



Early Years and Elementary School Family Handbook

Welcome to the Early Years and Elementary School (EY/ES)

Dear CISB Community,

Welcome to the Early Years and Elementary School (EY/ES) at the Canadian International School of Beijing (CISB). This EY/ES Handbook is designed to guide you through the key policies, procedures, and resources available to our early years and elementary community. We encourage you to familiarize yourself with the information provided, as it will help ensure a smooth and successful school year for your child.

Our mission at CISB is to nurture young learners into confident and compassionate individuals. Through our developmentally appropriate programs, engaging co-curricular activities, and focus on social-emotional growth, we empower our students to become curious, creative, and independent thinkers.

We believe in fostering a safe, supportive, and stimulating environment where our EY/ES students feel valued as active participants in their learning journey. Our teaching approaches are inquiry-based, hands-on, and differentiated to meet the diverse needs of each learner.

Whether you are a returning CISB family or new to our community, we are thrilled to welcome you to the 2024-25 academic year! Please do not hesitate to reach out to us if you have any questions or need further support.

Lucila Zornosa-Sanchez

Hisham Farghaly

EYES Principal

EYES Vice- Principal

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CISB GUIDING STATEMENTS

<p>Mission</p> <p>Developing Learners into Passionate Leaders</p>	<p>Vision</p> <p>Compassionate Inquisitive Successful Balanced</p>	<p>Motto</p> <p>Together is Better</p>
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<p>Learning Statements</p> <p>Learning at CISB is... Internationally-minded Inquiry driven and engaging Collaborative and experiential Continuous and reflective Differentiated and rigorous Balanced and fun</p>	<p>School Values</p> <p>Community Integrity Resilience Respect Trust</p>
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KEY CONTACTS

Whole School

Head of School: James McCrory (james.mccrory@cisbeijing.com)

Director of Learning & Assessment: Allen McInnis (allen.mcinnis@cisbeijing.com)

Early Years and Elementary School (EYES) Leadership Team

EYES Principal: Lucila Zornosa-Sánchez (lucila.zornosa-sanchez@cisbeijing.com)

EYES Vice Principal: Hisham Farghaly (hisham.farghaly@cisbeijing.com)

PYP Coordinator: Penny Liu (penny.liu@cisbeijing.com)

PYP Coordinator: Rafael Espinal Trejo (rafael.trejo@cisbeijing.com)

Instructional Coach: Claudelle Lewis (claudelle.lewis@cisbeijing.com)

EYES Support Services

Social-Emotional Counselor: Daisy Guevara (daisy.guevara@cisbeijing.com)

School Librarian: Judy Qiu (judy.qiu@cisbeijing.com)

EYES Academic Office

Academic Officer: Nora Liu (nora.liu@cisbeijing.com)

Academic Assistant: Fanny Han (fanny.han@cisbeijing.com)

General Enquiries: (eyesademic@cisbeijing.com)

Student Information Systems Administrator: Emma Liu (emma.liu@cisbeijing.com)

CISB POLICIES

The best place for our families to stay up to date with finalized policies is to visit our school website. We have tried to highlight the most important aspects of each policy in this handbook, but for a fuller picture, we invite you to scan this QR code to take you directly to the policies page on our website.

PYP Exhibition

The PYP Exhibition is a culminating event for Grade 5 students at CISB, marking the end of their journey in the Primary Years Programme (PYP). It is a student-led, in-depth inquiry into real-world issues or challenges that reflect the transdisciplinary themes of the PYP curriculum. The exhibition allows students to showcase their knowledge, skills, and understanding acquired throughout their years in the program.

During the PYP Exhibition, students work collaboratively to investigate topics of personal interest, demonstrating their ability to apply research skills, critical thinking, and creative problem-solving. They engage in meaningful action and share their findings with the school community, parents, and peers through presentations and various forms of expression.

The PYP Exhibition embodies the values of the IB Learner Profile and encourages students to become responsible global citizens who are active, lifelong learners. It also prepares them for the transition to the IB Middle Years Programme (MYP) and beyond, fostering the skills and mindset necessary for future academic challenges.

HOME/SCHOOL COMMUNICATION

CISB values strong partnerships between home and school. We communicate with families through various channels, including Toddle and PowerSchool. These platforms can also send notifications to your email.

In the event of an emergency, we will issue information via WeChat/WeCom.

Our [Communication policy](#) is available on our website.

