

# ELEMENTARY SCHOOL



**HANDBOOK**  
**2020-2021**





# ES Family Handbook 2020-21



This handbook covers school-wide policies for CIS and procedures specific to the Elementary division. Please refer to this handbook as needed during the year. As always we, along with our teaching and administrative team, are happy to help with any questions you may have.

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# School Description

## History and Governance

Cayman International School began as Faulkner Academy with high ideals in October of 1994. The school was purchased by ISS (Cayman), Ltd., on December 12, 2002, with the name of the school changed to Cayman International School (CIS) in 2003. The Board of Directors hires a Director to oversee the day-to-day running of the school, create, approve and maintain policy, and to see that the school carries out its stated mission and objectives. CIS is a private, college preparatory, non-sectarian, co-educational school for students from two years old through Grade 12. It was established to provide an American/International educational program for the dependents of the multi-national professionals living in Cayman.

## Accreditation

The Middle States Association of Colleges and Schools (MSA), an American accrediting agency, accredits CIS through Grade 12. As an IB World School, CIS is authorized to present the Diploma Programme of the International Baccalaureate Organization (IBO). CIS is registered with the Cayman Islands Ministry of Education, who approves the licenses for schools on the island. CIS works with the Cayman Islands Education Standards and Assessment Unit (ESAU), the Cayman Islands Early Childhood Unit, MSA and the IBO to maintain high quality, challenging programs for its students. CIS is an invitational member of the Association of American Schools of Central America, Colombia, Caribbean, and Mexico.

## Elementary Overview

The Elementary School at CIS encompasses Kindergarten through Grade 5. The students in these grades are grouped together for academic and social purposes. The goal of the CIS elementary program is to provide students with a sound foundation for future learning. The program focuses on the child as an active learner, with the curriculum designed to promote the development of competencies, conceptual understanding and character. The ultimate goal of the program is to prepare students to be responsible, productive citizens in a rapidly changing world.

Elementary teachers employ the partnership principal to provide strong social emotional support and rich contexts for learning for students. Class partners work together with two groups of students, or pods. One teacher designs and delivers the English Language Arts program and the other Math, Science and Social Studies. Subject partners at each grade level collaborate together to plan and design instruction and assessment for one of the particular subject groups, ELA or Math/Science/Socials. Time allotments for each subject group is dictated by a combination of Cayman Islands Government recommendations, and the Common Core Curriculum resource requirements. Additional time is allotted for homeroom where Class Partners are assigned to a specific homeroom group to provide important social emotional learning and daily routines like Positive Discipline and morning meetings.. This homeroom teacher is the key contact for parents and provides the primary means of communication between the home and the school.

## Elementary Leadership Team



**Dr. Martin Thomas**  
Elementary  
Principal



**Leanne Wright-Gray**  
Elementary  
Associate Principal



**Jim Urquhart**  
Director

**Rachael Nicoll**  
Elementary  
Learning Coach

**Rita Imparato**  
N-12 Curriculum  
Coordinator

## Process for addressing questions or concerns

During the course of the school year, questions or concerns may arise. The recommended procedure for answering these questions or responding to concerns is to contact the school directly.

Questions or concerns about a ***classroom activity or individual educational matters*** should first be discussed between the parents and the teacher involved. If this first step does not resolve the matter sufficiently, it should be brought to the attention of the Principal or Associate Principal.

Questions or concerns about the ***facility, policies, and operation*** should be addressed to the school administration, including Principal, Associate Principal or Director.

It is only after all other avenues of resolution have been exhausted that the Board of Directors would be presented with the question/concern through the Director. The Board of Directors will not deal with any concerns that are not submitted formally with a report from the Director.

# CIS Mission, Beliefs, Outcomes, Parameters

## CIS Learning Principles

The CIS Learning Principles articulate the foundational concepts of our Definition of Learning. In alignment with our CIS Learning Principles our Elementary School is committed to helping children learn by actively engaging in activities that put their developing understanding and competencies to complex use. Our key Project-Outcome is to encourage them to create, communicate, collaborate and think critically about the world around them. We work hard to help children understand that they have agency in the world, and that they can play a positive role in their local and global communities.

### Language of Learning:

We understand that to make learning happen effectively and collectively, we need a shared language that describes what learning is and how we do it.

### Ownership of Learning:

We understand that we are all able to learn and ultimately responsible for our own learning.

### Nature of Learning:

We understand that learning is emotional as well as cognitive, and is both an individual and social experience.

### Contexts of Learning:

We understand that learning transfer happens best in rich, relevant contexts.

## CIS Community Principles

At CIS our teachers and parents are united in an effort to build upon the empathy and independence children learn in their early years at school. Together we strive to help students put our community principles of kindness, partnership, sustainability and good intent into practice. The [Community Principles to Practice Framework](#) was developed with input from various stakeholders and designed to help students understand how to put our community principles into practice. It identifies individual and actionable character traits that encourage rich dialogue around our Community Principles and allow students, teachers and parents to establish norms. Our hope is that students benefit from developing lifelong positive values and character and that this learning promotes a classroom environment in which every student can thrive.

## The Kindness Principle:

We value kindness. Our kindness is illustrated in all of our interactions. How we communicate with each other is emblematic of our collective kind and caring spirit. When we have disagreements, we talk with people, not about people.

## The Partnership Principle:

We are strongest when we work together, when we share ideas and resources, and when we partner with the greater Cayman community. A spirit of collaboration not only makes our community stronger, but it also

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## The Sustainability Principle:

We take into consideration long-term impacts when making decisions. This applies to decisions about programming as well as to our personal and collective behavior. We live on an island with limited resources and our environmental stewardship is essential in keeping it viable and healthy for generations to come.

## The Good Intent Principle:

We assume good intent. We trust that members of our community have what is best for one another at heart. We engage diverse perspectives with empathy and open-mindedness. We aim to be our best selves in all that we do.

## CIS Statement of Eligibility/Parameters

CIS shall always meet the requirements for private schools under the Cayman Ministry of Education

We will only allow policies, procedures, or behaviors that promote the growth and achievement of students

All energies will be focused on instructional and extra-curricular programs

CIS shall always remain accredited by a U.S. regional agency and other recognized international agencies

We will not tolerate behavior that diminishes the dignity, self-worth or safety of any individual All programs and services must be consistent with the strategic plan

CIS will only accept and retain those students for whom there is an existing appropriate educational program

All decisions will be made based on assuring the school remains fiscally responsible and operates within its own resources

As a proprietary school, CIS may differ from non-profit institutions in its decision-making processes and its policy-making

## Parent Involvement

Our parent community enhances the learning experience of our students. Without this support, CIS would not be the school that it is today. The parent community is run by a team of parents who volunteer with a



mission to build a well-informed school community where all parents are welcome, all parents are encouraged to participate, and all nationalities are celebrated. As a parent, there are three ways, as part of our Parent Partnership Program, that you can become regularly involved and support CIS students.

