

# The Canadian International School of Beijing

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## **Executive Director**

Dr. Charles Pang

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## **Principals**

Allen McInnis - Nursery/Preschool/Elementary

Glen Woodburn - Middle/High

## **Vice Principals**

Caroline Woodburn - Nursery/Preschool/Elementary

Flynn Boyle - Middle/High

## **IB Director (PYP, MYP, DP)**

Sophia Zhang

## **IB Coordinators**

Penny Liu - PYP

Joanna Johami - PYP

Paul Joseph Steffan - MYP

Vishwas Kulkarni- DP

## **Head of Admissions and Marketing**

Megan Rose Sinclair

# Daily Schedule

All pre-school and elementary students are required to arrive prior to 8:15 am. Please make appropriate arrangements for your child to arrive at the required time for the start of the school day and for pick up at the end of the day.

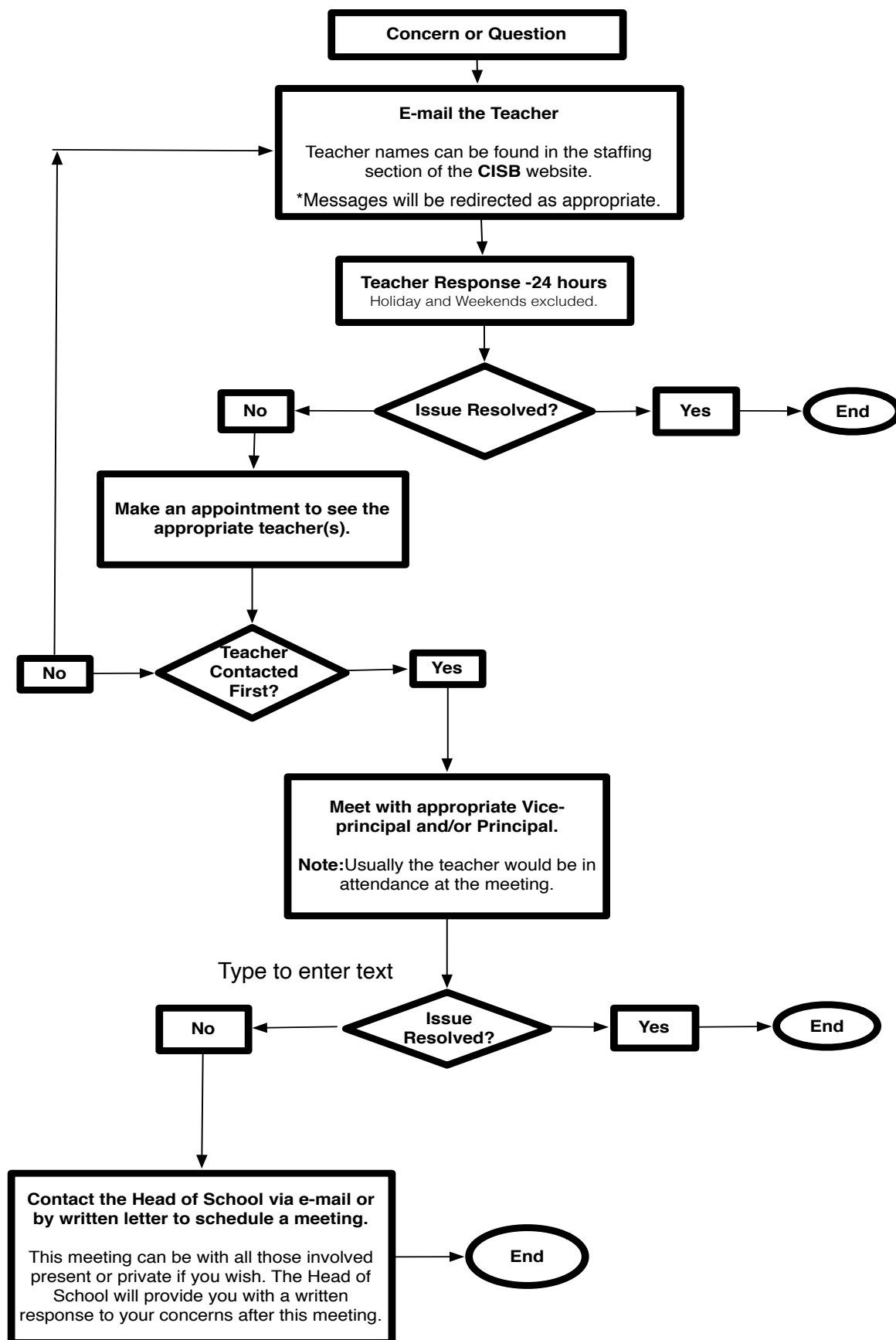
**Please note:** Friday Dismissal time is 2:30 pm.

