prevent child abuse and help children thrive in our environment:

- Background checks and screening for all CAIS staff
- School-wide curriculum on abuse prevention and healthy relationships
- Workshops for parents on topics of nurturing parenting, child development, and child abuse prevention
- Mandatory training for all CAIS staff in child protection and child abuse prevention
- A mandated Child Protection Coordinator for the school, as well as Designated Person for Child Protection (DPCP) for the school.
- A complete Child Protection Policy in which all stakeholders at CAIS agree to and follow
- An Internet usage policy agreed upon by our staff and students
- Full-time social-emotional counselor in the school

By enrolling your child at CAIS, parents agree to partner with the school in keeping children safe. This includes the following expectations for parents:

- Read and agree to the entire CAIS Child Protection Policy and follow behavior guidelines as set out in the respective divisional student handbooks and planners
- Bring any child safeguarding concerns directly to the attention of the DPCP at the school division of your child.
- Adhere to the Guardianship policy as outlined in the CAIS Child Protection Policy
- Agree to support CAIS by creating a safe and nurturing environment for your child at home

Students at CAIS should also be aware of the Child Protection Policy and go over it with their parents. If a student wants to report any safety concerns, they should be aware of the following:

Who should I tell if I am not feeling safe at school or at home?

Anyone on staff, including the Counselor. If you do not feel comfortable talking to a member of staff you may like to write him or her an email.

What will happen if I report what is happening to a member of staff?

If the concern is worrying you but not causing you immediate harm, then the member of staff will discuss with you the ways to solve your problem. If the concern is serious and the member of staff believes that you are being harmed or in danger of being harmed, he or she will report it to the Head of School, Counselor, or Child Protection Officer (CPO).

What if I don't want the member of staff to tell the Head of School, Counselor or CPO?

The member of staff will try to keep your concerns confidential as much as possible. However, if the member of staff is aware or reasonably suspects that harm has been caused by anyone to a student of the school then school policy states that the matter must be reported to the Head of School. If the staff member has no choice about reporting what you have told to someone else, he or she will explain to you exactly what will happen next. Remember, the most important thing is that you feel safe and free from harm. You must tell someone if you are being harmed or afraid that you will be harmed.

APPENDIX A – THE CHARTER OF STUDENT RIGHTS AND RESPONSIBILITIES

I have the right to learn. It is my responsibility to appreciate learning for its own sake, to be responsible for my own learning, and to do nothing that would impede the learning of others.

I have the right to a school environment that is conducive to learning. It is my responsibility to treat school property with care, to dress and act appropriately, and to assist in making the school a clean, healthy and orderly place.

I have the right to be treated fairly and to be evaluated fairly by my teachers. It is my responsibility to do my own work, to avoid all forms of plagiarism, and to do nothing that would give me unfair advantage on a quiz, test, examination, or assignment.

I have the right to personal dignity and privacy. It is my responsibility to respect the privacy of others and to treat them in a dignified manner.

I have the right to feel that I belong to the school community. It is my responsibility to be accepting of others, to share knowledge by learning collaboratively when it is appropriate, and to do my fair share in group work situations.

I have the right to my personal possessions. It is my responsibility to treat the personal belongings of others with respect.

I have the right to be respected as an individual and to be treated courteously by everyone. It is my responsibility to be courteous and to treat everyone else respectfully regardless of age, gender, rank, or the job that they do.

I have the right to feel secure at school and to feel good about myself. It is my responsibility to behave in ways that enhance the self-esteem of others.

I have the right to be heard and to express my point of view. It is my responsibility to listen to others, to hear their opinions courteously, to express my opinions in a civil manner, and to inform my own point of view through learning.

I have the right to be proud of my cultural heritage regardless of my ethnicity, language, religion, or nationality. It is my responsibility to be respectful of, and to learn about, the cultural heritage of others.

Changchun American International School

长春美国外籍人员子女学校

With passion, we: Challenge. Connect. Create.



Changchun American International School
长春美国外籍人员子女学校

CAIS中学部学生手册

2025-2026

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IX. 校服政策

X. 学术与评估政策

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XIV. 儿童保护政策

附录A – 学生权利与责任

I 联系方式

学校办公室 : 电话: 84581234-802/803
适用于所有学术咨询，包括关于迟到和缺席的消息，成绩单重新打印申请和教师会议翻译支持，校车信息。

财务办公室 : 电话: 84581234-240
关于所有财务相关的咨询，例如学费/付款事宜

前台 电话: 84581234-240
一般咨询及失物招领事宜

学校顾问: Natalie Hewitt 电话: 84581234
natalie.hewitt@caisschool.com
关于学生社交与情感发展方面的事宜。

学生生活负责人/升学指导顾问 : Nancy Li 电话: 84581234
nli@caisschool.com
关于学生行为表现及课外活动（ECA）方面的事宜。

大学升学顾问 : Donald Caldwell 电话: 84581234
donald.caldwell@caisschool.com
关于大学申请及CAIS毕业后发展路径的所有相关事宜。
大学申请联络人 Sally Wang 电话: 84581234
sally.wang@caisschool.com
关于大学申请所需文件的所有相关事宜。

中学项目教学主任: John Salgado 电话: 84581234
john.salgado@caisschool.com
关于学术课程的咨询
提供MYP科目选择及学业进展建议
校办MYP联络人: Demi Cui 电话: 84581234
demi.cui@caisschool.com

大学预科项目教学主任: Donald Caldwell 电话: 84581234
donald.caldwell@caisschool.com
关于学术课程的咨询
提供DP科目选择及学业进展建议
校办DP联络人: Sally Wang 电话: 84581234
sally.wang@caisschool.com

学生服务负责人: Leah Hayes 电话: 84581234
leah.hayes@caisschool.com

技术与创新总监: Nishant Sharma 电话：84581234
nishant.sharma@caisschool.com

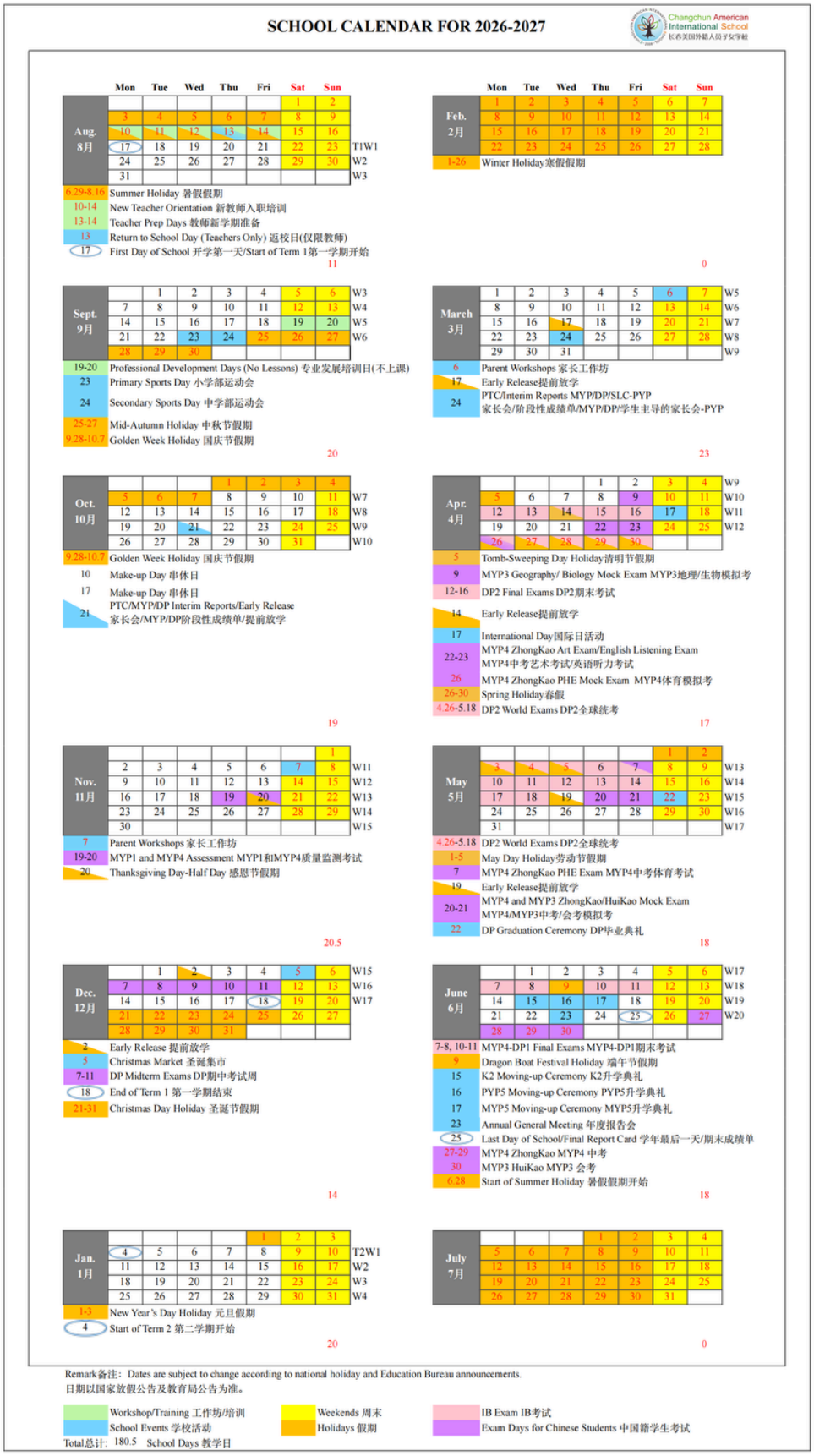
中学部校长: Mark Andrews 电话: 84581234
mark.andrews@caisschool.com
在与学科教师、班主任、学科组长或IB教学主任协商后仍未解决的问题，或涉及严重行为问题的事宜。


MISSION
宗 旨
With passion, we:
Challenge. Connect. Create.
我们满怀热情地
面对挑战、拓展联结、创造美好未来。
Changchun American International School
长春美国外籍人员子女学校
We CHALLENGE
We challenge ourselves, others, and the broader community to continually grow and improve academically, socially, and emotionally.
我们勇于挑战
我们勇于向自我、他人及社区挑战，为在学术、社交和情感面不断进步。
We CONNECT
We make personal, local, and global connections that inspire us to be responsible global citizens.
我们彼此联结
我们通过建构个人、地区及国家之间的联接来激发自己成为富有责任感的世界公民。
We are Passionate
We bring passion to our learning, our work, and our lives. We embrace diversity and strive to excel in our individual and collective passions.
我们充满热情
我们激发每一个人的热情，融入学习、工作及生活之中，成就自我，鼓励他人、共同成长。
We CREATE
We utilize our learning and knowledge to actively create a better today and tomorrow through meaningful action.
我们共同创造
我们学以致用，通过有意义的行动，积极创造美好的未来。
VALUES 价值观
VISION
愿 景
Changchun American International School inspires its community to become passionate and responsible global citizens who will meet the challenges of the future by creating opportunities through a holistic education.
长春美国外籍人员子女学校通过全人教育培育学生，启发社区成员成为有担当并能应对未来挑战的世界公民。