1. Room Parent - Room parents are responsible for organizing classroom parties and gifts and  
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2. Parent Volunteer Program - PVP volunteers have the opportunity to participate in a variety of activities during the school day that will support the work educators do at school. These  
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to perceivably better support their own child at home.
3. Special Events Volunteer - If you are not able to commit to a regular schedule but would like to help out around the school at times when help and support is most needed, we are happy to reach out on an individual event by event basis.

Mary O'Connor, Director of External Relations, is the schoolwide coordinator of our Parent Partnership Program. Please contact Mary via email for more information: [Mary.Oconnor@cis.ky](mailto:Mary.Oconnor@cis.ky)

# General Information

## School Office Hours

The CIS Office is open from 7:30am through 4:30pm daily, Monday through Friday, during the regular school year. Student start times and end times are noted below.

## School Address, Phone, Fax, Email, And Website

Director:	Jim Urquhart
Principal:	Dr. Martin Thomas (Elementary)
Associate Principal:	Leanne Wright-Gray (Elementary)
Address:	95 Minerva Drive, PO Box 31364, Grand Cayman, Cayman Islands KY1-1206
Phone:	345-945-4664
Fax:	345-945-4650
E-mail:	<a href="mailto:cis@cis.ky">cis@cis.ky</a>
Website:	<a href="http://www.caymaninternationalschool.org">www.caymaninternationalschool.org</a>

## Student Start Times and End Times

**COVID-19 Changes:** Afterschool Activities and After School care are temporarily unavailable for the start of the 2020-21 School Year communicated in the [CIS COVID-19 re-entry guidelines](#). Updates will be provided as the circumstances change

Grade Levels	Drop Off	Start Time	End Time	After School Activities	After School Care
Grades K-2	7:45-8:00	8:00 AM	2:45 PM	2:45 - 4:00	2:45 - 5:30
Grades 3-5	7:45-8:00	8:00 AM	3:00 PM	3:20 - 4:10	3:00 - 5:30

## Arrival and Dismissal

**COVID-19 Changes:** The following arrival and dismissal routines have been temporarily revised due to COVID-19. When reopening, access to campus will be limited. Only CIS students and staff will be permitted on campus. There will be drop-off and pick-up procedures to mitigate the risk of transmission and spread of Covid-19. School arrival and dismissal procedures will be different than in years past, in order to account for physical distancing and the time needed to manage these new procedures.

Morning supervision is provided on the playground beginning at 7:45am. Parents or guardians should walk their students to the playground and must remain with them until the supervising teachers arrive. Bags may be placed outside the classroom doors, but for safety reasons, students should not wait in corridors. All children must proceed directly to the playground to be supervised by teachers on duty.

Playground supervision is not provided after the end of the regular school day. Children may enrol in Extended Day Care if parents or guardians are unable to collect them at the regular dismissal time. Children may not remain on campus, or leave the grounds, unattended.

## After School Activities

**COVID-19 Changes:** Afterschool Activities and After School care are temporarily unavailable for the start of the 2020-21 School Year communicated in the [CIS COVID-19 re-entry guidelines](#). Updates will be provided as the circumstances change.

CIS offers a comprehensive and balanced co-curricular after school program. Children are invited to choose from a range of activities facilitated by teachers or external providers on our CIS campus. Activities provided by teachers are free of charge; those offered by external providers require an additional fee.

Three activity sessions are offered during the school year, and registration occurs just before each new session via our online platform. Session descriptions and schedules are sent to each family prior to the opening of the online registration.

## After School Care

**COVID-19 Changes:** Afterschool Activities and After School care are temporarily unavailable for the start of the 2020-21 School Year communicated in the [CIS COVID-19 re-entry guidelines](#). Updates will be provided as the circumstances change.

In addition to the regular school day, CIS offers after school care. Students who remain in [After School Care](#) will be transitioned to that classroom or activity by a CIS teacher or assistant teacher. This service is offered for an additional fee. Sign-up and costs are available on the CIS website. After school care is exclusively for CIS students. Timings from Monday through Friday, following the school academic calendar are:

EC between 2:30 and 5:30

K-2 between 2:45 and 5:30

3-5 between 3:00 and 5:30

MS between 3:15 and 5:30

## Guidance And Counseling

The goal of our Elementary Guidance curriculum is to support and enhance the overall elementary program, as well as help to develop ethical students who can function with confidence, grace, and dignity. The Elementary Guidance program uses the [ISCA SEL Competencies](#) to guide the curriculum and specifically help students develop communication and interpersonal skills that foster stronger self-concepts.

The guidance lessons provide contact between the counselor and each student in a classroom setting. The counselor is then able to develop a relationship with each child individually and provide additional support emotionally, academically, and socially. The counselor meets with each class on a regular schedule for guidance in conjunction with small group and individual student settings.

The CIS counselors collaborate with classroom teachers in their work as mentors to students. The counselors provide individual, small group and class counseling sessions for students during the school year. The guidance program in Elementary is also designed to increase awareness and intentionally develop CIS Community Principles and their related character traits along with other tools and strategies important for our students social-emotional well-being.

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### Elementary Guidance Program - Scope and Sequence



**Laurie Mackaill**  
KG-2 Counselor  
[laurie.mackaill@cis.ky](mailto:laurie.mackaill@cis.ky)



**Brandi Hamlin**  
Gr. 3-5 Counselor  
[brandi.hamlin@cis.ky](mailto:brandi.hamlin@cis.ky)

## Field Trips

Field trips are an integral part of the instructional program and provide valuable curriculum related learning experiences for students. Day trips are directly related to key learning; therefore, they are generally scheduled to coincide with the unit or topic they are intended to complement. On occasion, day trips may also be arranged to enrich the broader academic, cultural, or social development of students; to build group cohesion; or to deepen engagement with the local community.

Information about day trips, including transportation arrangements, dates, times, and relevant links to learning, will be sent home prior to each event by the homeroom teacher using a Google Form. Parents

will be required to confirm the child's participation in these activities by replying directly through the form. Children in every grade level can expect to participate in trips.

## Information Technology

CIS has a commitment to integrating technology throughout the curriculum. In the elementary school, students have 1-to-1 access to technology devices in their classrooms. Classroom teachers and technology integration specialists collaboratively plan lessons that help students use technology for learning. Students use of electronic resources. Please refer to the Technology/Internet Acceptable Use Policy in the Appendix.

## Library

The CIS Library is open from 7:45am to 4:00pm Monday through Friday on school days. The library is a designated information center designed for academic research of printed material, video, and online databases. Elementary students visit the library with their classes to develop library and research skills as well as for literature enrichment. They may also visit the library on their own with teacher permission. The number of materials that may be borrowed varies according to the grade level of the student. If any materials are overdue, the student will not be allowed to check out other materials until the overdue materials are returned. The return of materials on time and in good condition is the responsibility of the student. Students will be required to pay for lost or damaged materials. Parents of elementary students are welcome to check out books before 8:00 am and after 3:15 pm. Elementary students are required to be under the supervision of a parent/guardian when visiting the library outside of their regular instructional day.