Time	Details
8:00am	Arrivals Begin
8:15am – 8:25am	Homeroom
8:25am – 9:05am	Period 1
9:05am – 9:45am	Period 2
9:45am – 10:00am	Nutrition Break
10:00am – 10:40am	Period 3
10:40am – 11:20am	Period 4
11:20am – 12:20pm	Lunch
12:20pm – 1:00pm	Period 5
1:00pm – 1:40pm	Period 6
1:40pm – 2:10pm	Rscess
2:10pm – 2:50pm	Period 7 <b>*Friday Dismissal at 2:30</b>
2:50pm – 3:30pm	Period 8
3:30pm	Dismissal

**Please note:** Friday Dismissal time is 2:30 pm.

\*Please pick up your child on time. We recognize that in emergency situations or due to unforeseen circumstances that you may be late. Please contact the academic office and let them know if you for late pick up arrangements. If a parent or guardian is chronically late to pick up their child a meeting will be scheduled with administration.

# Communication Chart



\* If a message is received by PS/ES admin and it is deemed that the teacher/other staff member is the appropriate person to respond, the school admin (or other recipient of the message) will forward that message to the appropriate teacher/member of staff.

# Communication @ CISB

At CISB, we strive for communication that is:

- Positive
- Productive
- Respectful
- Efficient
- Balanced
- Confidential (When applicable)

At CISB, all stakeholders are expected to follow our communication expectations.

At CISB:

- We speak respectfully to each other.
- We don't yell at each other.
- We listen to each other.
- We use professional language.
- We consider different perspectives.
- We are open-minded.
- We communicate in a way that is respectful of each other's schedules and commitments.
- We use the communication flow chart to address concerns.

# CISB Parent FAQs

## 1. What happens if my child is late? How is tardiness handled at CISB?

If your child is late for school, they must report to the PS/ES Academic office. There they will be given a late slip to fill out and this will be reflected on their attendance record and report card as “tardy”.

Once your child has been late more than 3 times, you will receive an email from administration informing you of your child’s consistent tardiness. If the issue persists, then you may be asked to speak with our vice-principal to trouble shoot ways to arrive at school on time.

## 2. How do I top up my child’s Sodexo card?

We strongly recommend topping up your child’s card at the beginning of the year for the entire year. We also encourage you to set boundaries with your child for how they can use their Sodexo card to buy snacks and other items that are in addition to their regular set lunch fee.

If you would like to add money to your child’s card via WeChat, please scan the QR Code below.



## 3. How do I register my child for after school activities?

The school wide system for this is PowerSchool. In your child’s enrollment package, you will have a password that you can use to access this communication tool. We use PowerSchool to sign up for activities, parent teacher conferences and study led conferences. This is also how we deliver report cards at the end of each reporting period. If you have lost your password or are having trouble accessing your PowerSchool account, please stop by our academic office to get it reset.

After school activities run in two seasons for paid activities and four seasons for unpaid activities. Specific offerings for each season will be posted in Powerschool a week before sign ups. Information about sign ups will be sent to parents via email. Any questions about after school activity offerings should be directed to our Director of Programs and Activities, Vincent Tam: [vincent.tam@cisbeijing.com](mailto:vincent.tam@cisbeijing.com)

# CISB Parent FAQs

## 4. What is CISB's homework philosophy?

Each grade level has a set number of minutes for homework as a maximum. Students should read either independently or with a parent for at least 20 minutes each night. At CISB, while we encourage homework, we also believe that students should have time after school for other activities.

We encourage home learning - providing opportunities for students to apply their school learning at home through dialogue about concepts and new understandings. We believe students should have time after school for free play, family bonding and reflection.

## 5. What should I do if my child is sick and can't partake in outdoor activities or regular activities that happen in a normal school day?

At CISB, it is our goal to keep our students as healthy as possible. Our general rule of thumb is that if your child is too sick to participate in PSPE or regular outdoor activities, then they are likely too sick to be at school.