III 中学部作息时间表

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
7:50	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room
7:55	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell	Warning Bell
8:00 to 8:55	A	G	E	C	H	B	D	F
9:00 to 9:55	B	H	F	D	G	A	C	E
9:55 to 10:10	Nutritional Break							
10:10 to 11:05	C	A	G	E	F	H	B	D
11:10 to 12:05	D	B	H	F	E	G	A	C
12:05 to 13:00	Lunch							
13:05 to 14:00	E	C	A	G	D	F	H	B
14:05 to 15:00	F	D	B	H	C	E	G	A
15:00	Dismissal – Bus Time #1							
15:00 to 15:10	Nutritional Break (for students who stay for ECAs and Extended Care)							
15:15 to 16:25	*Monday to Friday Rotation* Wednesdays – Staff Meeting and Compulsory Education Classes Extra-Curricular Activities (Monday, Tuesday, Thursday, Friday)							
16:30	Dismissal – Bus Time #2							

IV 2026/2027 -校历



SCHOOL CALENDAR FOR 2026-2027

Changchun American International School 长春美国外籍人员子女学校

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
Aug. 8月						1	2	
	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	T1W1
	24	25	26	27	28	29	30	W2
	31							W3

6.29-8.16 Summer Holiday 暑假假期
10-14 New Teacher Orientation 新教师入职培训
13-14 Teacher Prep Days 教师新学期准备
13 Return to School Day (Teachers Only) 返校日(仅限教师)
17 First Day of School 开学第一天/Start of Term 1第一学期开始

11

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
Feb. 2月	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	

1-26 Winter Holiday寒假假期

0

Sept. 9月		1	2	3	4	5	6	W3
	7	8	9	10	11	12	13	W4
	14	15	16	17	18	19	20	W5
	21	22	23	24	25	26	27	W6
	28	29	30					

19-20 Professional Development Days (No Lessons) 专业发展培训日(不上课)
23 Primary Sports Day 小学部运动会
24 Secondary Sports Day 中学部运动会
25-27 Mid-Autumn Holiday 中秋节假期
9.28-10.7 Golden Week Holiday 国庆节假期

20

March 3月	1	2	3	4	5	6	7	W5
	8	9	10	11	12	13	14	W6
	15	16	17	18	19	20	21	W7
	22	23	24	25	26	27	28	W8
	29	30	31					W9

6 Parent Workshops 家长工作坊
17 Early Release提前放学
24 PTC/Interim Reports MYP/DP/SLC-PYP
家长会/阶段性成绩单/MYP/DP/学生主导的家长会-PYP

23

Oct. 10月				1	2	3	4	
	5	6	7	8	9	10	11	W7
	12	13	14	15	16	17	18	W8
	19	20	21	22	23	24	25	W9
	26	27	28	29	30	31		W10

9.28-10.7 Golden Week Holiday 国庆节假期
10 Make-up Day 串休日
17 Make-up Day 串休日
21 PTC/MYP/DP Interim Reports/Early Release
家长会/MYP/DP阶段性成绩单/提前放学

19

Apr. 4月					1	2	3	4	W9
	5	6	7	8	9	10	11	W10
	12	13	14	15	16	17	18	W11
	19	20	21	22	23	24	25	W12
	26	27	28	29	30			

5 Tomb-Sweeping Day Holiday清明节假期
9 MYP3 Geography/ Biology Mock Exam MYP3地理/生物模拟考
12-16 DP2 Final Exams DP2期末考试
14 Early Release提前放学
17 International Day国际日活动
22-23 MYP4 ZhongKao Art Exam/English Listening Exam
MYP4中考艺术考试/英语听力考试
26 MYP4 ZhongKao PHE Mock Exam MYP4体育模拟考
26-30 Spring Holiday春假
4.26-5.18 DP2 World Exams DP2全球统考

17

Nov. 11月							1	
	2	3	4	5	6	7	8	W11
	9	10	11	12	13	14	15	W12
	16	17	18	19	20	21	22	W13
	23	24	25	26	27	28	29	W14
	30							W15

7 Parent Workshops 家长工作坊
19-20 MYP1 and MYP4 Assessment MYP1和MYP4质量监测考试
20 Thanksgiving Day-Half Day 感恩节假期

20.5

May 5月						1	2	
	3	4	5	6	7	8	9	W13
	10	11	12	13	14	15	16	W14
	17	18	19	20	21	22	23	W15
	24	25	26	27	28	29	30	W16
	31							W17

4.26-5.18 DP2 World Exams DP2全球统考
1-5 May Day Holiday劳动节假期
7 MYP4 ZhongKao PHE Exam MYP4中考体育考试
19 Early Release提前放学
20-21 MYP4 and MYP3 ZhongKao/HuiKao Mock Exam
MYP4/MYP3中考/会考模拟考
22 DP Graduation Ceremony DP毕业典礼

18

Dec. 12月		1	2	3	4	5	6	W15
	7	8	9	10	11	12	13	W16
	14	15	16	17	18	19	20	W17
	21	22	23	24	25	26	27	
	28	29	30	31				

2 Early Release 提前放学
5 Christmas Market 圣诞集市
7-11 DP Midterm Exams DP期中考试周
18 End of Term 1 第一学期结束
21-31 Christmas Day Holiday 圣诞节假期

14

June 6月		1	2	3	4	5	6	W17
	7	8	9	10	11	12	13	W18
	14	15	16	17	18	19	20	W19
	21	22	23	24	25	26	27	W20
	28	29	30					

7-8, 10-11 MYP4-DP1 Final Exams MYP4-DP1期末考试
9 Dragon Boat Festival Holiday 端午节假期
15 K2 Moving-up Ceremony K2升学典礼
16 PYP5 Moving-up Ceremony PYP5升学典礼
17 MYP5 Moving-up Ceremony MYP5升学典礼
23 Annual General Meeting 年度报告会
25 Last Day of School/Final Report Card 学年最后一天/期末成绩单
27-29 MYP4 ZhongKao MYP4 中考
30 MYP3 HuiKao MYP3 会考
6.28 Start of Summer Holiday 暑假假期开始

18

Jan. 1月					1	2	3	
	4	5	6	7	8	9	10	T2W1
	11	12	13	14	15	16	17	W2
	18	19	20	21	22	23	24	W3
	25	26	27	28	29	30	31	W4

1-3 New Year's Day Holiday 元旦假期
4 Start of Term 2 第二学期开始

20

July 7月					1	2	3	4
	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
	26	27	28	29	30	31		

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Remark备注: Dates are subject to change according to national holiday and Education Bureau announcements.
日期以国家放假公告及教育局公告为准。

Workshop/Training 工作坊/培训
School Events 学校活动
Weekends 周末
Holidays 假期
IB Exam IB考试
Exam Days for Chinese Students 中国籍学生考试

Total总计: 180.5 School Days 教学日

V 学校组织架构

CAIS分为两个学部：小学及幼儿部、中学部，提供三个获得国际文凭组织（IBO）授权的学术课程：小学项目（PYP，5-11岁），以及中学部开设的中学项目（MYP，11-16岁）和大学预科项目（DP，16-18岁）。

中学部师资团队由来自十多个国家、资质优异且经验丰富的教师组成。所有教师均持续接受IBO提供的专业发展培训。新任教师若缺乏IB教学经验，将在执教首年获得IB课程专项培训。

中学教师团队定期召开会议，重点研讨以下内容:

纵向与横向课程衔接
学生学业进展及社交发展
学生健康与福祉计划
MYP教学相关议题
DP教学相关议题

全校学术领导团队 (WSALT)
该团队由总校长、小学部校长、中学部校长、幼儿部负责人、PYP教学主任、MYP教学主任、DP教学主任以及技术与创新总监组成，全面负责学校的组织管理、日常运作、硬件设施、教育课程体系及人事相关事宜。WSALT每周举行例会研讨全校性事务。

中学学术领导团队
中学领导团队定期召开会议，专项研讨涉及MYP与DP学生及课程的相关事宜。该团队由中学部校长、MYP与DP教学主任、学生服务部负责人及学生生活部负责人共同组成。

中学项目 (MYP)
MYP教学主任负责统筹该项目的所有相关事宜。MYP教学主任团队将根据实际需要召开会议，专门研讨涉及MYP学生及课程的相关事项。MYP协调团队由以下成员组成：MYP教学主任，SA协调员，PP协调员，中学部校长。

大学预科项目（DP）
大学预科项目（DP）教学主任负责统筹该项目的全面工作。DP协调团队定期召开会议，研讨与DP学生及学术事务相关的各项事宜。DP团队由以下成员组成：DP教学主任，CAS协调员，EE协调员，大学升学顾问，中学部校长。

家长教师协会（PTA）
家长教师协会（PTA）旨在支持并促进家长、学生、教师及校方管理层通力合作，共同为学校社群营造最优的教育和社交环境。学生入学时，其家长将自动成为协会成员。协会委员会于每学年伊始选举产生，并依照PTA章程定期召开会议。点击此处查阅PTA章程 PTA Charter.