## Nutrition Breaks

Students have two nutrition breaks per day. Students bring snacks from home and eat outside before playtime. Lunch is from 11:05 - 11:35 or 11:35 - 12:05 depending on the grade level schedule, and is preceded or followed by a half hour recess. When eating, students are expected to:

- Stay seated in the meal area and visit quietly.
- Use respectful language and manners at all times.
- Clean up the meal area after eating, putting all trash in available containers.
- Cooperate with instructions from teachers and other appointed care providers.
- Wait quietly until it is time to be dismissed.

**COVID-19 Changes:** Hot lunch food service will be suspended to start the year and students will eat in classrooms or other designated spaces (not the ARC). Lunch services will be reinstated when the risk level is considered acceptable. Students must bring their own lunch to school during this time. No food, deliveries or drop-offs will be permitted during the school day. During recess and lunch play students may use the play structures on a limited rotational basis

# Parent-teacher & Student-led Conferences

*Parent-Teacher Conferences (PTCs)* take place at the beginning of November. Additional conferences with teachers, counselors or administrators may be scheduled by parents at any time. Conferences should always be conducted first with the teacher before requesting a meeting with the counselor or administrator. Teachers may also schedule additional conferences with parents. *Student-Led Conferences (SLCs)* take place during the April conference session. Students will continue to assume responsibility for their growth as learners with student-led conferences held in the spring of each year. There will always be an option for additional parent conferences if needed.

## Reporting And Assessment

The fundamental purpose of assessment is to collect and analyze data concerning student performance in order to make informed decisions about future learning experiences.

At the end of Quarter One, families receive a report on learning that includes a d^ • & ! ã ] c ã [ } Á [ ~ Á c @^ ã performance on a range of baseline measures as well as narrative comments. This information provides a • } æ ] • @[ c Á [ ~ Á^ æ & @Á • c ~ á ^ } c q • Á ] ! ^ | ã { ã } æ ! ^ Á | ^ ç ^ | • Á [ ~ Á æ c c æ ã } discussions during Parent-Teacher Conferences.

At the end of Semesters One and Two, Standards-Based Mastery Reports are issued to provide detailed ã } ~ [ ! { æ c ã [ } Á æ à [ ~ c Á • c ~ level learning goals. For each discipline, children receive several different scores to communicate attainment in key learning areas.

At the end of Quarter Three, families receive an interim report on learning in narrative form.

Evidence of student learning is shared throughout the year in SeeSaw, our student portfolio platform. In addition, Progress Reports may be sent home at any time of the year when a teacher feels it necessary to communicate formally with parents. In particular, when a child is not meeting grade level expectations a progress report will be sent home, prior to the Semester report and a parent meeting will be scheduled. The progress report will outline areas of concern which will be explained in detail during the parent meeting. Collaboratively the teacher, parent and student will set learning goals and an action plan to ensure the necessary support is in place.

For additional details, please refer to the assessment policy noted in Appendix E.

## Standardized Testing

CIS provides for globally-recognized standardized testing to be administered to elementary students. The NWEA MAP (Measures of Academic Progress) is currently taken by students in grades 3-8, first in the fall and again in the spring. The tests provide information about student attainment and progress in relation to U.S. and international norms at key points in the academic year. Results of the test are shared with parents along with information about how to read and interpret scores. Test results should be viewed within the context of other feedback such as school-based assessments and report cards. Parents and students will be informed of the testing dates ahead of time, but no advance study or preparation is required.

## Student Service Learning

Service learning is a teaching and learning approach in which students learn educational standards through tackling real-world issues as a means to grow their conceptual understanding, competencies and character. Past projects have included advocating and acting for shark conservation, distributing healthy foods to needy families, and building a temporary public museum exhibit to honor local veterans of war. Other examples will grow as the school continues to explore new service learning opportunities.

## General School Related Policies and Procedures

### Allergies

Cayman International School is committed to providing a safe school environment for its students. The school recognizes that food allergies, in some instances, may be severe and even occasionally life threatening. The school will take appropriate measures to prevent allergic reactions of students with known food allergies while at school, and to increase the likelihood that appropriate medical treatment is available in the case of an allergic reaction.

If your child has severe or potentially dangerous/life threatening allergy, the school therefore requests that you provide an allergy treatment action plan signed by a medical professional, including a list of medications, to the school office. An example of an allergy treatment action plan can be found in Appendix B of this handbook.

### Animals/Family Pets

No animals or family pets are allowed on campus without prior approval by administration. Please leave pets at home when dropping off or collecting your children from school.

### Assemblies

**COVID Changes:** For the beginning of the 2020-21 school year we are suspending large group activities for the time being, particularly those over and above government regulations. Assemblies and community learning activities may be conducted virtually at this time.

As a community of learners, we value the chance to gather for celebrations of learning, and K-5 assemblies are general assemblies for all students. Assemblies provide an opportunity for students to share their learning and presentations and to model respectful audience etiquette for our students. Younger siblings attending assemblies should be seated with their parents.

### Attendance - Absences, Late Arrivals, Early Departure

Cayman International School is a successful school and both parents and students play an important part in making it so. In *Successful Schools and Achieving Students* (2018), the Government of the Cayman Islands states that "Attendance is a key factor in student achievement." The school expects all students to be present and on time for all classes and activities.

Cayman International School strongly encourages parents to avoid absences due to convenience and extended absences, for travel, for vacations during regularly scheduled school days, or on days adjacent to weekends and school holidays. When a student is absent for avoidable reasons, teachers can not recreate the rich learning experiences that a child missed and should not be asked to provide makeup work.

## Absences

<https://forms.gle/Swbq3WpbUBT2PfYQA>

Students are expected to arrive at school on time. Late-arriving students may be disruptive to his/her learning in addition to the learning of other students in the class.

During the school day a student may leave the school campus only by parent request which must be approved by the administration or designee. A student who leaves campus during the school day must be signed out in the office by the parent. When he or she returns to school during the day, a stop in the office to sign back in is necessary.

A student who rides a bicycle or scooter to and from school should check with teachers, the office or administration about the appropriate place to park it during the school day. Scooters, skateboards, bikes, and inline skates or shoes with wheels are not allowed to be used on campus before, during, or after school hours due to safety reasons. All property must be left properly secured while unattended. The school is not responsible for these items if they are lost or stolen.

of time in advance allows us to advise you about any special dietary concerns and find an appropriate time for the birthday treat so there is minimal loss of instructional time.

Please do not bring gift bags, balloons or gifts for the children in the class. The school permits a light snack, but candles, matches, gift bags, and party celebrations should not be a focus in the school setting. Invitations for parties will not be distributed in school unless there is one for each member of the class. Thank you for your support and sensitivity to these issues.



## Class Groupings

Each Spring, classroom teachers, counselors and administrators work collaboratively to develop class lists for the upcoming academic year. Classes are designed to be balanced across each grade level using several data points including social emotional and academic learning needs, balancing gender, teacher observation and assessments. When creating groupings, a primary focus is to create a positive learning community taking into consideration all children in the class; for this reason parent requests often cannot be honored.