If your child seems ill or complains of feeling unwell, they will be sent to our school nurse. If they vomit, experience diarrhea, or have a fever of over 37.3, you will receive a phone call notifying you that your child must return home and/or be seen by a medical practitioner.

## 6. What should I do if I have a concern?

Parents are asked to follow our communication flow chart to establish communication in regards to a concern or a question. You can find this on our website as well as in this student agenda on page 4.

# PS/ES Student Behaviour Process

The following is a list of steps to be taken when dealing with student behaviour and discipline. It is important to be mindful of the fact that some actions taken by students may require skipping steps due to the severity of the incident. It is also important to note that a student would follow steps from 1-7 if the behavior escalates in a relatively short period of time. These steps are not meant to follow the student from August – June. For example, if a student reaches step 4 in October, shows positive behavior until May and then has another incident, they would not automatically go to step 5. They would start back at step 1 due to the amount of time that has passed between incidents.

## Documentation

- i Teachers are required to fill out an incident report form and save the form in the student's digital file for all steps.

## Disciplinary steps to follow during a series of related behaviour issues or incidents

1. **1<sup>st</sup> incident** - Teacher to talk with student about the concerning behavior/incident and make expectations for behavior clear. The behaviour/incident will be noted in in your child's agenda.
2. **2<sup>nd</sup> incident** - No playtime during nutrition break and parents are contacted and made aware of the concerning behaviour/incident. They are also told this is the second time this has occurred.
3. **3<sup>rd</sup> incident** – Discussion with our school counselor, and/or discussion or reflection time at lunch with an administrator. An email is sent to notify parents. A meeting may be set up with the teacher and the parents. A student responsibility contract may be established and signed by student/parent,s teacher, and administrator.
4. **4<sup>th</sup> incident** - Meeting with the parents, teacher, and administration. An action plan and a behaviour plan will be developed during this meeting.
5. **5<sup>th</sup> incident** - In-school suspension. Meeting between the parents, teacher, and administration to review the action plan and behavior plan.
6. **6<sup>th</sup> incident** - Out of school suspension. Student can reenter classes after there has been a meeting between the parents, teacher, Vice-Principal and/or Principal and a student behaviour contract has been signed. Administration may suggest ongoing support from our school counselor.
7. **7<sup>th</sup> incident** – Recommendation to Head of School for long-term suspension.

# CISB Uniform

It is the expectation that all CISB students wear the appropriate school uniform with pride when attending school. This includes representing CISB when participating in any CISB organised events off campus or outside of school hours as appropriate and/or instructed by their teacher or supervisor. Student uniforms vary, based on the age of the student, the school day/event (see below). Uniforms are available through the school store.



## UNIFORM A

Every Friday and formal events

Blazer  
Skirt/ Trousers  
Long Sleeve Shirt  
Short Sleeve Shirt  
Knitted Vest



## UNIFORM B

Monday to Thursday Daily Uniform

Trousers/ Skirt/ Shorts  
Long Sleeve Shirt  
Short Sleeve Shirt  
Red Polo Shirt  
Pinafore Dress  
Knitted Vest



## PRE- SCHOOL

Winter Uniform

Summer Uniform

Long Sleeve Polo  
Long Sweat Pants  
Sweats are available in  
fleece lined  
Half Zip Fleece  
Pullover

Short Sleeve  
Polo  
Shorts



## PHE UNIFORM

Worn on days K-5 students  
have PHE class

Unisex Jacket  
Unisex Pants  
Unisex PHE Shirt  
Unisex PHE Shorts

# Let's Make CISB BULLY-FREE!



## How do you know if it's bullying?

- When someone says or does something *unintentionally* hurtful and they do it once, that's **RUDE**.

Here are some things you can do if someone is being *rude* :

Tell the other person what they did and say that you didn't like it. Tell the other person nicely to please not do it again. If necessary because you feel upset, walk away and/or find another friend to play with.

- When someone says or does something *intentionally* hurtful and they do it once, that's **MEAN**.

Here are some things you can do if someone is being *mean* :

Tell the other person what they did, that it upset you, and that you don't want them to do it again. Walk away and find another friend to play with.

- When someone says or does something *intentionally* hurtful and they *keep doing it* - even when you tell them to stop or show that you're upset - that's **BULLYING**.