DAILY SCHEDULE/TIMETABLE

All Early Years and elementary students are required to arrive between 7:50 AM and 8:15 AM. End-of-day dismissal is at 3:20 PM for Nursery and Pre-K students, 3:25 PM for Kindergarten and Grade 1, and 3:30 PM for students in Grades 2–5.

Note: Friday dismissal times are 2:20 PM for Nursery and Pre-K students, 2:25 PM for Kindergarten to Grade 2, and 2:30 PM for Grades 3–5.

Please make appropriate arrangements to arrive at the required time for the start of the school day and for pick-up at the end of the day. This will allow all students to participate in uninterrupted learning opportunities.

Arriving time and the classroom routine	7:50 AM - 8:15 AM
Morning cycle	8:15 AM- 8:25 AM
Period 1	8:25 AM – 9:05 AM
Period 2	9:05 AM – 9:45 AM
Snack break	9:45 AM -10:00 AM
Period 3	10:00 AM -10:40 AM
Period 4	10:40 AM -11:20 AM
Play time for (K-2)	11:20 AM -11:50 AM
Lunch time for (G3-G5)	
Lunch time for (K-G2)	11:50 AM -12:20 PM
Play time for (G3-G5)	
Period 5	12:20 PM -1:00 PM
Period 6	1:00 PM -1:40 PM
Afternoon Snack break	1:40 PM- 2:10 PM
Period 7	2:10 PM- 2:50 PM
Period 8	2:50 PM- 3:20 PM Nursery and Pre-K 2:50 PM- 3:25 PM (K-G2) 2:50 PM- 3:30 PM (G3-G5)

ATTENDANCE

Regular attendance is directly related to student success in school. Your attendance patterns often have a direct link with achievement. Educational research has shown that frequent absences and late arrivals can have negative consequences for academic performances. Unless children are ill, they must be in school on time every day. The following guidelines are designed to promote regular attendance and maximise learning opportunities.

Note: Absence is defined as non-attendance for any reason.

Procedures

Homeroom teachers are responsible for recording attendance each day at the beginning of the day and submitting it by 8:30 AM. Parents are asked to inform the homeroom teachers in case of absences and to provide the reason.

A student who misses 15 percent of the total number of school days at any time during the year may not be retained as an active student for the remainder of the school year unless “just cause” is provided. “Just cause” is defined as:

- Student illness
- Student medical appointment
- Bereavement
- School-sanctioned activities
- CISB-provided transportation interruptions

For any of the above reasons, parents/guardians must notify the school academic office within 24 hours. This can be done by calling (+86-10-6465-7788) or sending an email to the homeroom teacher. When the student returns to school, a written note can be submitted to the office explaining the absence.

Regular and punctual attendance is crucial for student success. EYES takes a proactive approach to supporting students and families with attendance.

When students are regularly late or absent, their Homeroom teacher will follow up to understand the reasons and develop strategies to improve on-time arrival and attendance. The Homeroom teacher will communicate with parents/guardians to collaborate on solutions.

In line with the Responses to Intervention framework (see Wellbeing Policy), the homeroom teacher will refer ongoing attendance issues to the school counselor. The school counselor will then liaise with the Vice Principal to provide further guidance and support to the student and family.

CISB expects all students to attend school a minimum of 90% of school days. Students who fall below this threshold will meet with the Vice Principal to develop an attendance improvement plan. Failure to improve attendance may impact a student's promotion to the next grade level, as per the CISB Promotion Policy.

In case parents need to pick up their child early for any reason, they need to contact the homeroom teacher and the academic office before the first period to arrange for the early pick-up.

The school is committed to working closely with students and families to identify and address any barriers to regular attendance. Open communication and a collaborative approach are keys to student success.

Extended Leave

For extended periods of leave (more than 3 days), parents/guardians are expected to apply in writing to the EYES Vice Principal, Mr. Hisham Farghaly (Hisham.Farghaly@cisbeijing.com) requesting the leave and outlining the reason.

Extended leave will be given for the following reasons:

- Serious medical conditions
- Family bereavement
- Elite sporting representation
- Visa/passport requirements
- Educational opportunities (e.g. educational/academic conferences, study abroad programs)
- Exceptional circumstances (e.g. unforeseeable travel disruptions, personal/family milestones)

For reasons that fall outside of these categories, parents/guardians are expected to contact the EYES Vice Principal.