## Classroom Parties

The children will have an opportunity to celebrate specific holidays during the year. Class parties are held at school and are planned and organized by the teacher with the help of a room parent. Parents usually volunteer to help with activities or to donate food or crafts. Generally, this includes a winter holiday and an end-of-year party. Other celebrations may be integrated with units of study during the year.

## Communications

- *The CIS Weekly Current:* A link to the school newsletter is sent electronically from the office each week to parents. It is also posted on the website. The Current provides an overview of what is happening on campus as well as important upcoming dates and events.
- *SeeSaw:* Grade-level teachers will use SeeSaw, our student portfolio platform, to involve parents and providing timely notices with families about events taking place at school.
- *CIS Website:* The CIS website ([www.caymaninternationalschool.org](http://www.caymaninternationalschool.org)) should be accessed regularly for newsletters and other information about the school and programs.
- *Curriculum:* The website includes a page outlining our K-5 curriculum. Please access this page for details about what your child will be learning across the year in each grade level.
- *E-mail:* The faculty and staff, time permitting, check email before and after school. A CIS Email Etiquette Policy is noted in another section of this handbook.

## Suspension/Exclusion

In accordance with our statement of eligibility the administration reserves the right to suspend or exclude a student. Normally, this would be in a situation where, following counseling and conferences with the student and parents, the student: continues to behave in a manner that is detrimental to the school; or, is unable to profit from the academic program; or, either interrupts the learning of others or endangers their safety. However, in severe cases, exclusion may be recommended without benefit of prior counseling or conferences. In the event of expulsion, there will be no reimbursement of tuition fees.

For more information refer to the [ES Behavior Handbook](#) or [Student Support Team Handbook](#)

## Food, Drinks And Gum At School

Food should not be eaten in the classrooms without prior teacher approval. Gum is not permitted on campus. CIS is a beautiful school with new facilities. Keeping the rooms and campus clean from gum and litter is the responsibility of all members of the community.

## Form Requests And Confidential References

Parents who wish to have a teacher fill in confidential forms must do so through the front office receptionist.

Parents must also provide a confidential reference from a parent.

## Guardians During Parent Absences

If it is necessary for parents to travel and to leave the student in Grand Cayman, the school office should be informed in writing in advance. The following information should be given:

1. Dates the parents will be gone.
2. Name and phone number of an English-speaking adult who is responsible for the student in the absence of both parents.
3. Name and phone number of a second contact in case of emergency or illness at school.

## Homework Policy

Homework may be assigned from K-5 so that students can expand on the skills and concepts taught in class and gain a more thorough understanding from additional independent study. Please refer to the CIS homework policy below for additional information.

### CIS Homework Policy - Learning Beyond School Hours: Core Expectations

At CIS, our primary aim is to create a positive learning experience for children, parents and teachers, one that fosters the belief that meaningful learning happens everywhere. Homework, when assigned, is intended to support that experience. Homework is purposefully designed to help our students establish effective habits; reinforce skills; and become motivated, self-directed learners, able to leverage all the tools available to them as they build the knowledge, skills and mindsets for success in the 21st century. Because we understand that children do not always learn in the same ways or at the same pace, our homework policy is flexible enough to respond to both individual and collective needs. We appreciate that our students learn from and value a wide range of self-selected extracurricular activities, and strongly believe that unstructured/family time is crucial to their growth and development.

With this in mind, we consider the following key purposes when assigning homework:

- **Habit/Mindset Building:** (to foster effective time management and organizational skills and instill the positive belief that effort leads to growth);
- **Practice:** (to reinforce critical content, skills and strategies taught in school);
- **Preparation:** (to set the stage for new learning); and

- **Extension/Exploration:** (to encourage the application and integration of content, skills, and strategies, and to allow time for students to engage in inquiry, leveraging their curiosity/passions).

**Suggested Daily Homework Guidelines (Not including reading)**

<i>Grade 1</i>	<i>10 minutes</i>
<i>Grade 2</i>	<i>15 minutes</i>
<i>Grade 3</i>	<i>20 minutes</i>
<i>Grade 4</i>	<i>25 minutes</i>
<i>Grade 5</i>	<i>30 minutes</i>
<i>Grade 6</i>	<i>45-60 minutes</i>
<i>Grades 7/8</i>	<i>1-2 hours</i>
<i>Grades 9-12</i>	<i>2-2.5 hours (IB students may need more time)</i>

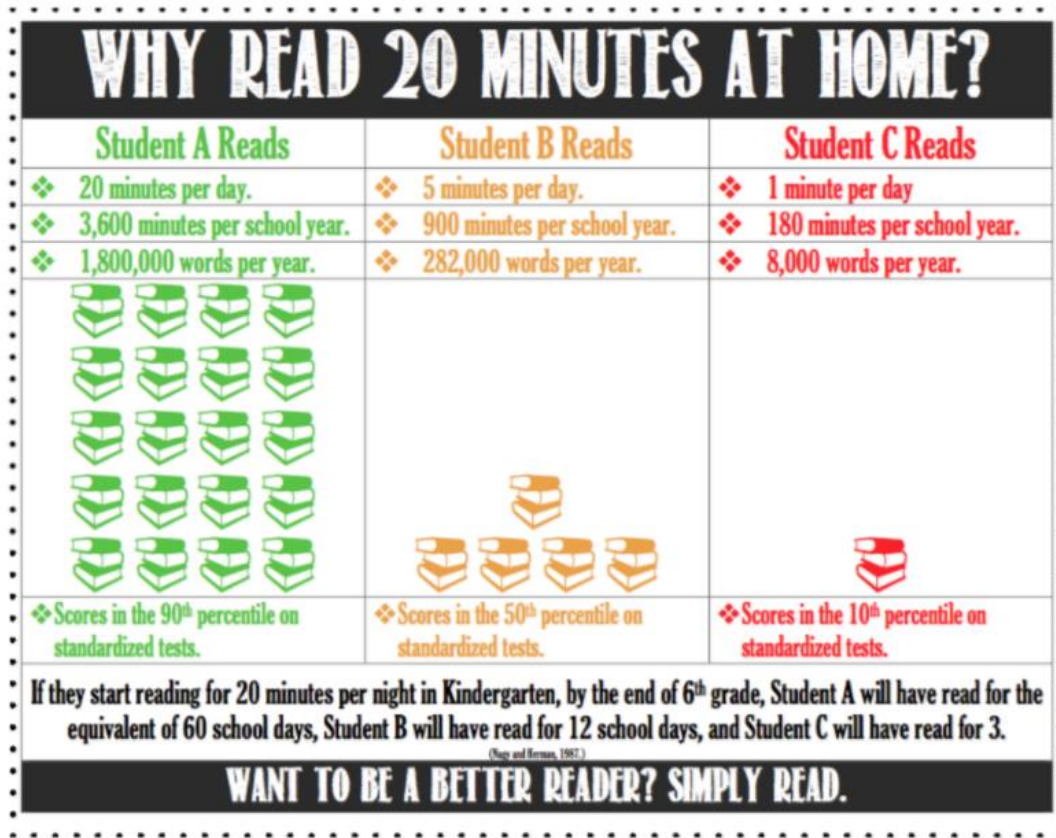
CIS will be mindful of the need for a balanced and flexible homework schedule, so that our students have the opportunity to become well-rounded citizens/individuals by pursuing interests of their own. We recognize that there are times when parental, family, religious, or community obligations must take precedence and welcome families' open communication about homework.