学生会
学生会为学生提供了一个表达校园生活相关意见与看法的平台，同时使学生能够为学校发展建言献策。学生会由学年伊始经学生选举产生的干部及各班级代表组成。作为"学生的发声机构"，学生会全年组织包括精神日、舞会及社区服务活动等各类活动。所有学生会组织的活动均需获得总校长及校长批准。

VI 国际文凭组织及其使命宣言

国际文凭组织（IB）致力于培养勤学好问、知识渊博、富有爱心的年轻人，通过促进跨文化理解与尊重，帮助他们为创造更美好、更和平的世界贡献力量。

为此，本组织与学校、政府及国际机构通力合作，开发具有挑战性的国际教育课程体系及严谨的评估标准。这些课程旨在激励全球学生成长为积极进取、富有同理心且终身学习的人，并深刻理解——持有不同观点的人们，同样可能是正确的。

IB为学生提供三大课程项目：小学项目（PYP）面向CAIS幼儿园至五年级学生；中学项目（MYP）面向CAIS六至十年级学生；大学预科项目（DP）面向CAIS十一至十二年级学生。

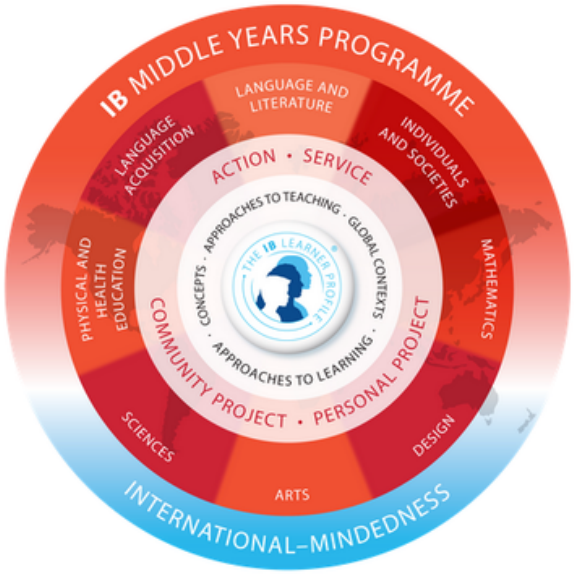
通过IB学习者培养目标和国际教育承诺，CAIS致力于培养学生应对21世纪的复杂需求。IB学习者培养目标旨在培养学生成为：探究者、知识渊博者、思考者、交流者、有原则的人、胸襟开阔的人、富有同情心的人、敢于冒险的人、全面发展的人和善于反思的人。

国际教育的概念依据以下标准界定：

- 培养具有跨文化认知、语言能力及共处素养的世界公民
- 巩固学生文化认同与身份认知
- 培育普世价值观的认知与发展
- 激发探索精神与求知乐趣
- 培养自主学习与协作学习能力，并能在多领域灵活运用
- 兼顾国际视野与本土特色
- 倡导多元化教学模式
- 建立科学的评估体系与国际对标机制

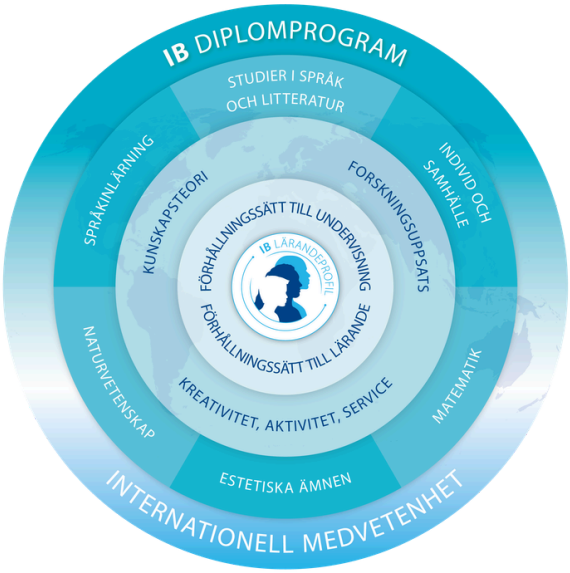
CAIS与IB携手共育，助力学子成就未来。如需获取更多关于本校或课程项目的详细信息，敬请访问学校官网及国际文凭组织官方网站 www.ibo.org 。

The Middle Years Program (MYP)



The Middle Years Program (MYP) is designed for students in grades six through ten. It provides a holistic learning framework of learning that develops both academic and social emotional growth. Assessment of student achievement is measured using a criterion-related approach.

The Diploma Program (DP)



The International Baccalaureate (IB) Diploma Program (DP) is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

Students learn more than a collection of facts. The Diploma Program prepares students for university and encourages them to:

- Ask challenging questions
- Learn how to learn
- Develop a strong sense of their own identity and culture
- Develop the ability to communicate with and understand people from other countries and cultures.

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VII 出勤政策

学生及家长须共同承担按时定期出勤的责任，这是保证学生学业顺利推进的必要条件。达到90%的出勤率是获得相应课程学分的必要条件之一（即缺勤最多不超过18天）。该要求适用于所有缺勤类型（包含请假与未请假缺勤），两类缺勤均计入90%出勤率考核标准。以下将对这两种缺勤类型的区别进行说明。

以下情况视为请假缺勤：

- 病假。连续缺勤超过3天须提交医生签署的病假证明。病假证明须于学生返校后7日内提交。长期病假（超过10个上学日）需在确诊后一周内获得校方批准。
- 直系亲属身故
- 大使馆面签或不可调整的医疗预约
- 经校医诊断后批准离校（因健康原因被判定当日不适宜继续上课）
- 非校方组织的校外竞赛或评估活动

上述所有请假缺勤天数均计入升/留级政策规定的90%出勤率标准（18天缺勤上限）。超出缺勤上限可能导致学生留级重读。

未请假缺勤包括但不限于：

- 开学的第一天或学年末最后一天缺勤。
- 学校假期或节假日前后缺勤。
- 未向学校办公室提交医生证明或家长请假条的缺勤。
- 未经校护诊治及判定不适宜留校，便因病离校
- 除紧急健康问题或直系亲属去世外的旅行。

家长需要在学生缺勤当日上午8:00前联系学校办公室，以通知学校孩子的缺勤情况。如果是提前计划好的请假，家长应尽早通知学校。对于长期的计划请假，学校将与家庭合作，以支持学生在请假期间的学习。

对家长的期望

- 家长有责任支持孩子按时出勤。
- 由于必须在上学时间段安排的预约或生病而导致学生无法到校时，家长必须在学生缺勤日之前或缺勤当天，通过电话或书面通知学校，说明学生由家长监管。

对学生的期望

- 学生仅在确实无法到校的情况下才可缺勤
- 学生应提醒家长，在缺勤前或缺勤当天必须与学校取得联系。

出勤干预管理规定

- 如MYP或DP教学主任认为有必要，将与学生进行关于出勤问题的沟通。
- 如果出勤问题持续存在，MYP或DP教学主任将组织学校办公室发出挂号信，提醒家长关注学生出勤情况。

通行证

- 学生的首要责任是准时到课。如需暂时离开教室，学生应在按时到课后向教师申请通行证。通行证需由教师授权后使用，并非学生固有权利。
- 学生经教师许可后方可离开教室，且必须携带通行证。
- 学生应直接前往约定地点并尽快返回，离课期间禁止前往餐厅或咖啡吧。
- 离课期间不得进行社交活动。
- 学生任何时候不得进入空教室或办公室。
- 若需前往办公室，需持官方通知单，但最终离课许可由教师决定。
- 因使用通行证缺课过多的学生，需在休息时间补回缺失课程。

到校规定

学生不得早于校车抵达时间7:30到校，此前无专人监管。等候上课期间禁止玩电子游戏。7:50为班主任时间，学生应提前将物品存入储物柜准时抵达班主任教室。

迟到处理

学生应准时到校并按时上课。培养准时上课的责任感，是 MYP 和 DP “学习方法” 技能中不可或缺的一环，这将助力学生迈向成功。教学时间被视为珍贵资源。教师每节课记录出勤及迟到情况。任何原因导致的缺勤/迟到均需提交家长请假单或由家长联系学校办公室。
7:50-7:55。
中学部学生应直接前往班主任教室。在7:50至7:55之间到达班主任教室的学生将被班主任记录为迟到。
7:55之后
7:55之后到校的学生需立即前往学校办公室并告知工作人员他们已到校。他们不应直接前往第一节课教室。学校办公室工作人员随后会在学校在线出勤系统中将该学生记录为迟到。其到校时间将被记录。学生随后会收到一张迟到单 ，应将其交给任课教师以证明其出勤状态已更新。

早退政策

若学生需在上学期间请假，家长须联系学校办公室为学生申请早退。兄弟姐妹、保姆、司机等不得给学生申请早退。

离校许可

- 任何因生病或预约需要在上学期间离开学校的学生，必须获得学校办公室和家长的许可。家长必须联系学校办公室给学生申请早退。
- 医院、牙医、正畸等预约应安排在课外时间。缺课会干扰学习，影响学生的学习成绩。

离校规定

所有学生在下午3:00下课后必须立即离开教学楼，如果他们有课外活动课（ECA），则在4:25离开。学生可以在此时间与老师安排辅导，尤其是MYP5、DP1和DP2的学生。如果当天下午的校车没有座位，学生需要自行安排回家的方式。学生须在午餐前获得家长许可并与教学主任（MYP或DP）和学校办公室进行安排。学生在放学后10分钟后不得在走廊、储物柜或教学楼内逗留，除非有工作人员陪同。他们不允许在无人监管的状态下在校园逗留。只有在教师可提供直接监管和家长许可的情况下，学生才能在放学后留校。

如果有任何活动安排在放学后，教师会提前通知家长和中学部校长，并提供参与活动的学生名单。**家长必须提供书面同意。**

学生提前离校

CAIS关心学生的安全和福祉。如果家长因紧急原因要求将学生带离学校，或学生有健康状况需要长时间离校，请联系学校办公室并做出相应安排。

对于所有提前离校请求，学校将采取以下预防措施以确保学生的安全：

- 因紧急原因需要在上学期间离校的学生，必须首先前往学校办公室并填写学生早退申请单。学校办公室的工作人员会联系家长以确认详细信息，然后将表格提交给中学部校长/教学主任审批。请注意，因非紧急原因的提前离校请求将不被批准。
- 家长或监护人在学校办公室提供的早退申请单签字后，学生方可离校；只有在家长或监护人书面授权的情况下，方可指定他人代接
- MYP和DP学生在获得确认的家长书面许可后，可以自行离校。

与校外活动相关的出勤

- 参加学校的研学旅行或其他学校活动（如体育比赛或学校主办的活动，如模拟联合国）的学生将被记录为在校出勤。这些天数不会计入90%的出勤率。
- 参加此类活动的学生要对在常规课程中错过的所有课业任务负责。
- 学生在学校活动的前后几天必须出勤。

缺勤期间错过的课业任务

- 学生应按时完成他们的课业任务。
- 如果MYP学生因不可预见的情况缺勤（有理由缺勤），未提交的课业任务必须在2日内完成并提交到学校的学习管理系统。学生在此期间提交的所有作业将获得成绩和教师反馈。
- 如果缺勤是无理由的，学生仍会收到反馈，但成绩将为零。
- 对于计划好的请假，学生需按时提交作业。如果是课堂任务，他们需要在返校当天完成并提交。
- 对于DP学生，请参见迟交作业的相关政策。
- 如果评分任务截止时间为学生在校时间，他们有责任提交作业，除非缺勤是被批准的。
- 缺勤是否有理由的最终决定由中学部领导团队做出。