Attendance Categories on Toodle

Attendance is taken every period using the following attendance categories:

- Absent
- Present
- Late
- Fieldtrip (for sporting trips and class fieldtrips)
- Excused Absence (when staff are notified by the EYES Academic Office of extended leave)
- Other (for in-school events during class time)

These categories are reflected on your child's school reports.

Signing In

Students are expected to be on time for all their classes.

Students who arrive late to school must report directly to the academic office. Support will be given to the students by the EYES secretaries.

Signing Out

Except sudden sickness, a note written by the parent/guardian must be provided stating where the student is going and why.

In cases of sudden sickness, the student will report to our health clinic. One of the nurses will phone to inform parents/guardian that the child is ill and that they need to make arrangements to have their child picked up as soon as possible. The student will remain in the clinic until they can be picked up. The nurse will inform the teachers and the academic office.

SCHOOL SUPPLIES AND RESOURCES

CISB provides all necessary learning materials for students. Families are encouraged to label all personal items with the student's name.

ELECTRONIC DEVICES

CISB students must have an Apple device at school to support their learning. If your child needs an Apple device, you will receive communication from your child's teacher.

PHYSICAL & HEALTH EDUCATION (PHE)

PHE is an essential part of the CISB curriculum, promoting physical, mental, and social-emotional well-being.

Expectations for Participation, Uniforms, and Hygiene

Active participation is expected in all PHE classes. Students must come prepared with the appropriate PHE uniform, which includes a school-approved t-shirt, shorts/pants, and non-marking indoor shoes. For our swimming program, students are required to wear proper swimming gear and bring products for showering. We will provide time for students to have proper hygiene practices, such as showering after class and changing clothes.

Policies Related to Injuries, Medical Exemptions, and Accommodations:
All PHE teachers are First Aid trained, and the school has a nurse on-site to provide medical support. For minor illnesses or injuries that affect a student's ability to participate, a note from

a parent or guardian is required. This must be given to the student's PHE teacher on the day that they are not participating in class.

For extended periods of non-participation (more than two lessons), students must provide documentation from a medical provider outlining the condition and any necessary accommodations. The school will work closely with these students to ensure they can still meet the learning objectives through modified activities or alternate assessments.

In some cases, a temporary or permanent medical exemption from PHE may be granted based on the healthcare provider's recommendations.

SUPPORT SERVICES

CISB offers a range of support services to meet the diverse needs of our students. This section will include information about:

Social-Emotional Counseling

Role of the School Counselor

The social-emotional counselor at CISB plays a vital role in supporting the overall wellbeing and development of our students. They are responsible for addressing a range of mild to severe mental health and behavioral challenges that students may face, including anxiety, depression, trauma, and social skill development.

Counseling Services and Referral Process

CISB's social-emotional counselor provides both individual and group counseling sessions to students in need of support. They work closely with parents to understand home dynamics and collaborate on strategies to promote student wellbeing. The counselor also observes students in the classroom setting to assess social-emotional functioning and provide teachers with tailored recommendations.

In cases where more intensive support is required, the counselor refers students for psycho-educational assessments and monitor the implementation of resulting Student Support Plans. Detailed case notes are maintained, and all counseling-related policies and procedures are strictly followed.

Support for Personal, Social, and Emotional Development

In addition to addressing specific mental health and behavioral concerns, the counselor also plays a key role in the school's social-emotional learning (SEL) program (<https://everydayspeech.com/>) as they advise and support teachers in implementing the SEL

curriculum during whole-class, small group or individual sessions, ensuring that all students have the opportunity to develop essential personal, social, and emotional skills.

The CISB Wellness Program

From August 2024, from Kindergarten to Grade 5, students participate in a dedicated Wellness Program grounded in social-emotional learning (SEL). Students receive a **40-minute explicit SEL lesson each week**, taught in small groups by homeroom and specialist teachers.

These lessons focus on five key areas:

- **self-awareness,**
- **self-management,**
- **social awareness,**
- **relationship skills,**
- **responsible decision-making.**

Wellness learning does not stop with the weekly lesson. All teachers intentionally integrate SEL skills into units of inquiry, classroom discussions, group work, and assessment opportunities. Each unit highlights selected SEL skills that connect naturally to the learning context, allowing students to practice empathy, collaboration, resilience, and reflection throughout the school day.

The counselor also evaluates the effectiveness of the SEL program and makes recommendations for improvement, helping to foster a nurturing and supportive environment that enables students to thrive both academically and personally.