**Foundational Learning Experiences**

**Reading** is an integral part of a child's total education. Research tells us that frequent reading helps to build fluency, comprehension, stamina and background knowledge. Daily reading therefore remains a cornerstone of our homework program, one that is vital to our students' success and well-being. Students are encouraged to read on their own and/or listen to audiobooks or have texts read aloud each night at home. Teachers may send home books tailored to an individual child's learning needs, but once students achieve independence, they will be encouraged to select their own reading materials from a wide range of genres, subjects and styles. Throughout middle school, we strongly suggest that parents make it a regular habit to enjoy books with their children, and encourage all our families to make use of our school library to find materials to read together.

**Suggested Daily Reading Guidelines in Elementary:**

<i>Grade K- 2:</i>	<i>From 20 minutes daily</i>
<i>Grades 3-5:</i>	<i>From 30 minutes daily</i>



**Suggested Daily Reading Guidelines in Secondary:**

Grade 6: From 30 minutes daily

Grades 7-12: From 45 minutes daily

**Numeracy/Math Fluency** is an essential practice that includes number sense, operations fluency and problemsolving. Math homework may therefore include assignments designed to help students rehearse, apply or extend what they have learned in lessons. It may be personalized via digital learning platforms or differentiated by teachers. It may also respond to the needs of the individual student, whether for interleaved practice of a previously learned skill or in preparation for new learning.

**Projects:** The ability to respond to personal interest, curiosity and passion through self-directed scholarship is an essential skill for lifelong learning, and builds student motivation. Students in all grade levels will have the opportunity to engage in self-managed projects within regular school hours. These projects will be thoughtfully supported by teachers using developmentally appropriate frameworks, and may also be completed at home.

**Other Learning Experiences** may be assigned at the discretion of the classroom teacher (or other supporting teacher) in support of students' growth and development.

## Support For Learning

Parents are encouraged to ensure all homework assigned is meaningful and not simply another sheet to be completed. Parents are also encouraged to review those made previously if necessary, they should use feedback to set new learning goals.

### How Parents Can Support the Homework Process

- Parents are key partners in helping to make learning beyond schooling and enjoyable for our students. Parents can help by:
- Providing a quiet, comfortable, and regular study space that is free of distractions
- Fostering a predictable routine by setting aside a specific time for homework completion each day
- Showing interest in a child's homework, asking questions and encouraging conversation about topics of study or inquiry
- Supporting children by helping them get "unstuck" when they are frustrated, but allowing them to work through challenges themselves
- Helping students to see challenge as a natural part of learning and themselves as capable, resourceful learners
- Communicating with teachers openly when homework cannot be completed, or when the level/amount of homework seems unbalanced

## Labeling Of Clothing And Items

It is good practice to label all items that one wears and brings to school. It is much easier to identify the owner of a lost item when a name is written on the article.

## Lost And Found

Items found on the school campus will be placed in the Lost and Found Box in the Main Office where they can be identified and retrieved. Smaller items, such as jewelry and glasses, will be kept at the Reception Desk in the Main Office.

Parents and students are encouraged to check the Lost and Found Box periodically for missing items. After a period of time, appropriate items remaining in Lost and Found will be given to a local charity or resold at a school auction. Items found in the Lost and Found Box should be labeled with the name of the owner. Great care should be taken with possessions and respect shown to items belonging to others.

## Lost Or Damaged Learning Materials

Textbooks, student workbooks and most instructional materials are provided by the school. Students are responsible for the correct use and care of these books and materials, as well as library materials, assigned technology equipment and all school facilities. Students are reminded to place books, lunch boxes, and other items in their classroom cubbies during the day. A replacement cost for lost and/or damaged books, equipment, and facilities will be collected. No report cards or transcripts will be provided until all financial obligations have been met.

Technology - please add the technology return policy [here](#)

## Lunch And Snack

COVID-19 Changes: Hot lunch food service will be suspended to start the year and students will eat in classrooms or other designated spaces (not the ARC). Lunch services will be reinstated when the risk level is considered acceptable. Students must bring their own lunch to school during this time. No food, deliveries or drop-offs will be permitted during the school day. During recess and lunch play students may use the play structures on a limited rotational basis

There is a catered lunch program contracted by the school. Students may also bring lunch from home. All students eat in the designated lunch and snack areas. Students are expected to be respectful of those areas and to keep them free from litter. Students are encouraged to bring a nutritious snack from home for their mid-morning break. Drinking fountains are also available at school and cold water is provided during lunch. CIS provides each child with a reusable, school issue water bottle, and all students are encouraged to bring this every day.

Please try to minimize the number of single-use plastics and other packaging sent to school in snacks and lunches. Reusable containers and cutlery, whole fruits and items wrapped in beeswax paper rather than plastic or tinfoil are strongly encouraged.

## Gifts and Donations

At the beginning of the school year a parent from each classroom is recruited to the role of Room Parent. The room Room Parent collects money from parents in the class wishing to contribute to the class parties and teacher appreciation fund. Outside of this contribution, it is not required to provide faculty, staff, admin or the Board of Directors and gifts or donations.

Additionally, no employee of Cayman International School or member of the Board of Directors will accept a gift that has a fair market value less than CI \$200. Whenever any employee or Board member receives or is offered a gift valued in excess of CI \$200 from or on behalf of any students, parent or any person or organization doing or seeking to do business with the school, he/she shall report the incident promptly to the Director. The Director shall consult with the employee and shall consider the appropriateness of the gift or offer and determine what action is appropriate in the best interests of the school, including whether the gift should be returned or the offer declined, and what communication to donor or offer is appropriate. This policy is not intended (a) to require teachers or administrators to report receipt of token gifts from students unless the cumulative value of such gifts from any individual student, or family or vendor over a one year period exceeds CI \$300, or (b) to prevent mutual gift exchanges between parents or faculty in the context of social relationships.

If an organization or outside group offers to pay travel or support expenses to an employee for purposes of benefit to the school, the employee shall report the offer to the Director, who will review the circumstances and determine, whether such offer may be accepted. Unless the Director determines that acceptance of the offer of travel or other financial support is in the best interests of the school and will not compromise the position of the employee or the school in further dealing or decisions, he/she shall not approve acceptance of the offer and the employee shall decline the offer.