学校组织的研学和班级旅行出勤

- 研学是MYP和DP许多科目的要求。研学安排将最大化学习效果，并尽量减少对其他学校活动的干扰。
- 活动开始前至少一周，组织者需通知教师所有参与该活动学生的缺勤情况。任何有学业问题或处于观察期的学生可能无法参与外地研学旅行。
- 参与班级旅行可能取决于学生在学年中的行为表现。
- 所有学校组织的旅行均需家长许可。
- 由于这些是学校活动，学生的出勤应遵循正常上学日的标准。

VIII 学生行为准则

学生行为规范概述

- 学生行为规范源自长春美国外籍人员子女学校（CAIS）的使命和理念、国际文凭（IB）学习者培养目标以及学生权利与责任章程（附录A），并确保所有行为有相应的后果。
- 本规范适用于所有学校活动，包括晚间和周末举办的活动以及学校批准的国内及国际旅行。
- 学生在课堂、校园任何区域、参加或往返学校活动途中，均受所有教师的监管。
- 违纪行为分为两类：一般不当行为与严重不良行为。
- CAIS在处理学生不当行为时坚持教育为主、惩戒为辅，采取渐进式教育惩戒措施，在必要时采用差异化的方法。
- 如有事件发生，学校在调查过程中可能需要与学生谈话。谈话将尽量安排在非上课时间以减少对学习的影响。

不当行为的例子

- 在课堂上或学校内的干扰性或不当行为。
- 在校车上干扰或不当行为，或未遵循司机的指示。
- 随意丢弃垃圾，未及时清理教室、餐厅或走廊内的杂物。
- 打闹、打扰其他学生、行为喧闹。
- 未遵守既定的课堂规则。
- 未经教师许可使用电话、便携音频设备或其他电子设备。
- 持续使用与教学语言不同的语言。
- 其他在学校判断下会干扰学习环境的行为。

对教师判定的申诉

- 任何对教师的教育教学策略有不同意见或疑虑的，应首先通过与教师预约会谈的方式进行沟通。
- 表达异议应尊重教师、注意方式，不得扰乱课堂教学秩序。
- 以辱骂、挑衅等不尊重方式对教师表达异议，扰乱教学秩序的，视为不当行为。

不当行为的后果与支持

- 教师与学生的讨论，以强化/提醒行为期望。
- 行为反思表。
- 强制参加课外活动课（ECA）期间的行为支持/辅导。
- 根据行为的性质和频率，辅导员有权酌情联系家长。
- 对于不当使用电子设备的情况，学校可暂时保管相关设备，并于当日放学时归还学生或其监护人。

严重不当行为的例子

- 持续的不当行为。
- 对教师或管理人员的不服从、挑战、争论或对抗行为。
- 持有或使用烟草产品或电子烟。
- 持有或使用非法药物或酒精。
- 持有或传播色情材料。
- 盗窃或持有被盗物品。
- 打架、煽动暴力、欺凌、骚扰、恐吓或威胁他人。
- 发表带有偏见、种族歧视、性别歧视或毁谤性质的言论。
- 使用粗俗或不雅的语言。
- 侵犯他人隐私或以任何方式使他人受到嘲笑，包括通过电子手段如电子邮件、摄影或录音。
- 任何形式的破坏行为，包括涂鸦（任何形式，包括修正液）。
- 非法携带枪支、弹药或者弩、匕首等国家规定的管制器具，或持有其他可能危害他人人身安全的物品。
- 任何形式的抄袭或在内部或外部作业、考试和评估中的学术不端行为。
- 多次停学。
- 对他人实施性骚扰，或制作、传播涉及他人的淫秽、色情信息。
- 其他在学校看来构成严重不当行为的行为。

严重违纪行为的处理措施与支持

处理措施可包括：

- 汇报给中学部校长，并与家长联系，根据事件性质采取以下任何措施：
- 家长会议、存档的警告信、强制辅导干预。
- 赔偿损失或归还财物。
- 对学生行为实施观察期管理。
- 失去特别权限（如参与学校活动、毕业活动等）。
- 校内停学。
- 给予不超过一周的停学处分，由学生家长在家进行教育、管教。
- 建议开除学籍处分。
- 法律法规及学校校规校纪规定的其他教育惩戒或纪律处分措施。

校外停学与建议开除

- 学校在实施其他教育惩戒措施后，对仍不改正的学生可实施校外停学惩戒；对情节严重、影响恶劣的，可立即实施校外停学惩戒，但会事先告知家长，并报属地教育行政部门备案。
- 停学期间，学生需对错过的所有课业任务负责。学生返校前，家长须与学校管理层沟通返校事宜。
- 若经学校学生处分委员会审议、听取学生及监护人陈述申辩后，认为确有必要给予开除学籍处分的，由总校长批准，并报属地教育行政部门备案。
- 开除是一项非常严肃的纪律处分程序。开除学籍处分自决定送达之日起生效，学生学籍终止。被开除学籍的学生，未经学校许可不得进入校园。
- 在开除学籍处分审议期间，学校可对学生采取临时保护性停学措施，并形成书面调查文件提交学校学生处分委员会审议。

信息与通信技术的使用

学生应以负责任的方式使用信息技术设备及访问互联网，符合《学生权利与责任章程》（附录A）的规定。

- 学生在校内及学校组织的活动中使用信息与通信技术，应遵守学校规定。学生在校外的电子通信行为，如对学校教育教学秩序造成直接、间接、实质性影响的，学校可依规处理。
- 不当使用信息与通信技术的学生，学校可根据情节轻重，采取暂时限制使用、批评教育、纪律处分等措施；情节严重的，可依法给予停学直至开除学籍处分。
- 学生自带的电子设备由其自行妥善保管。学校对学生个人设备不承担保管义务，对学生在校内或校外活动中损坏、丢失或被盗的个人设备不承担任何责任。
- 未经教师或管理层批准，禁止在校园内拍摄照片、录制音频或视频。
- 即使在获得教师许可的情况下，拍摄他人照片也必须得到被拍摄者的明确同意。
- 使用电子手段侵犯他人隐私或人格尊严（如偷拍、偷录、窃听或未经许可传播）将被视为严重不当行为，可能会导致学校暂时保管设备、失去特权（如参与毕业典礼）、停学或开除学籍的处分，必要时移交公安机关处理。

毒品与酒精政策

CAIS校园严禁毒品与酒精。学生不得在校内使用酒精、烟草制品、电子烟，不得吸食、注射毒品或滥用国家规定管制的麻醉药品和精神药品。（包括任何可能被滥用于改变情绪的产品或物质，例如吸入气雾剂）。

- 学校校园内禁止携带毒品、酒精和烟草（包括电子烟及其他非预期用途的产品）。
- 处方药（已开处方）必须由学校校医保管，并按照指导服用。任何在学生身上发现的非处方或未交与校医保管的处方药将被视为违反此政策。
- 本政策适用于所有学校组织的旅行或课后活动（包括校车通勤及校园周边区域）。
- 在校内或与学校相关的活动中，持有或使用酒精、毒品均属违规；学生在校外摄入酒精或毒品后处于其影响下到校参加学校活动的，亦属违规。

为了确保校园保持无毒品和酒精的环境，学校将：

- 在学生入校时随机检查其书包。学生对书包内的物品负责。
- 如果有可靠的怀疑存在毒品/酒精或其他物质，学校可检查学生的书包或个人物品。涉嫌违法犯罪的，立即报告公安机关。
- 在外出研学之前，学校将进行安全检查，学生应配合自行打开随身物品接受检查。
- 学生不得为其他学生携带物品，如果在其身上发现任何物品，将承担相同的后果。
- 如果怀疑某学生受到药物影响，学校将联系家长，请其带学生到医疗机构进行自愿的药物检测 。

违反毒品和酒精政策的处理方式如下：

- 首次违规（滥用酒精、违规滥用药物含处方药与非处方药、非法毒品及其他精神活性物质）：家校联合约谈，制定短期行为矫正方案，安排校内行为辅导与心理干预，报备教育主管部门后给予不超过一周的停课停学，由家长在家进行教育、管教，记入纪律档案。二次违规：升级为长期行为矫正方案，持续心理干预，报备教育主管部门后给予一周的停课停学，暂停或限制参加校外集体活动，记入纪律档案；经多次教育惩戒仍不改正的，依程序给予记过或留校察看处分。
- 向他人提供、贩卖毒品或其他违禁物质：立即通知家长，依法移送公安机关处理，同时报教育主管部门备案。送入专门学校接受专门教育或依程序给予开除学籍处分；
- 特别说明：学生在校外存在吸毒、饮酒或其他违禁药物使用行为，主动向学校心理辅导教师求助并承诺改正的，学校应为其提供心理咨询服务并制定保密辅导方案，可酌情从轻或减轻教育惩戒。
- 涉及吸毒等违法犯罪行为的，学校依法负有向公安机关报告的义务；保密范围限于心理辅导内容，不免除学校法定报告责任。
- 携带、使用烟草制品（含电子烟）：首次予以批评教育，责令书面检讨，由学校德育工作负责人训导，安排接受校规校纪及健康教育；情节较重或屡犯的，报备教育主管部门后，给予不超过 3 个教学日的停课停学，由家长在家教育管教，并记入学生综合素质评价。
- 本政策适用于校园及与学校相关的活动，例如：在其他学校或场馆进行的体育赛事和训练。

学生在烟草 / 酒精使用方面的记录及相应处分，在 MYP1-3 年级（初中阶段）与 MYP4-5 年级、DP1-2 年级（高中阶段）之间是相互独立的，不累计计算。但严重违纪记录（如涉及毒品、欺凌等）不因学段晋升而消除。

IX 校服政策

校服在多元文化环境中营造尊重与平等的氛围。校服确保学生的着装端庄得体，反映对当地文化的敏感性。校服鼓励学生保持整洁、舒适和良好的仪容。学生在进出校园时必须穿着校服。学生在校外活动中代表学校时必须穿着校服。除非学校宣布特定的非校服日，学生在所有常规上课日都必须遵守学校的着装政策。