School Library

The school library is open for students from 7:45am - 3:45pm, Mondays to Thursdays, and 7:45 - 2:45 on Fridays (excluding school holidays)

The librarian is available to support students doing research and with academic integrity inquiries, as well as guiding students to find the books that they will enjoy reading.

English as a Second Language (EAL)

The EYES EAL (English as an Additional Language) program at CISB provides targeted support for students whose native language is not English. These students are identified as EAL learners at the point of admission based on their performance on English proficiency assessments.

The EAL curriculum is designed to develop students' English language skills across reading, writing, listening, and speaking. Instruction utilizes a combination of push-in and pull-out support, allowing students to practice English within their mainstream classes while also receiving dedicated EAL lessons tailored to their needs.

As students make progress through the program, the EAL team closely monitors their English language development and provides guidance to ensure a smooth transition to more academic rigor. The goal is to prepare EAL students for success in their future studies.

WITHDRAWALS FROM CISB

If a family needs to withdraw their child from CISB, they should follow these steps:

- Notify the EYES office and Admissions department as soon as possible.
- Complete the required withdrawal forms, available from the Admissions office.
- Ensure all outstanding fees and charges have been paid.
- Arrange for the return of all textbooks, library books, and other school property.
- Request the final report card and any other necessary documentation.

REQUESTS FOR DOCUMENTATION

CISB can provide the following types of documentation upon request. Requests for documentation by made to the EYES Academic Office psesaacademic@cisbeijing.com.

Letters of Recommendation (Reference Letters)

CISB staff (both teachers and school leadership) can write letters of recommendation for school applications upon request. When making the request, please ensure that the email address or link of the educational organisation that requires that letter of recommendation is included in the original request.

CISB will only supply letters of recommendation directly to educational organisations, rather than to requesting individuals.

Please request letters of recommendation no less than 5 working days prior to educational organisations deadline.

Attendance Certificates

CISB provides certificates verifying a student's attendance record and the relevant dates. If specific wording is required, please include this in the original request.

Please request attendance certificates no less than 3 working days in advance.

Other documentation

If additional documentation is required from CISB that does not fit into the categories above, please contact the EYES Academic Office psesacademic@cisbeijing.com and include requirements from the organisation that needs the document. We will endeavour to assist where we can.

ID CARDS

ID cards are provided to all members of our school community. They ensure our campus safety.

Students and parents/guardians are required to carry these cards and scan upon entrance/exit of campus. If a member of our community is missing their card, he/she must report to the academic office.

Students are expected to carry their student card at all times while on campus.

Student ID cards are used for:

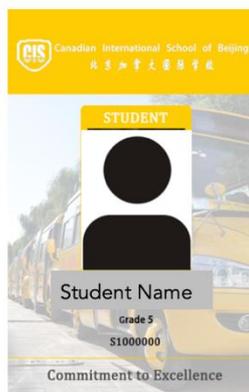
- Entry to and departure from campus
- Identification on campus
- Riding the school bus
- Borrowing books in the library
- Purchasing food in the cafeteria

Students have one of three different coloured cards (as shown below). If parents, wish to change the colour of the card, or give permission to their child to depart by a different method, they need to provide written permission to the EYES Academic Office psesacademic@cisbeijing.com.



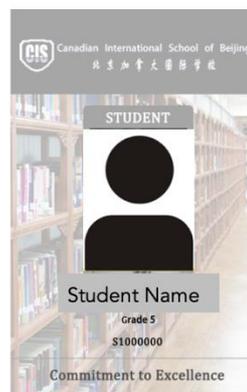
Red Card

This card is given to students who will be picked up and dropped off by their parents/guardians. Students must keep this card in their possession at all times during the school year.



Yellow Card

This card is given to students who take our school bus to and from school. Students must keep this card in their possession at all times during the school year.



Grey Card

This card is given to students who have permission to leave campus by themselves. This card must be requested and our 'Un-escorted Departure Authorization and Release' form must be signed by a parent/guardian before this card can be issued. Students must keep this card in their possession at all times during the school year.

USE OF LOCKERS & PERSONAL ITEMS

CISB provides lockers for students to store their personal belongings. Students are responsible for:

- Keeping their locker clean and organized
- Ensuring the locker is locked at all times
- Reporting any locker issues to their Advisor

Students should only bring necessary items to school and avoid bringing valuable personal belongings.