Here are some things you can do if someone is *bullying* you:

Speak with your teacher or an administrator about what has been happening. Be clear about the repeated hurtful actions directed specifically at you.

Ways that I can “Be a buddy, not a bully!”	

# BULLYING vs. TEASING

CAN HAPPEN  
**ANYWHERE**

CAN INCLUDE AN ARGUMENT OR FIGHT  
**BETWEEN FRIENDS**

**INTENTIONAL**  
DESIGNED TO CAUSE DISTRESS

GOOD NATURED  
**PLAYFUL**

BY SOMEONE WHO HAS MORE  
**POWER OR  
INFLUENCE**

**EQUAL**  
NOT GANGING UP  
ON ONE PERSON

**REPEATED**

**NOT REPEATED**  
OVER AND OVER AGAIN

**INTIMIDATION**  
FEAR AND CONTROL

**THEY'D STOP**  
IF YOU ASKED THEM TO

**REACH  
OUT.COM**



# I-Feel Message!



Use this worksheet to help you create an I-feel message!

1. How did this person make you feel? \_\_\_\_\_
2. What did they do to make you feel this way? \_\_\_\_\_
3. Why did it make you feel this way? \_\_\_\_\_
4. What would you like them to do differently next time? \_\_\_\_\_

**Practice saying the I-Feel statement by plugging in what you wrote for each number!**

"I feel (1) when you  
(2) because (3).  
I would like it if you could  
please (4)."



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# LEARNER PROFILE

## BALANCED

Taking care of your brain, body, and heart to stay healthy.



## CARING

Showing kindness and respect for others.



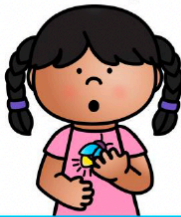
## COMMUNICATOR

Sharing your ideas and listening to others.



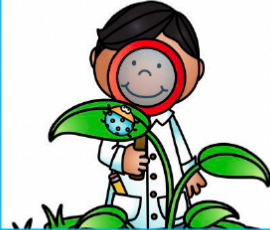
## COURAGEOUS

Being brave and trying new things.



## INQUIRER

Asking questions to learn more.



## KNOWLEDGEABLE

Knowing about and connecting important ideas.



## OPEN MINDED

Respecting other points of view.



## PRINCIPLED

Being honest and fair and taking responsibility for your actions.



## REFLECTIVE

Thinking about our strengths and weaknesses to grow and improve.



## THINKER

Thinking about different ways to learn and solve problems.

















At CISB the IB Learner Profile is an important aspect of the IB as well as what we at CISB value as our students learn and grow.

Each of the Learner Profiles contribute to our children becoming an internationally minded citizen of the world, an effective learner and a friend to everyone in our school community and beyond.

-Adapted from Whimsy Clips

# KEY CONCEPTS

Key concepts help us to look at our world in new (and sometimes different) ways.  
Read the explanation of each concept, then try the activity on the next page!

Key Concept	Things to Think About ...	Student Examples
<b>FORM</b>  What is it like?	Where do we get this? What is it made of? What does it look like/smell/feel like?	 "They are made from metal or plastic." "They are usually smooth and easy to hold."
<b>FUNCTION</b>  How does it work?	What does this do? How can it be used?	 "They scoop and pick up your food." "You use them to eat neatly."
<b>CAUSATION</b>  Why is it like this?	Why do we need this? What would happen if ____ didn't exist?	 "Shapes are good for scooping & picking up food." "We would be messy without them!"
<b>CHANGE</b>  How is it changing?	How has this changed over time? How does this look in different places?	 "Some people used hands before these were invented!"
<b>CONNECTION</b>  How does it link to other things?	How do you see or use ____ in everyday life? What are the similarities/differences between ____ and other things?	 "They help us eat." "They are like chopsticks, but different."
<b>PERSPECTIVE</b>  What are the points of view?	How does ____ look through someone else's eyes? Why do people think differently?	 "Some countries use other tools." "Babies think they are hard to use."
<b>RESPONSIBILITY</b>  What is our responsibility?	What can people do? How can people help?	 "Wash them before you use them again." "Don't buy too many plastic ones."

# Expectations for the Use of Digital Tools for CISB PYP Students.



I will respect myself by making sure information, images, and materials I post online will not put me at risk.



I will keep a healthy balance between online and offline activity.



I will respect others by not bullying or accessing their private digital spaces.