加入长春美国外籍人员子女学校（CAIS）后，学生和家长同意遵守着装规范，并与学校工作人员合作实施该规范。CAIS的着装规范在塑造教室和学校的氛围中发挥着重要作用。培养学生独立和成熟的学习态度是CAIS的一个关键目标。作为沟通者，学生必须认识到，适当的着装是我们在与他人打招呼和合作时传递的第一信息。CAIS的教育只是学生通向大学和职场的一小步——负责任的着装规范将为学生在这两个领域做好准备。我们期待通过家校共识共同维护着装规范，这需要学生、家长及监护人的理解与配合。

校服日

正式周一校服：MYP1 - DP2学生

- 学生需穿着正式校服，包括短袖/长袖白衬衫（必须扎进裤子）、长裤/裙子和西装外套（正式夹克）。可以佩戴搭配的领带或领结。根据气温可穿着针织背心。
- 必须穿着全黑皮鞋或全黑运动鞋。袜子应为黑色或白色，不得有任何图案。打底裤应为无图案的纯黑色。

周二至周四：所有学生

- 学生必须穿着由学校发放的CAIS上衣和裤子/裙子/短裤/长裤。这可以包括任何由学校发放的衬衫、毛衣或外套，也包括CAIS官方社团的T恤和运动衫。要穿着完整的校服，学生必须只穿着由CAIS发放的上衣和下装。学生不得在夹克或帽衫下穿非CAIS的衬衫。

周五和窜休日 – 休闲日：所有学生

- 学生可以穿着符合一般着装规范的任何服装。

体育课：PYP2 - DP2

学校的体育校服包括以下物品：

- CAIS体育T恤
- CAIS运动短裤或运动长裤
- 运动鞋

游泳日：所有学生

- 在指定的游泳日，每位学生需要携带毛巾、游泳护目镜、泳帽、拖鞋和防晒霜。参加游泳的女孩应穿着连体泳衣。

一般着装规范

裤子
- 所有裤子均需系于腰部 —即任何时候都不得露出内裤。
- 作为外裤穿着的打底裤，仅在上衣长度达到裙子的长度要求（详见下方要求）时才被允许
- 牛仔裤或裤子不得有破洞或撕裂。

裙子和短裤
- 下摆不得短于自然垂臂时指尖位置
- 不得穿网状打底裤。

上衣
- 不得露出腰腹和乳沟 。
- 衬衫 / 上衣不得有镂空设计
- 背心肩带宽度必须至少有两指宽。
- 禁止穿着背心和无袖马甲。
- 衬衫不得露肩穿着 。
- 如果上衣是透明的，必须穿着内搭。
- 衬衫或上衣的下摆必须始终盖住裤子或裙子的腰部
- T 恤图案不得包含不当内容（如污秽言语、涉毒、裸露等）

鞋子
- 必须为包趾包跟款式。
- 所有鞋子均需有鞋后帮或鞋后部的固定鞋带，以确保安全，且必须始终系好鞋带。
- 学校内不得穿人字拖。
- 鞋子和靴子的跟高不得超过5厘米。

帽子
- 帽子仅可在特殊主题日（如万圣节或国际日）期间在室内佩戴。
- 帽子佩戴不得遮挡学生的脸。
- 连帽卫衣的帽子不得在室内佩戴。

耳饰
- 出于安全考虑，禁止佩戴大型耳环

基本准则
CAIS学生应保持整洁得体的个人形象。教师如发现学生存在仪容或卫生问题，将告知班主任沟通学生和/或家长
- 面部胡须需修剪整齐、保持清洁
- 发型应整洁大方

纹身管理
学生在校期间必须遮盖所有纹身，可以用自己觉得最舒适的方式来遮盖纹身。禁止面部、颈部及手部出现可见纹身。

着装统一要求
- 服装不得出现不当文字或图案（脏话、毒品、裸露、种族歧视等内容）
- 牛仔裤/长裤不得在手臂自然下垂时指尖位置以上出现破洞
- 上衣的下摆必须始终盖住裤子或裙子的腰部

校外活动着装
学生参加校外研学或其他校外活动时，需按通知要求着装

校服商店
校服商店备有各尺寸标准校服。特殊体型学生可自行购买相近款式或在本地裁缝店定制。非本校商店购买的校服应与原版无明显差异。选购咨询请联系学生生活负责人。

X 学术与评估政策

学术支持流程

- 教师可在课间休息或ECA时间（仅限学生当日有ECA的情况下）要求学生回到教室，以完成学术任务。
- 若学生需要额外学术支持，或教师对学生在课堂上的学习进展存在担忧，教师将联系家长。
- 若学业担忧持续存在，教师将安排家长会，必要时将邀请相关学段教学主任参与

学术预警

学术预警将根据期中阶段性成绩报告和第一学期阶段性成绩报告判定。

当学生出现以下情况时，将被列为学术预警对象：

- **MYP 学生**
  - 某一科目成绩低于 3 分；或
  - 三门及以上科目成绩为 3 分。
- **DP 学生**
  - 某一科目成绩低于 3 分；或
  - 两门及以上科目成绩低于或等于 65%。

学校将通过正式信函告知家长学术预警情况，并附具体支持方案。若下一报告周期成绩仍处于预警水平，学校将召开由教师、教学主任及中学部校长参与的家长会，学生可能进入学术观察期。

学术观察

当学生学术表现存在严重问题时，将进入学术观察期。具体情形如下：

- **MYP 学生**
  两门科目成绩低于 3 分。
- **DP 学生**
  两门科目成绩低于 3 分。

处于学术观察期的学生不得参加任何课外活动课（与学校相关的活动），但可通过签订协议申请参与团队活动。学生可能被要求辞去学生会成员或家园活动队长等领导职务。学校将安排学生及家长与校长、相关学段教学主任会面，共同制定改进计划。学术观察期将持续至下一官方成绩报告发布。

大学预科项目的通过要求

自 2015 年 5 月考试期起，以下为获得IB文凭的必备条件：

- CAS（创造、活动与服务）要求达标。
- 总分需超过 24 分。
- 必须通过 CAS、专题论文（EE）及认识论（TOK）。若出现以下情况之一，相关科目将被标记为 “N”(无成绩)：
  - 退出当次考试；
  - 未完成一项或多项评估组成部分；
  - 违反考试规则；
- TOK 和 EE 均获得高于 E 的成绩
- 所有科目成绩均须高于1分。
- 得分 2 分的科目（含 HL/SL）不超过 3 门。
- 得分 3 分的科目（含 HL/SL）不超过 4 门。
- HL（高级水平 ）科目总分需达到 12 分及以上。
- SL（普通水平 ）科目总分需达到 9 分及以上。

学生评价：评估与报告

评估的目的是促进学生学习、提供反馈，并以标准参照的方式评定学生的学业成就水平。

国际文凭组织（IB）的评估
IB 评估的目标是支持和鼓励学生学习。IB 注重评估过程，该过程包括收集和分析学生的表现信息，并就学生的表现及时提供反馈。IB 评估在 ATL （学习方法）技能的培养中发挥着重要作用，尤其针对与各学科组目标密切相关的技能。IB 的评估方法不仅重视对学习成果的评估，也认可对学习过程评估的重要性。

总结性评估（对学习成果的评估）
总结性评估任务是指针对一个单元、一个学期或一门课程学习的总结性考核。设计总结性评估任务的目的是，依据特定学科的要求目标，评估学生的学业成就水平。总结性评估任务应能对学生的表现进行个体化评估，且主要在课堂内完成。
示例包括：
项目、展示、表演、报告、说服性写作、对问题或情景的回应、测验、考试

形成性评估（作为学习以及促进学习的评估）
形成性评估任务可在一个单元的教学内容授课前、授课过程中及授课后开展。教师会通过各种方式了解学生已有的知识水平，以便规划适宜的学习体验和教学策略。
形成性评估任务（促进学习的评估）能让教师和学生了解学生在知识、理解、技能和态度方面的持续发展情况。
形成性评估任务还能为学生提供重要机会，让他们在准备总结性评估任务的过程中演练或改进对知识的运用表现。

示例包括：

学生所获得的反馈可通过多种形式实现，包括师生对话、课堂观察、轶事记录、检查清单、发展连续体、评估细则、书面反馈、口头反馈、同伴互评与自我评价，以及总结性评估的练习版本等。

成绩单与家长会

- 学校会对学生进行日常且持续的评估。学校鼓励学生定期与家长讨论课业任务、已评分的作业及家庭作业。
- 若家长有任何疑问，学生应鼓励家长在问题出现时直接与教师沟通，无需等待学校统一安排的家长教师会议。家长可直接联系教师，约定会面或电话交流的时间。
- 在整个学年中，教师可能会通过电子邮件发送学生的学习进展报告。
- 所有中学部学生的评估工作均在 6 月完成。MYP4 - DP2 的学生需参加学年末考试。
- 学生将在 1 月底收到第一学期阶段性成绩单，并在6 月收到学年末成绩单。
- 学校会安排两轮 “家长 - 学生 - 教师会议”，分别在秋季和春季举行。学校鼓励学生和家长共同参加会议。

评估中的 “未完成” 与 “无成绩” 情况

- 若学生因合理原因，在进度报告周期或学期结束时仍未完成课程要求的任何作业，将被记为 “INC”（未完成），表示无结果。
- 若学生因缺勤而未能完成某些标准对应的评估任务，学生有责任确保补交相关作业。教师会提供一次学业支持机会，帮助学生补上错过的任务。若学生错过该机会且教师无相关评估数据，成绩单上的成绩将受到影响。
- 在特殊情况下，学生的学科报告中可能会出现 “NA”（未评估），此类情况将根据个案具体判定，例如新生入学或紧急医疗情况等。

家庭作业

目的
家庭作业为学生提供了巩固所学知识、获取教师反馈、拓展课堂外学习体验以及培养自主学习能力的机会。

通用指导原则

- 家庭作业是学习过程中不可或缺的一部分。
- 家庭作业所需的时间会有所不同，但重要的是学生每天都要投入高质量的自主学习时间。有效的时间管理（ATL 技能）能力和专注于手头任务的能力，比花费的时间长短更为重要。
- 学生可通过高效利用课堂时间，减少家庭作业所需时间。
- 学生应在安静、无干扰的环境中完成作业。学校图书馆在常规上课时间前后对学生开放使用。
- 除了完成作业外，优秀的学生还会通过阅读进行娱乐和放松，并坚持每天阅读报纸以了解时事。

学生职责

- 学生需定期查看并使用自己的 CAIS 邮箱账户和 ManageBac。
- 准确记录家庭作业信息。
- 每天查看所有课程在当前电子交流平台上的发布内容。
- 全力以赴完成所有课业任务。
- 按时提交家庭作业。
- 若有任何因素导致无法完成作业，需告知教师。
- 利用教师在课外提供的帮助，确保能够完成所有作业。