DAMAGED/LOST PROPERTY

If a student damages or loses any school property, such as textbooks, library books, or technology devices, they are responsible for the cost of replacement or repair. Families will be billed accordingly.

CISB is not responsible for any lost or stolen items, although we do maintain a "Lost & Found" collection at the Front Reception.

VISITORS TO CAMPUS

CISB maintains a secure campus environment. All visitors, including parents, must register prior to arrival by making an appointment with a relevant staff member, check in at the main gate and obtain a visitor's pass before entering the school grounds.

Visitors are expected to follow all school policies and procedures while on campus.

STAYING AFTER HOURS

CISB offers a range of after-school activities (ASAs) and sports programs. Students staying after school for these activities must be supervised by a teacher or coach.

All students need to exit campus at 5:30 pm on weekdays, unless they have direct supervision from a teacher or other academic staff member.

BOBCAT TEAMS

CISB Bobcats participate in the core sports of basketball, volleyball, soccer, and a range of other sports such as badminton, cross country, swimming, table tennis, and softball.

ACAMIS

The ACAMIS (Association of China and Mongolia International Schools) sports program provides opportunities for students at CISB to compete in various sports with other international schools across China and Mongolia. It focuses on promoting sportsmanship, teamwork, and personal growth through organized athletic competitions. The program also encourages cultural exchange and fosters connections between students from different international communities.

JISAC

The JISAC (Junior International Schools Athletic Conference) sports program allows CISB students to participate in a wide range of competitive sports events with other international schools in Beijing. It emphasizes skill development, sportsmanship, and camaraderie, offering students the chance to compete at a high level within a structured and supportive environment. Through JISAC, students can engage in regular athletic competitions, promoting physical fitness and fostering school spirit.

For further information: students should contact the EYES Athletic Director: Raul Salazar (raul.salazar@cisbeijing.com).

HOUSE SYSTEM

Starting in the 2024-25 school year, CISB is excited to introduce a new House System for all students from Early Years through Grade 12. The House System is designed to foster a greater sense of community, healthy competition, and student engagement across the school.

Upon enrolment, each student will be randomly assigned to one of four Houses. These Houses will serve as the students' primary communities within the larger school, providing opportunities for collaborative activities, team-building exercises, and friendly rivalries.

House-based events and competitions will be held throughout the academic year, covering a range of areas such as academics, athletics, arts, and service. Students will have the chance to earn House points for their achievements, which will contribute to an overall House championship at the end of the year.

The House System aims to cultivate leadership skills, school spirit, and a strong sense of belonging among the CISB student body. It will complement the school's existing extracurricular programs and provide additional avenues for students to get involved, make new connections, and develop their talents.

Health and Safety

CISB is committed to maintaining a safe and healthy environment for all students. Air quality is regularly monitored, and specific protocols are in place based on the Air Quality Index (AQI), such as restricting outdoor activities when pollution levels are high. The school also has comprehensive safety measures, including emergency drills and health services, to address any incidents or health concerns that may arise. Parents are encouraged to keep the school informed of any health issues their children may have to ensure their well-being. For more information, please see our [Health and Safety policy on our website](#).

Academic Integrity

Academic integrity at CISB is crucial to maintaining a fair and honest academic environment. Academic dishonesty includes plagiarism (using someone else's work without proper acknowledgment), collusion (allowing your work to be copied by others), and cheating (using unauthorized materials during exams). For example, copying text from a website without citation or sharing your completed assignment with a peer is considered academic dishonesty.

Consequences for violating academic integrity are serious and can include receiving a zero on the assignment, detention, and a record of the violation in the student's file. Repeated or

severe offenses may lead to more significant disciplinary actions, including suspension. For full details of how CISB views Academic Integrity, [please see the full policy on our website.](#)

Student Code of Conduct

Expectations for Student Behavior

Students at CISB must show respect, responsibility, and integrity in and out of the classroom. This includes speaking respectfully to peers and staff, using professional language, and considering different perspectives. Students must follow all school rules, complete assignments honestly, and use digital devices appropriately during school hours. Outside the classroom, students are expected to represent CISB positively, whether online or in the community.

Consequences for Violations of the Code of Conduct

Violations of the Code of Conduct are taken seriously and can result in a range of consequences depending on the severity of the offense. Minor infractions might lead to warnings or detention, while more serious or repeated violations can result in suspension or expulsion. The school administration will review each case to determine the appropriate disciplinary action.