## Insurance

The school carries a basic legal liability policy. Students are not covered for personal accidents. The school cannot accept liability for students on or off the school premises. Parents must take out their own

insurance policies. If students are traveling on an extended field trip, parents are expected to make insurance provisions for personal insurance.

## Medical/Health Concerns

**COVID-19 Notice:** We encourage families to familiarize themselves with the precautions we should all take as we live and study together.

The school considers the health and safety of its students to be of prime importance. Accordingly, the school maintains a first-aid station in the main office to assist students who become ill during the day. In addition, CIS currently employs a health specialist. Should a student need to be sent home or require further medical treatment, parents will be notified. It is important for parents to keep phone contacts current and to provide the school with an emergency contact. In the event that a student needs urgent medical attention and the school is unable to contact the parents/guardians immediately, an administrator will arrange for the student to be taken to a doctor or hospital.

The office must be informed if a child is on medication or has any special health problems that require regular attention. If a parent requires that a student be given medication during the school day, then written permission must be given to the school office and all medication must be kept in the office. The parent should pick up the medicine at the end of the school day. Students are not allowed to administer medication on campus. A student should not be sent to school if he/she has:

- An earache or severe headache
- Fever
- An acute cold
- Communicable disease
- Drainage or inflammation of an eye
- Nausea, vomiting or diarrhea
- Untreated head lice

The parent of a student with a communicable disease must notify the school office.

## Safety And Security Procedures

**COVID-19 Changes:** When reopening, access to campus will be limited. Only CIS students and staff will be permitted on campus. All parents and visitors to campus must contact the office and have an appointment prior to entering beyond specified drop off and pick up points. All persons arriving on campus must wear a mask and sanitize hands while checking in at the office.

*Entering Campus* - Safety is a primary focus throughout the school. With the exception of arrival and dismissal times all parents and visitors must report to the main administrative front office grades K-12 or to the Early Childhood front office Nursery through Pre-K4 to obtain a visitors pass, which must be worn while on campus. For safety reasons parents or visitors may not go directly to a classroom. When parents need to take a child from school during school hours, they are asked to confirm arrangements ahead of time with the classroom teacher and to sign out at the Early Childhood front office. If signing out siblings from different divisions please inform the receptionist who will share this information with the other division.

*Emergency Preparedness* - The school has appropriate emergency procedures in place in order to ensure speedy evacuation of the premises in the event of fire, earthquake, or lockdown. Regular practice drills are held at intervals during the school year to ensure all students are familiar with the procedures. Should an island emergency occur (e.g., an approaching storm), please check the school website and local

radio/television for information regarding school closings. When necessary, the school phone tree may be utilized to contact parents. Should an emergency occur during school hours, students will be kept on campus until parents can collect them.

## Supplies And Books

All textbooks and school supplies are provided by CIS, including hats. It is required that all students label their CIS hats clearly to prevent sharing. Your child will need only to provide his or her own water bottle(s) and lunch box. CIS for hygiene and safety reasons will no longer be providing students with water bottles.

## Transportation

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## Tutoring

In some situations, a student may benefit from private tutoring outside of the school day to assist with his/her learning needs. The school may be able to assist in locating a tutor, with tutoring expenses paid by the parents. All tutoring on campus requires permission and coordination with the elementary tutoring coordinator Kate Molitor ([kate.molitor@cis.ky](mailto:kate.molitor@cis.ky)).

If a parent/teacher feels it is necessary to refer a student for tutoring support, it should first be reviewed with the counselor, Student Support Team and/or administrators. Once tutoring is determined necessary, a suitable tutor will be matched and schedules will be coordinated via the family and the tutor. Once a schedule is agreed upon the tutor will provide the parent with a written contract. All tutoring may start at 3:30 p.m and may not exceed \$65 per hour per session. If tutoring is recommended to take place for a small group of students, this rate will be split among those students being tutored. A monthly invoice for payment will be emailed to the parents of the student tutored and will be billed by the Business Office.

## Withdrawal

If your child will be withdrawing from school, please inform the admissions office in writing as soon as possible. Advance notice is needed in order to prepare school records.



# BEHAVIORAL EXPECTATIONS, DISCIPLINE & RELATED POLICIES

## Related Policies

### PLAGIARISM AND CHEATING

Acts of academic dishonesty may include plagiarism, cheating, stealing, and lying. These are considered serious offenses. There are consequences for such behaviors.

### RECESS/LUNCH RULES

Use kind, gentle hands- no pushing, hitting, etc.

All students must wear a hat and appropriate footwear.

Use respectful language and manners at all times (no name-calling, teasing, bullying, or inappropriate language).

Play in designated areas only.

Respect property- do not kick balls against any wall surfaces or stairs.

Leave toys at home.

Follow the rules of the game and/or use equipment properly.

Return equipment to proper place after use.

Listen to the teacher or adult supervisor.

Line up as soon as the bell rings or the signal is given by the teacher.

# Anti-Bullying Policy

Cayman International School is committed to providing a safe and secure learning environment for everyone in our school community, one which is conducive to effective teaching and learning, free from intimidation, fear and any form of harassment.

The Education Law, 2016 (11.27) and the Education Regulations, 2017 (10.53) make it a legal requirement for school leaders to set out measures within the same guidance document, which also sets out a range of disciplinary measures that can be applied to such an offence.

## CELL PHONES/ELECTRONIC DEVICES

Elementary students are not allowed to bring cellphones to school. Cell phones may not be used on the campus during the instructional day. If there is a need to contact a parent during school hours, the student should request permission from the teacher to come to the office to place a phone call. We ask that parents assist us in reducing the need for calls from students by ensuring their child is fully prepared for school with everything needed for the day.

Parents are requested to turn off phones during conferences, assemblies and or other performances, and when in the office, classrooms or library.

Elementary students are not allowed to use personal electronic devices on campus; therefore, there is no need to bring one to school. The student must assume responsibility for all electronic items brought to school.

## HONOR CODE

CIS desires to instill in its students and faculty the highest sense of honor. Persons of honor embrace the following values:

Personal integrity and respect for themselves, the school and the community.

Responsible citizenship, pride in their school, helpfulness, appreciation of others and respect for our environment.

As we work together as students, parents, faculty and staff we stand on a foundation of integrity, honesty and responsible citizenship.

All students and parents will be asked to acknowledge that they have read the CIS Honor Code of Cayman International School in the back-to-school contracts packet.

## STUDENT CODE OF CONDUCT

Parents are asked to read and discuss the Student Code of Conduct and the information in the Elementary Student/Parent Handbook with their child. The following statements form the Student Code of Conduct:

As a student of Cayman International School:

I will arrive on time and be prepared for class.

I will complete all homework to the best of my ability and hand it in on time.

I will wear my school uniform as intended.

I will treat my teachers and fellow classmates with respect at all times.  
 I will refrain from using inappropriate language.  
 I will follow snack, lunch and playtime rules.  
 I will respect the property of others at all times.  
 I will refrain from chewing gum at school or on school sponsored trips and will not bring gum to school or on trips.  
 I will not use or have visible a cell phone or any unapproved electronic device during the school day.  
 I will discuss the food allergy policy with my parents and to be aware of my responsibility.  
 I will follow the guidelines, policies and procedures in the Elementary School Student/Parent Handbook.