教师职责

教师布置的家庭作业应满足以下要求：
- 用于完成课堂任务或预习新知识点
- 用于巩固已教授的知识点、技能和内容
- 用于练习已教授的技能
- 作为课堂所授技能和概念的拓展延伸

家庭作业评估

- 为培养良好的学习习惯和学习技能，教师会定期检查学生的家庭作业完成情况。但家庭作业不纳入成绩评定。
- 教师通过提供反馈的方式对家庭作业进行评估。
- 若学生家庭作业完成情况不稳定，教师会通知家长。

ManageBac 使用规范

- 所有学生均已注册 ManageBac 系统，可用于查看所有课程相关内容。
- 学生应每天至少查看一次 ManageBac。
- 所有作业需通过 ManageBac 以 PDF 格式提交，不得使用 AirDrop（隔空投送）或电子邮件提交。

家长职责

请家长配合做到以下几点：
- 为学生预留完成家庭作业的时间
- 在家中为学生设置安静且适合完成作业的空间
- 鼓励孩子完成家庭作业
- 支持孩子，为其提供资源、建议，并协助孩子解读信息与指令
- 强烈建议家长定期查看 ManageBac

迟交作业

未能按时完成作业可能会对学生的学习产生负面影响。我校中学部的相关规定如下：

MYP 1-5/ 6-10 年级

- 所有布置的任务必须按教师规定的日期和时间完成并提交。教师可根据学生的具体情况批准延期。
- 若学生未按时提交作业，学科教师会在当天通过电子邮件通知家长。
- 学科教师有责任确保为学生提供提交作业的所有必要条件，以便按时录入成绩。
- 若学生在某一学科中出现两次以上迟交作业的情况，学校将联系家长或监护人，共同制定计划以帮助学生完成规定的课业任务。
- 与家长的沟通可能涉及学科教师、学科组组长、MYP 教学主任或中学部校长。

DP 11-12 年级

所有作业必须按教师规定的日期提交，除非已获得提前批准。学生应按计划完成各项评估任务。多次未完成评估任务或迟交作业可能被视为违反学术诚信政策。

11-12 年级学生迟交课业任务的处理办法：

- 若学生未按规定时间提交课业任务，教师将联系 DP教学主任和自习课监管教师。
- DP教学主任会联系家长，告知其学生未按时完成课业任务，因此该学生将在下次教师监管自习课接受额外的学业辅导。DP教学主任还会与学生会谈，深入了解未按时完成课业任务的原因。
- 此外，学校会告知体育赛事负责人和课外活动课(ECA)负责人该学生不得参与任何课外活动，直至完成相应的课业任务。
- 学生应在下个上学前完成该课业任务。
- 若 24 小时后课业任务仍未完成，将被记为零分，除非教学主任已批准延期。学生仍可在之后提交课业任务以获取教师反馈。
- 若学生在一个月内迟交作业超过两次，学校将邀请家长到校面谈。学校辅导员会根据需要为学生提供额外支持。

DP 11-12 年级：打分评估缺考处理办法

- 学生在有既定评估安排时，应尽力到校参加。
- 错过课堂评估的学生，返校后需立即准备补考。补考的时间可能安排在午餐时间、放学后或教师监管自习课上，可能就在返校当天（例如：上午错过的评估，可在当日午餐时间或放学后补做）。
- 若学生在评估当天中途离校，该评估可能会被记为零分。
- 若学生在评估期间前往医务室，之后再返回教室，该评估可能会被记为零分。

DP 11-12 年级：重考流程

- 除非遇特殊情况且获得 DP 教学主任批准，否则不允许学生单独评估重考。
- 教师可选择让全班重考某一评估，或调整该评估在成绩册中的权重（例如：权重由总结性评估调整为形成性评估）。

重要课业任务协调

- 重要测试将通过 ManageBac 的日历进行协调，以帮助学生妥善备考。学校会尽力确保学生在同一天内参加的总结性评估不超过两项。
- 形成性评估任务、日常课业任务或长期进行的重大项目（如实验报告）不包含在内。

期中与期末考试

- 期中与期末考试将遵循 IB 全球统考管理规定。
- 考试必须在规定时间进行，否则将被记为零分。学生不得因个人或家庭事务（尤其是外出旅行）而免考。唯一的例外情况为：学生住院治疗，或直系亲属离世。
- 学生需遵守学校着装规范，不得佩戴帽子、连帽衫的帽子或太阳镜。佩戴获准头饰的学生可能会接受检查。
- 接到进入考场的指令后，学生必须安静有序地进入。
- 学生的考场座位由教学主任最终决定。
- 考场内仅允许携带瓶装饮用水，其他食品或饮品均不得带入。
- 学生可将以下物品带至座位：
- 水笔、铅笔、橡皮、几何工具套装和直尺
- 透明塑料笔袋
- 其他物品仅在特定考试的监考说明中明确允许时方可携带。
- 若学生发现自己不慎将违禁物品带入考场，必须立即告知监考人员。未及时告知可能会被认为存在学术不端行为，并在该考试中被记零分。
- 个人物品，如手机、手表、平板电脑、笔记本电脑及其他任何电子设备，均不允许带入考场。
- 尽管有上述规定，若学生不慎将电子产品带入考场，必须主动说明。此类物品将由监考人员暂收，并在考试结束后归还。考试前未主动说明携带此类物品的行为，将被视为学术不端。
- 计算器规定：
- 学生考试期间只能使用经批准的计算器。仅当监考人员的考试说明中明确允许时，学生方可携带计算器进入考场。计算器必须设置为考试模式。
- 学生不得在计算器中使用或存储可能帮助其回忆知识点或公式的数据、程序或其他应用。
- 若监考人员要求，学生必须提供计算器中存储的信息和程序清单。
- 学生必须遵守监考人员的指令。对于任何干扰考试正常进行的学生，教学主任有权立即将其逐出考场。
- 学期末考试的设置旨在确保每位学生独立完成作答，其用途包括：
- 确定学生是否符合升学资格
- 评定学生的学业水平及荣誉奖项
- 诊断需要补救的学习领域
- 因此，每位学生的答卷必须是自己独立完成的。使用他人成果或让他人从自己的成果中获益，均属于学术不端行为。
- 在考试场景中，学生有责任确保自身行为无可疑之处。监考人员将把任何可疑行为视为学术不端的证据，在此类情况下，不会给予学生疑点利益。
- 考试期间，学生不得以任何方式与其他学生交流。违反此规定即构成学术不端。

- 在紧急情况下，学生可获准离开考场。此类准假由监考老师与主监考官协调后酌情决定。
- 学生在临时离开期间将受到监督，除监督老师外，不得与任何其他人进行交流。
- 离开期间，不得从考场带出任何物品，也不得将任何物品带入考场。
- 期中或期末考试迟到的学生，需等待最不影响其他考生的时机入场。
- 考试期间完成并提交用于评估的所有答卷，必须是学生本人的独立成果。
- 考试结束时，学生必须上交所有试卷、答题纸、数据手册和草稿纸。

教师监管自习课

11 年级和 12 年级学生需参与教师监管自习课。与其他课程一样，学生应准时到达，并携带适当的学习材料，在整个教学时段内专注于学习任务。

教师监管自习课可用于：
- 完成家庭作业
- 小组合作学习
- 向 DP 课程教师请教以获得额外帮助
- 更新 CAS 作品集
- 撰写 / 完成专题论文（Extended Essay）
- 与专题论文指导老师会面
- 与 DP 教学主任会面讨论学术和课程相关事宜
- 与升学指导顾问会面讨论大学申请、SAT 等事宜
- 与学校辅导员会面讨论个人及 / 或学术问题
- 经批准的 CAS 活动或项目
- 备考 SAT 或雅思
- 调研大学或职业选择
- 其他经批准的活动

学生应在教师监管自习课前与学科教师、指导老师、升学指导顾问和辅导员预约，以确保充分利用时间。

教师监管自习课不得用于社交、睡觉、观看视频、玩游戏及其他与学业无关的活动。学生可在自习课的前 5 分钟吃少量零食，但需保持教室整洁。学生应优先完成 CAIS 和 IB 课程的任务，之后再处理校外课程的作业。监管老师可根据需要为学生分配特定座位，以确保他们合理利用学习时间，并最大限度降低对他人的干扰。

学术不端行为

学术不端行为包括但不限于以下情况：
- 抄袭家庭作业（包括允许他人抄袭自己的作业）；
- 在课业任务、小测验或考试中通过传递问题或答案进行作弊；
- 使用未经许可的材料（如计算器、手机 / 手表或小抄）完成课业任务或考试；
- 剽窃行为：
  - 引用他人的成果或观点却未给予恰当的明确标注，无论被引用的来源是否已发表。恰当的明确标注指以公认的合法引用方式标注原始来源。在 CAIS，中学部采用现代语言协会（MLA）制定的引用标准。
  - 利用外部资源（包括但不限于家教、付费机构、AI 文本生成器、翻译软件或互联网）完成部分或全部课业任务、代写论文或制作项目，并将其作为自己的成果提交，却未予以承认和/或标注引用来源。

当学生对剽窃、版权及其他伦理问题，或合理引用资源的学术规范有疑问时，应向教师咨询专业意见，并利用学校图书管理员提供的资源。

违反学术诚信的后果

若学生违反本学术诚信政策，学校将根据违规的严重程度和发生频率，将其视为一次学习机会、行为问题和 / 或辅导需求来处理。

学生有责任通过规范行为避免任何涉嫌学术不诚信的嫌疑。学校无需提供违规的直接证据，管理人员（包括校长和教学主任）与教师合作，提供证据表明为何学生的作业不符合 CAIS 所期望的诚信标准即可。

所有违规问题都必须上报给各学段教学主任和学部校长，必要时学生生活负责人也可能参与处理。教师的职责是报告违规事件，而非决定如何处理事件。这一机制能让学校跨学科、跨年级追踪潜在问题。学术领导团队将与教师协商后续步骤，以及如何评定重新完成的课业任务成绩。为使本政策有效维护学术诚信，完整的记录至关重要。

随着学生对学术诚信原则的理解不断深入，升入高年级后，他们在学习中会被要求更多地使用外部资源。因此，学校在处理违规时会采用分级响应机制，综合考虑学生的年龄、在 CAIS 的就读时间、违规次数及频率。在 8 年级及以下，成绩和整体学业结果主要供校内使用；而在 9 至 12 年级，整体学业结果常需提交给大学等其他机构。因此，确保这些结果真实反映学生的学习情况至关重要，相关监控也更为严格。