I will think about what personal information about my life I post and the impact that this will have on me in the future.



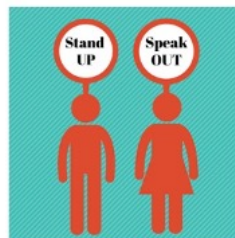
I will protect myself by not sharing my passwords, phone number, address, or any other contact information.



I will make sure I have permission and properly give credit to the creator any time I use someone else's work or ideas.



I will protect others by not sharing inappropriate material and not visiting inappropriate sites.



I will be an upstander by reporting any inappropriate behavior I see or hear.



I will respect and care for our learning resources such as computers, software and files.

# Expectations for the Use of Digital Tools for CISB PYP Students.

CISB believes in the need to educate, equip, and empower our students. Digital tools and resources provide opportunities for guided and independent inquiry for all of our learners. These resources, which include hardware, applications, and other digital tools provide choices for students to create, innovate, design, publish and share.

We know students wonder about their world. At CISB we hope to help them use digital technology to take positive action and develop a more compassionate and caring society. Our students have powerful voices that need recognition. They are worthy of every resource and opportunity to actively participate in their personal learning journey and celebrate their understanding with their peers, families, and beyond.

All Internet access at CISB is closely monitored by our teachers. However, each student's digital footprint is their own. As students grow and mature, they take on greater responsibility for their choices and actions. It is the expectation that all students make positive choices with digital tools that are safe, respectful to their classmates, and reflect well on the CISB community.

Teachers and school leaders will help guide students as they develop their understanding of acceptable use of technology in school. However, some specific expectations will apply to all students while on campus.

- While in school, students agree to only use the applications and/or other software they are instructed to use by their teacher.
- Gaming is not permitted while students are on campus unless it is an educational game (tool) and the student is instructed by the teacher to access the game in a learning environment.
- Streaming or downloading of videos is not permitted unless explicitly instructed by their teacher in a learning environment.
- During any break periods, such as nutrition breaks, lunch etc. (this includes indoor breaks due to weather/air quality), all technology is to be put away unless the student is completing class work and directly under the supervision of their instructor.

The specific expectations for the use of digital tools will vary by grade level. Teachers will review expectations of appropriate use in classes and allow students to ask questions. Students and parents agree to abide by the expectations noted above to help provide a positive and safe learning environment for all members of the CISB community. Students who do not adhere to the expectations may lose access to digital resources and tools while in school for a specific period of time. This applies to any equipment that is the property of the student or CISB. Parents will be informed of any incidents of inappropriate use as well as the actions taken by school leadership as a result.

# CISB Emergency Procedures

Special fire orders / emergency exit procedures are posted throughout the campus, including each classroom, board room, common space and room of the residence. It is against Chinese law to misuse ANY fire fighting equipment, whether alarms, hoses, smoke detectors or extinguishers. The school is required by law to conduct Emergency Drill procedures throughout the school year.

The following procedures must be followed anytime an alarm sounds:

**Fire Drill:** Students must exit the building in an orderly fashion via the nearest exit and collect, as a group, a minimum of 60 meters from the building. Each class will be assigned a safe place where roll will be called. Students will remain outside the building until the "ALL CLEAR" is signalled.

Further details concerning Fire Drills/Emergency Evacuation/Lockdown procedures shall be provided at the beginning of the school year. At this time, all emergency protocols will, by law, be reviewed and practiced.

## Parents & Guardian ID Cards



### Blue Parent Card

This card is given to parents who pick-up and drop-off their children.

This card will allow a parent to enter campus and is required when leaving campus with the student.

适用于每日亲自接送学生上下学的家长。

家长/监护人需使用该卡进入或离开学校。

이 카드는 보호자가 학생을 등하교시킬 때 사용합니다.

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### Yellow Parent Card

This card is given the parents of children using our Bus service.

This card must be shown to the Bus Nanny at the School bus stop to pick up the identified student.

This card will allow a parent/guardian to enter campus but does not allow you to leave campus with the student. If you wish to pick-up your child, you must complete a 'Pick-up Form' from our Academic office.

适用于学生每日乘坐学校校车上下学的家长。

家长/监护人需在每日接送学生时向班车阿姨出示该卡。

家长/监护人可使用该卡进出学校。如您提前或亲自接走乘坐校车的学生，需在学部填写'Pick-up Form'。

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