## ILLEGAL BEHAVIOR POLICY

The use or possession of tobacco, alcohol, or drugs on campus or at school-sponsored student events, is absolutely prohibited. Cayman International School will not tolerate the use of illicit drugs, tobacco or alcohol. No student shall possess, use, attempt to use, supply, transmit or be under the influence of illegal drugs, alcohol or tobacco in school, on campus or during school sponsored activities on or off campus. CIS is a smoke free campus.

### Use or possession of tobacco:

U} Á c @^ Á ~ ã | • c Á [ ~ ~ ^ } & ^ Ê Á æ Á • c ~ á ^ } c q • Á ] æ | ^ } c Ð \* ~ æ | á • ~ • ] ^ } • ã [ } Á , ã | | Á à ^ Á ] | æ & ^ á Á ã } Á c @^ Á • c ~ á ^ } c q • Á ~ ã | U} Á æ Á • ^ & [ } á Á [ | Á • ~ à • ^ ~ ^ } c Á [ ~ ~ ^ } & ^ Á æ Á • c ~ á ^ } c q • Á student will be suspended for a period of up to three days (as determined by the Director) from school. There will be no opportunity to make up work missed. Repeated offences will be dealt with in accordance with the Director.

### Use or possession of drugs or alcohol:

Where a suspicion exists that a student may be in possession of, use or supply [ c @^ | Á • c ~ á ^ } c • Á , ã c @Á ã | | ^ \* æ | Á á | ~ \* • Á [ oheÁ æ | & [ @ [ | Á { [ | ^ Á [ ~ Á c @^ • ^ Á • ~ à • c æ } & ^ • Ê Á c @^ Á • c ~ á ^ } c q • parent/school conference will be held immediately. It will be the responsibility of the student and his/her parents to allay the suspicion and to confirm with the school accordingly. The school will require the submission of a medical report by a doctor determined by the school. U} Á c @^ Á ~ ã | • c Á [ ~ ~ ^ } & ^ Ê Á æ Á • c ~ á ^ } c q • Á ] æ | ^ } c Ð \* ~ be suspended from school until a date determined by the Director (with professional assistance required of the student and parents before returning to school). Possession, use and/or supply of illegal drugs or any of the below-mentioned prohibited items will result in a mandatory long suspension. There will be no chance to make up the work. The decision of the Director in this matter will be final.

Repeated offences and/or positive results may result in immediate suspension with a recommendation for expulsion to ISS. No credit will be earned for any part of the semester in case of expulsion.

**Prohibitions:**

Any controlled substance or dangerous drug as defined by either US or Cayman law, including but not limited to marijuana, hashish, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine or barbiturate.

Any locally available pharmaceutical without the knowledge and permission of parents.

Any abusable glue, aerosol paint, or any other volatile chemical substance for the purpose of inhalation

Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs, unless prescribed specifically to the user. by a qualified medical physician.

**WEAPONS**

No real or play weapons, including pocket knives, of any kind should ever be brought on campus or to a school event off campus. Consequences may include suspension or expulsion.

**Searches:**

A search of student property may be made at the discretion of the administrators if a reasonable suspicion arises that items considered illegal, dangerous, disruptive, or a general nuisance to the educational process are being kept on the school campus. This may include circumstances in which violations of the prohibitions defined in this policy are suspected. Personal searches of students may be made only in the presence of two adults of the same sex as the person being searched, and a written report will be made to the parent and to the Director.

# DRESS-UNIFORM

All students from Pre-K 3 through Grade 12 are required to follow our uniform policy. Exceptions to the school uniform policy must have the approval of the administration.

The official uniform for **Pre K 3 through Grade 5** consists of a short sleeved white or blue performance interlock polo shirt or dry fit polo with the CIS logo and khaki bottoms.

Certain events may specify one or the other colored short- sleeve polo shirt so ensure

white or cobalt blue with the CIS logo available. This is an acceptable alternative shirt

for parents who want more sun protection or want their child to have long sleeves for

cooler days. School uniforms should be clean with no holes, missing buttons, tears or

frayed areas. Uniforms should not be altered to suit individual styles or preferences.

When not in proper uniform, a student will either be sent home to change or will be

loaned alternative clothing for the remainder of the day. Continued disrespect of the

uniform policy/dress code may result in further consequences. Underwear must not be

visible at any time. In no case may a student dress in a manner which disturbs the

instructional process, is too revealing, or creates a distraction. Students are to remain

in the school uniform for the entire school day. ***Please note the following additional***

***information:***

- **Socks:** Socks must be solid white or black in color. All white knee highs are permitted for students in Early Childhood and Elementary.
- **Official Uniform Shoes:** Closed-toe shoes must be worn at all times. Official uniform shoes must black and white. No other colors will be permitted. Footwear should have heels lower than 4 cm or 1.5 inches. Flip flops, Crocs, beach, or sports sandals are not permitted at any time. Shoes with laces must be tied. Shoes must always be worn on school premises and for school events.
- **Hats:** A CIS hat will be provided for each child in Grades K-5 by the school at the beginning of the school year. All students from PreK3 - Grade 5 are required to wear their CIS school hat for all outside activities. Replacements are available for purchase through the school office. Hats of other colors and designs are not allowed. Children are expected to take care of their hats and store them safely between outdoor playtimes. Hats may not be worn during lessons or assemblies.
- **Sweater or Sweatshirt:** A solid navy blue sweater or sweatshirt embroidered with CIS logo. Be advised that air conditioning at school or inclement weather may cause a student to wear a sweater or sweatshirt. Outerwear will be accepted on campus.
- **PE Uniforms:** The PE uniforms for **KG through Grade 12** must be purchased from the school. KG through Grade 5 students can wear their PE uniform and athletic shoes on the days they have PE. Shoes appropriate for sports activities must be worn for PE by all students.
- **Swim Uniforms:** Swimsuits for girls PreK3 through Grade 12 must be one-piece in cobalt blue or navy blue (white accents are allowed and expected to be minimal).

Boys should wear swim-shorts or Speed-o style swimsuits in cobalt blue or navy blue. Swimsuits that meet the requirements for both boys and girls are available in the regular inventory. Flip flops are only allowed at the swimming pool.

- **Accessories:** Only noiseless, safe jewelry is permitted. Hats or sunglasses are not to be worn in the classroom or for inside school events. Jewelry must not be a distraction or offensive.
- **Hair:** Hair must be clean, well-groomed, out of the eyes, and may not create a distraction.
- **Music/Performing Arts Students:** Elementary or Secondary students involved in NCFA, concerts, or other programs will be required to wear a school uniform (in good condition) and black dress shoes with white socks. Separate requirements may be applicable for dance and or other performing arts activities.
- **Please Note:** Any exceptions to the school uniform requirements must have the approval of the administration.