请注意，以下规定为大多数课堂作业、形成性评估和总结性评估的通用指导原则。某些情况下，所需处理方式可能与所列内容不同。期中 / 期末考试、IB 全球统考 、PSAT、SAT、PET、FCE 及 MAP 等考试适用特殊规定。

第一次违规

任何年级学生的第一次违规都应被视为一次学习机会。

- 需通过电子邮件将违规情况上报给各学段教学主任和学生生活负责人。
- 教师应向学生说明问题所在、问题的性质及如何纠正。
- 建议教师与学生共同分析导致违规的原因，例如时间管理不当、对课业任务要求理解不足、不熟悉引用规则等。
- 学生需重新完成课业任务，以体现其真实的学习成果。这可能意味着使用不同版本的评估任务，或根据新的提示重新完成任务。
- 教师需跟进并发送一封简短的电子邮件，总结违规事件、双方谈话内容、学生重新完成的课业任务及其他必要信息，该邮件将存入学生档案。

第二次违规

第二次违规在不同年级会有不同后果：

小学项目（PYP）：仍将其视为学习机会，但校长和 / 或教学主任会介入处理。处理流程与第一次违规相同，但教学主任和 / 或校长会参与与学生的谈话。

中学项目（MYP）和大学预科项目（DP）：若发生第二次学术不端事件，学校仍会将其视为学习机会，但可能会根据情况将学生转介至学生支持服务部门，接受咨询辅导或学习支持观察。此外，若违规同时被认定为违纪问题，事件可能会转介给学生生活负责人处理。

处理流程与前文所列类似，但会增加教学主任的参与，且需召开家长会。

学术领导团队可能会与教师会面，以更深入了解学术不端行为发生的背景，还可能为教师提供额外支持，帮助其避免未来出现类似情况。

第三次及后续违规

第三次违规的后果也因年级而异：

小学项目（PYP）：仍将其视为学习机会。但在此阶段，学术领导和教师会安排与学生家长会面，讨论问题所在及如何帮助学生纠正行为。总体目标是让学生理解什么是学术诚信、其重要性以及规范的学术诚信行为应如何体现。

中学项目（MYP）和大学预科项目（DP）：第三次违规将被视为严重违反学术诚信政策，后续再发生违规将面临更严重的后果。

由于评估的目的是衡量学习成果，而学术不端行为会干扰这一过程，因此学生需重新参加评估（使用能体现其真实学习水平的评估版本）。学生将收到关于其学习情况的反馈，但该课业任务的成绩将被记为零分。

学术领导会调查违规事件，并向学部校长汇报，必要时还会向总校长汇报。 学校将安排一次家长会，参会人员包括学生家长、校长、教学主任，必要时总校长也会出席。

若违规行为持续发生，学生可能会面临课程不及格并需要重修该课程的后果。

期中与期末考试

期中与期末考试兼具总结性评估任务和 IB 全球统考模拟的双重目的。学生应当认真对待这些考试，并将其视为学习机会 —— 既可以从教师反馈中学习，也能从正式考试环境的体验中收获应试经验。由于MYP4-5与DP1-2的整体学业结果报告方式不同，学术不端行为的后续处理也存在差异。

若监考人员发现学生有疑似学术不端行为，需立即向教学主任报告，并准备好记录相关情况。除非该学生的行为可能干扰其他考生，否则允许其完成考试。

考试结束后，教学主任会要求涉事学生留在考场，并向其说明相关疑虑。对疑似学术不端行为的调查，与其他行为问题的调查流程一致。

若确认学生存在学术不端行为，将按以下规定处理：

- MYP4 和 MYP5 学生：需重新参加考试，但使用不同版本的试卷。教学主任会与学生及其家长会面，讨论该问题。
- DP1 和 DP2 学生：需重新参加考试，但使用不同版本的试卷。学生将收到关于其作答的反馈，但该次考试成绩记为零分。教学主任会与学生及其家长会面，讨论该问题。

校内监考的标准化考试

若学生在由校内监考、用于内部追踪学生进度的标准化考试（如 MAP 考试或剑桥英语考试）中被发现存在学术不端行为，该次考试成绩将被作废，学生需重新参加考试。额外考试产生的费用由家长承担，学校也将告知家长。

若学生在由校内监考、且成绩需向外部机构报告的标准化考试（如 SAT 和 IB 全球统考）中被发现存在学术不端行为，学校将按照考试主办方的规定处理。

学术不端

- 学生必须独立完成作业，以便教师进行准确评估。任何干扰学业进展公正评价的行为均构成学术不端。
- 学生有责任确保自身行为无可指责，可疑行为将被视为学术不端的证据。
- 学生需通过反剽窃检测网站turnitin.com提交课业任务。任何匹配度超出预期的课业任务，将提交给教学主任进行最终判定。请注意，低匹配度并不一定意味着作业不存在抄袭。
- 学术不端行为指导致或可能导致学生自身或他人在评估任务中获得不当优势的行为。
- 学术不端行为包括：
- 剽窃：将他人的观点或成果冒充为自己的成果，包括滥用生成式人工智能和翻译软件。
- 串通：支持他人的学术不端行为，例如允许他人抄袭自己的作业，或与他人分享评估任务的内容。
- 作业重复提交：指在不同学科或课程的评估中提交相同的作业。
- 其他违规行为：任何为学生自身谋取不当优势或影响其他学生成绩的行为（例如，携带未经许可的材料进入考场，或在任何评估中存在不当行为）。

学术不端行为的后果
所有疑似学术不端的事件都必须上报给教学主任。教师需通过电子邮件向 IB 教学主任（6-10 年级对应 MYP 教学主任，11-12 年级对应 DP 教学主任）提交学生姓名、课业任务标题及日期。由教学主任对疑似事件是否属于学术不端行为做出最终判定。

学术不端行为的后果包括：

6-8 年级：

- 向家长发送电子邮件告知情况。
- 由学科教师组织学术辅导环节，要求学生重新完成课业任务。若涉及串通行为，涉事双方均需参加学术辅导。
- 学生重新完成课业任务后，将获得新的分数。

9-12 年级

- 学生该涉事课业任务的成绩记为零分。
- 联系家长告知情况。
- 学生需重新完成作业并达到合格水平以确保其掌握相关知识，但重新完成的作业不授予分数。
- 若在期末考试或 IB 全球统考中出现学术不端行为，除 IB 规定的后果外，还可能导致课程学分作废、丧失毕业资格等。

学术荣誉
长春美国外籍人员子女学校（CAIS）荣幸地为取得个人学术成就的学生授予 “学术优异” 荣誉。

“学术优异” 荣誉分为两个等级：荣誉榜和高级荣誉榜。

荣誉榜
11-12 年级：GPA最低 3.5
6-10 年级（MYP 阶段）：
8 门学科总分需达到 42 分（满分 56 分），且单科成绩不低于 4 分 *

高级荣誉榜
11-12 年级：GPA最低 3.8
6-10 年级（MYP 阶段）：
8 门学科总分需达到 50 分（满分 56 分），且单科成绩不低于 4 分 *

* 注：在 6-8 年级，仅计入一门艺术学科成绩，取该学科的最高分。
* 注：10 年级学生若要获得荣誉榜资格，其个人设计成绩需不低于 5 分；若要获得高级荣誉榜资格，个人设计成绩需不低于 6 分。

荣誉毕业
应届毕业生将获得一条荣誉绶带，可以与他们的毕业帽和毕业礼服一起佩戴。这条绶带象征毕业生在 11 年级和12 年级的GPA至少达到3.6，并连续完成了 4 年的英语、数学、个体与社会和科学课程的学习。此类学生必须至少于11-12 年级就读于CAIS。

优秀毕业生/第二优秀毕业生

优秀毕业生和第二优秀毕业生分别为 11 年级和 12 年级两年累计GPA的第一名和第二名。每年，优秀毕业生代表毕业班在毕业典礼上发言。对于就读大学预科项目的学生，仅计算最多六门课程的加权GPA。

XI 技术

信息与通信技术支持

- 学生如遇电脑方面问题，可以联系信息与通信技术（ICT）部门寻求支持与帮助。ICT 支持办公室位于三楼多功能厅附近。

自带设备（BYOD）项目的基本要求:

鉴于中学项目（MYP）和大学预科项目（DP）课程的学业需求，学生们每天需携带已充好电的电子设备到校。尽管我们的 BYOD 项目对设备平台不设限制，但 CAIS 作为一所Apple认证学校，我们的 IT 团队最擅长为 Mac OS 系统提供技术支持。CAIS 的学生应能使用其电子设备完成以下任务：

- 连接学校的 WiFi 网络，以访问网页、电子邮件及其他云平台（每位学生仅限一台设备）
- 下载/安装所需软件
- 使用学校提供的适配器，将平板或笔记本电脑连接至教室投影仪
- 通过3.5毫米立体声插孔或蓝牙连接至扬声器或耳机
- 将所有文件备份至云端服务
- 保持电脑上的防病毒软件为最新版本，以防范恶意软件、间谍软件及其他病毒
- 创建文档（Pages）、电子表格（Numbers）和演示文稿（Keynote）
- 创建、阅读和编辑 PDF 文件
- 查看、编辑并提交课程相关的图像文件（JPEG、PNG 和 GIF）
- 通过互联网服务（如 YouTube 或 Vimeo），或使用常见格式（AVI 和 MP4）观看课程相关视频
- 播放或制作与课程相关的音频内容（播客和 MP3）
- 借助合适的软件，使用网络摄像头和麦克风录制视频和音频

- 在过去两年内购买的笔记本电脑或平板电脑通常应符合上述要求。如不符合，建议家长为学生购置符合以下规格的设备：
- Mac OS 14 或更高版本，或 Windows 11
- 内存（RAM）：8GB
- 处理器（CPU）：64 位处理器
- 存储空间：256GB 固态硬盘（SSD）或更高
- 处理器要求：Mac 设备需配备 M1 或更高级别芯片，Windows 设备需配备至少双核的 Intel Core i5 处理器或更高级别

配件

- 适配中国电源插座的充电器及插头转换器
- 带麦克风的耳机
- VGA/HDMI/USB Type-C 接口转换器
- 用于备份的闪存驱动器（U盘）
- 配套的平板键盘（如果有适用的）
- 在大学预科项目（DP）课程中，学生所使用的设备必须能够运行课程所需的软件，以掌握编程技能，如 JDK 15 或更高版本（最新版本发布于2020年3月）；用于 Java 开发的 Eclipse IDE 或 NetBeans IDE。学校将为学生在个人 MacBook 上安装相关软件提供支持，让学生们在家也能练习编程技能。