### **CIVVIES DAYS OR OTHER ALTERNATE DRESS DAYS**

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

Only students in Grades 9-12 may wear open-toed sandals on civvies days.

Flip-flops, beach or sports sandals are not permitted at any time.

Denim jeans must be clean and in good condition (not frayed and without holes).

Clothing which depicts drugs, alcohol, profanity, or sexual innuendo is not allowed.

Spaghetti straps, strapless, halter tops or midriff tops are not allowed.

Shorts and bottoms must fit appropriately with no skin showing below the waist or torso. Shorts, dresses, and skirts should be no shorter than mid-thigh length.

Students must demonstrate the same grooming and shoe wear guidelines in the uniform policy.

A student who does not model acceptable clothing on special days will be asked to phone home for a change of clothes or wear items given to them by the administration. Additional consequences could result in the privilege of alternate dress being taken away from the student.

### **MUSIC PERFORMANCES**

Students involved in formal performances of any kind will wear a school uniform (in good condition) and black dress shoes at the performance. A uniform in good condition, including both a white and a blue polo shirt, should be reserved for special occasions.

# TECHNOLOGY/INTERNET ACCEPTABLE USE POLICY

# TECHNOLOGY USE GUIDELINES

Using c @^ Á • & @[ [ | q • Á } ^ c , [ | \ Ê Á • c ~ å ^ } c • Á { æ ^ Á æ & & ^ • • Á others. With this educational opportunity comes responsibility. The network is provided for students to enable them to conduct research and to enlarge the number of educational resources available to them. Access to technology and network services is provided to students who agree to act in a considerate and responsible manner. Every ~ • ^ | Á [ ~ Á c @^ Á • ^ • c ^ { Á { ~ • c Á • ã \* } Á æ } å Á æ à ã å ^ Á à ^ Á c @^ and Internet Use Agreement, which includes a code of conduct. With the use of the network and the Internet comes the need for responsible, ethical, and lawful behavior on the part of the users. Network/school administrators may review files and communications to maintain system integrity and to insure that users are using the system responsibly. The use of technology and the Internet is a privilege and not a right.

## TECHNOLOGY CODE OF CONDUCT (ACCESS AND USE) Grades 2-5

The Cayman International School actively promotes the appropriate use of technology in education. To ensure that students, staff, parents and other community members can take full advantage of the technologies available, all use of technology must have proper authorization. To conduct or access and use technology at CIS, this statement must be signed by each student and his/her parent and be kept on file at the school.

As a student at Cayman International School, I will do the following:

I understand that the use of technology is for school purposes only.

As a responsible user, I will not access inappropriate materials.

As a responsible user, will adhere to the laws for copyrighted materials under international guidelines.

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devices.

I have responsibility for my account; I will not share my password.

It is my responsibility to make wise choices to ensure no equipment is damaged.

I will not bring food or drink near technology equipment.

I will only use the Internet for educational, assignment specific use. This use will be monitored and/or restricted.

I will be a positive ambassador for CIS and will not use any aspect of the Internet for content that would be inappropriate, offensive, threatening, dishonest or

constitute harassment to any member of the CIS community or to Cayman International School.

The consequences for failure to adhere to the technology code of conduct may result in restriction or complete loss of access to any and all forms of technology or other disciplinary measures deemed appropriate by the school administration.

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### **Acknowledgement**

All students and parents will be asked to acknowledge that they have read the Technology Code of Conduct of Cayman International School in the back-to-school contracts packet.

### **TECHNOLOGY CODE OF CONDUCT (ACCESS AND USE) Kindergarten and Grade**

#### **1**

The Cayman International School actively promotes the appropriate use of technology in education. To ensure that students, staff, parents and other community members can take full advantage of the technologies available, all use of technology must have proper at CIS, this statement must be discussed by each student and his/her parents, signed and kept on file at the school.

Internet access is an important privilege to aid in the educational process and to help prepare our students for their roles in the 21<sup>st</sup> century. It is the intent of CIS to provide access for all our students who are respectful users of technology. Failing to adhere to c @^ • ^ Á | ~ | ^ • Á { æ^ Á | ^ • ~ | c Á ã } Á æÁ • c ~ á ^ } c q • Á ] | ã ç ã | ^ revoked.

As a student at Cayman International School, I will do the following:

- I will only use technology as instructed by my teacher.
- I will not eat food or have drinks when using technology. .
- I will be respectful to others using technology.
- I will be a respectful user of technology.

I agree to accept the values and abide by the above code.

### **ACKNOWLEDGEMENT**

All students and parents will be asked to acknowledge that they have read the CIS Honor Code of Conduct of Cayman International School in the back-to-school contracts packet.





# NATIONAL ANTHEMS

## BELOVED ISLE CAYMAN NATIONAL SONG

O, land of soft fresh breezes,  
Of verdant trees so fair,  
Y ã c @Á c @^ Á Ô! ^ æc [ ! q • Á \* | [ ! ^  
Reflected everywhere.  
U Á • ^ æÁ [ ~ Á ] æ| ^ • c Á ^ { q ! æ| á Ê  
Merging to darkest blue,  
Y @^ } q ^ ! ^ Á { ^ Á c @[ ~ \* @c • Á ~ | ^ Á Õ[ á , æ! á Ê  
I always think of you.

Chorus: Dear verdant island, set  
In blue Caribbean Sea,  
Q q { Á & [ { ã } \* Ê Á & [ { ã } \* Á ç ^ ! ^ Á • [ [ ] Ê  
O beauteous isle, to thee.  
Œ| c @[ ~ \* @Á Q q ç ^ Á , æ} á ^ ! ^ á Á ~ æ! Ê  
My heart enshrines thee yet.  
Homeland, fair Cayman Isle,  
I cannot thee forget.

## NATIONAL ANTHEM

God save our gracious Queen,  
Long live our noble Queen,  
God save the Queen!  
Send her victorious,  
Happy and glorious,  
Long to reign over us,  
God save the Queen!

# CIS SCHOOL SONG

by Angela Morone

We stand together, blends of new and old, challenged in our school we grow.  
We stand for character, knowledge and service.  
Blessed with talent, strength and pride,  
We move together, we soar to fly.

**Refrain:** CIS please dare us to find a driven spirit with honor by our side.

As the colors of the Cayman parrot spread wide,  
We take pride in our countries far and wide.  
CIS please dare us to find the same bright spirit in these friendships that bind.

**Refrain:** CIS please dare us to find a driven spirit with honor by our side.

Turtles of green, iguanas of blue, our time together always hold true.  
Turtles of green, iguanas of blue, our time together always hold true.

**Refrain:** CIS please dare us to find a driven spirit with honor by our side.

# Cayman INTERNATIONAL SCHOOL



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KY1-1206, Cayman Islands

Director of CIS: Jeremy Moore

Tel: 1-345-945-4664 Fax: 1-345-945-4650

Website: [www.caymaninternationalschool.org](http://www.caymaninternationalschool.org)

Email: [cis@cis.ky](mailto:cis@cis.ky)