注意事项：如学生选择携带 iPad，请务必使用 iPad 10 或更新型号，或配备 M1 芯片及更高版本的 iPad Air / iPad Pro。许多教学应用程序不兼容旧款 iPad 设备。

媒体分享须知

为保护学生隐私、营造积极健康的校园环境，特制定以下规则：

- 学生及家长不得拍摄其他学生
- 学生及家长不得在个人社交媒体平台上发布含有其他学生的照片或视频
- 所有媒体资料应通过学校官方渠道进行分享
- 若在社交平台发布包含本人或自己孩子的照片，请确保其他学生的面部被遮挡，除非已获得其他家长的明确同意，或该照片为 CAIS 官方发布的图片。

AI诚信使用规范

可接受的使用示例

- 使用 Flint、SchoolAI 或学校认可的其他 GPT 工具进行头脑风暴
- 使用 Grammarly 检查语法或拼写错误（仅用于检查错误，或按照教学主任/教师认可的方式使用）
- 使用 AI 工具创建初步提纲（在公开透明的情况下）
- 使用图像生成工具进行创意表达，并附上说明

不当使用示例（视为学术不端行为）

- 抄袭并提交未注明出处的 AI 生成文章
- 使用 AI 回答考试或测验问题（除非明确允许）
- 将 AI 生成的实验报告、代码或创意作品作为原创作品提交
- 利用 AI 绕过理解或努力（例如使用数学求解器完成作业，或用一种语言写作后将整篇内容翻译成另一种语言，这是 IB 明确禁止的做法）

违规及后果

滥用AI工具将被视为学术不端行为，可能导致的后果包括:

- 在辅导支持下重写作业
- 成绩减分或零分处理
- 留下学术不端的正式记录
- 屡次违规或情节严重者将上报处理

XII 学生服务

健康服务

- 学校医务室由专业护士负责管理。
- 每位学生必须由家长填写一份健康档案表，并存档于学校医务室。该表格包含健康状况和疫苗接种记录，同时授权学校在必要时提供急救和非处方药物。
- 学生不得随身携带任何药物。所有药物必须交由学校医务室保管。家长需提供一张说明药物用途及服用时间的便条。学生自行携带的处方药必须交由医务室保管，并附上具体的剂量及服用时间说明。
- 若学生在校期间感到身体不适，须先告知任课教师，由教师联系校护士前来处理。教师不得自行指派学生前往医务室；若有需要，护士会亲自从课堂中带走学生。学生一旦到校，如因健康原因需离校，必须获得校护士或中学部校长的批准方可离开校园。

大学升学辅导

- 大学升学辅导项目从MYP4（即9年级）开始实施。有关学生在每个学年应完成的大学准备工作，请参阅“四年升学规划”。
- 学校将为学生提供多种资源，帮助他们探索不同的大学和职业机会，同时教授他们如何使用这些资源进行有效的调研。
- 整个过程旨在培养学生对升学路径的自主规划能力，升学辅导老师则在其中提供必要的支持与指导。

图书馆服务

- 图书馆开放时间为每天上午8:00至下午4:25。
- 学生可通过学校图书馆网页访问新闻、数据库、图书馆馆藏目录及其他资源。该网站在校内外均可访问，网址为 CAIS Library。
- 6至10年级的学生最多可同时借阅10本图书；11至12年级的学生最多可同时借阅15本图书。当学生所借图书逾期未还时，其借阅权限将被暂停，直至逾期图书续借或归还。
- 学生将每周通过电子邮件收到逾期提醒，家长也会同步收到该通知。每月，班主任或英语教师也将收到其学生的逾期图书提醒。若学生未归还所有图书、教科书或其他资源，或未支付遗失物品的赔偿费用，将暂缓发放成绩单。
- 遗失或损坏的图书及教学资源需按原物价格加上50%的运输及处理费进行赔偿。

XIII 学生生活

学生物品递送

- 家中送至学校的物品（如衣物、作业、课程项目等）必须清楚标明学生的姓名与年级。
- 不允许外卖食品送达校园。学生可自带午餐，或选择订购学校提供的午餐。
- 所有递送物品应交由门卫转交至学校办公室，学生不得自行前往门卫处取物。
- 学生须于课间时段前往校办领取物品。物品不会被直接送至教室。

餐厅服务

- 学生可选择自带午餐，或预订由学校提供的热食午餐（需提前为整个学期或学年订购）。有关学校午餐的信息将定期发布。
- 我们鼓励学生食用健康、均衡的午餐，应包含水果和蔬菜。请为孩子准备健康的间餐。学生也可以选择从学校订购间餐，如需此服务，请联系学校办公室为您的孩子安排。
- 请注意：CAIS 学生不得在午餐时间从校外订购食物或饮品。
- 请勿让学生带巧克力、糖果或其他甜食到校。
- 学生应随身携带可重复使用的水瓶。校园内各处均设有饮水机供取用。
- 在午餐时间，学生应表现出良好的礼仪和礼貌，午餐仅限在食堂内食用。用餐后，学生需整理好自己的餐桌，并妥善处理垃圾。
- 如学生未能展现出对他人及校园环境应有的尊重，学校将依照相关规定追究其行为责任。

学生餐厅行为守则

- 用餐后请将餐盘及餐具放入指定的回收处。
- 保持餐桌、座位及地面清洁。
- 使用正常音量交谈（如教室中音量），禁止喧哗。
- 保持排队秩序：不得推挤、奔跑、打闹或插队。
- 午餐时间不得在餐厅或走廊闲逛，无其他指示时，学生应保持就座。
- 手脚勿随意触碰他人，个人物品及食物需自行保管，不得随意拿取他人物品或与他人共用食物。
- 始终使用得体、文明的语言。
- 未经校长批准，禁止从校外订购食物。

XIV 儿童保护政策

家长与学生须知

在长春美国外籍人员子女学校，每位学生都有权享有安全、无忧的学习环境。我们期望学生彼此尊重，并在尊重他人的同时也受到同等的尊重。学生如有任何感到不安全的情况，应立即向可信赖的成年人报告。学生的福祉与安全始终是我们教育使命的核心。我们坚信，预防和教育是保护学生免受侵害的关键。请仔细阅读本手册中的信息，了解儿童虐待与忽视的定义，以及在学生感到不安全时应采取的行动。

- 忽视：未能为儿童提供其基本生活需求
- 身体虐待：对儿童造成非意外性的身体伤害
- 心理虐待：通过非身体手段伤害儿童，损害其自我认知、尊严或自信心。
- 性虐待：成年人将儿童卷入任何形式的性行为中

我们学校在以下方面作出承诺，以防止虐待行为并为儿童营造健康成长的环境：

- 对所有 CAIS 教职员工进行背景调查与筛查
- 将虐待预防与健康关系教育内容纳入校园整体课程中
- 为家长提供关于养育方式、儿童发展和虐待预防的专题讲座
- 所有教职员工必须参加儿童保护与虐待预防的强制培训
- 设立学校儿童保护协调员以及指定的儿童保护负责人（DPCP）
- 全校成员共同遵守并签署《儿童保护政策》
- 由教职员工与学生共同签署的《校园网络使用政策》
- 学校设有专职的社会情感辅导员，为学生提供支持与帮助

家长为子女注册入读CAIS时，即视为同意与学校共同保障儿童安全。家长须履行以下责任：

- 仔细阅读并同意CAIS《儿童保护政策》全文，遵守各学部《学生手册》及《日程簿》中列明的行为准则
- 如发现任何涉及儿童安全的疑虑，应直接向子女所在学部的指定儿童保护负责人报告
- 严格遵守《CAIS儿童保护政策》中规定的监护人责任条款
- 承诺在家庭环境中为子女营造安全、关爱的成长空间

CAIS学生也应知晓《儿童保护政策》，并与家长共同学习。若学生需报告安全隐患，请注意以下事项：

若在校内或家中感到不安全，应向谁求助？
可向任何教职员（包括心理辅导员）反映。若不便当面沟通，可通过电子邮件联系。

向教职员报告后会发生什么？

- 若问题令你困扰但未构成直接伤害，教职员将与你商讨解决方案
- 若情况严重且教职员认为你正遭受（或可能遭受）伤害，将立即向校长、心理辅导员或儿童保护专员（CPO）上报

如果我不希望教职员向校长、心理辅导员或儿童保护专员（CPO）报告，会怎样？
教职员将尽力对你的隐私信息予以保密。但根据学校政策，若教职员知悉或有合理理由怀疑本校学生正在遭受他人伤害，则必须向校长上报此事。

若教职员无法避免将你提供的信息转告他人，将向你明确说明后续处理流程。请谨记：最重要的是确保你处于安全且不受伤害的环境中。若你正遭受伤害或担心可能受到伤害，必须向他人寻求帮助。

附录A：学生权利与责任

我享有学习的权利。我有责任珍视学习本身的价值，对自己的学习负责，且不做任何妨碍他人学习的行为。

我享有良好学习环境的权利。我有责任爱护学校财物，注意着装与言行得体，共同维护校园的整洁、健康与秩序。

我享有受到公平对待与公正评价的权利。我有责任独立完成课业，杜绝一切抄袭行为，不在测验、考试或作业中谋取不当优势。

我享有人格尊严与隐私受保护的权利。我有责任尊重他人隐私，以庄重有礼的态度待人。

我享有融入校园集体的权利。我有责任包容他人，在适当场合通过协作学习分享知识，并在团队任务中承担应尽的职责。

我享有个人财物不受侵犯的权利。我有责任尊重他人的私人物品，不随意触碰或损坏。

我享有被尊重的权利，应受到所有人的礼貌对待。我有责任以礼待人，无论对方的年龄、性别、身份或职业，都应给予同等尊重。

我享有在校安全的权利，并应保持自信与自尊。我有责任以言行维护他人的尊严，不做出任何有损他人自尊的行为。

我享有表达观点与意见被倾听的权利。我有责任耐心倾听他人意见，礼貌交流，以理性方式表达看法，并通过学习不断完善自身观点。

不论种族、语言、宗教或国籍，我享有以自身文化传统为荣的权利。我有责任尊重并了解他人的文化传统，促进校园多元文化理解。

Changchun American International School

长春美国外籍人员子女学校

我们满怀热情地面对挑战、拓展联结、创造美好未来。