Bullying and Harassment

CISB has a zero-tolerance policy for bullying and harassment. Bullying is defined as repeated aggressive behavior intended to hurt another individual, physically or emotionally. This includes verbal taunts, physical assaults, social exclusion, or spreading rumors. Harassment involves unwanted behavior that makes someone feel intimidated or humiliated, which can be based on race, gender, religion, or other personal characteristics.

Understanding Teasing, Bullying, and Conflict Resolution

In EYES, it is common for students to encounter social challenges as part of their social and emotional development. Situations involving teasing or conflict may arise as children learn how to build relationships, communicate effectively, and manage emotions.

While some instances of teasing may be playful, it is essential to help students recognize when behavior becomes hurtful or crosses boundaries. Through our Social Emotional Learning (SEL) program, students are guided to develop the skills needed to navigate conflict respectfully, advocate for themselves and others, and contribute to a positive community environment.

To guide students in understanding teasing, we help them recognize:

- **Intent:** Often playful and meant to be humorous, not hurtful.
- **Mutual:** Can go both ways—friends may tease each other in a way that feels safe and fun for everyone involved.
- **Occasional:** Happens infrequently and stops if someone expresses discomfort.
- **Impact:** May cause brief embarrassment, but usually doesn't leave the person feeling powerless or unsafe.
- **Response:** The teaser will usually stop if asked or if they notice the other person is hurt.
- **Example:** A friend jokes about someone's messy hair in a lighthearted way, and everyone laughs—including the person being teased.

Our approach emphasizes proactive teaching and responsive support to ensure that all students feel safe, respected, and empowered to resolve conflicts thoughtfully and appropriately.

Clear Examples of Teasing, Bullying and Harassment

Teasing Example:

Bullying: For example, repeatedly mocking a student's appearance or spreading harmful rumors about a peer.

Harassment: Examples include making derogatory comments about someone's race or sending threatening messages online.

Procedures for Reporting and Addressing Bullying and Harassment

Students and parents are encouraged to report any incidents of bullying or harassment to a teacher, school counselor, or administrator. The school will investigate all reports promptly and confidentially. Appropriate actions will be taken to address the situation, which may include counseling for the victim, disciplinary action against the perpetrator, and ongoing monitoring to prevent further incidents. The school is committed to providing a safe and inclusive environment for all students.

Parent involvement

Parent involvement at CISB is highly encouraged and considered essential for student success. We value the home-school partnership and know that successful relationships between school and parents are crucial to student success. Parents are expected to maintain open communication with teachers and staff, participate in school events, and support their children's learning at home. Regular updates on student progress are provided through report cards, conferences, and ongoing communication, allowing parents to stay engaged in their child's education. CISB also encourages parents to share any relevant information about their child's needs to help the school provide appropriate support.

After School Activities (ASAs)

CISB offers a wide range of After School Activities (ASAs) to enhance students' educational experience beyond the classroom. These activities provide opportunities for students to explore new interests, develop skills, and build friendships in a supportive environment. ASAs include options such as sports, arts, music, language clubs, and academic enrichment programs, catering to a variety of student interests and age groups. Participation in ASAs is encouraged as a way for students to grow socially, emotionally, and academically, with all activities supervised by qualified staff to ensure a safe and enjoyable experience.

More information is available on our website:

<https://www.cisbeijing.com/after-school-activities-asa/>

Technology Responsible Use policy

At CISB, students are expected to use technology responsibly, ensuring that their digital actions reflect the school's values of integrity and respect. The Technology Responsible Use Policy requires students to practice good digital citizenship by maintaining a positive online presence, protecting their personal information, and respecting the intellectual property of others. Students must use their devices primarily for educational purposes while on campus and are prohibited from accessing inappropriate content or engaging in cyberbullying. Violations of this policy can result in disciplinary actions, including the confiscation of devices or further consequences depending on the severity of the infraction.

Full information is available as part of our [acceptable use policy](#).

Student Leadership opportunities

At CISB, we believe in nurturing leadership qualities in our students through various engaging opportunities. Students have the chance to take on leadership roles as prefects of four distinct houses, where they can demonstrate responsibility, teamwork, initiative as well as motivation. Additionally, students can actively participate in the student council, serving as the president, vice-president, or grade representatives. These roles empower students to voice their ideas, act as role models, and drive positive change within our school community. Through these leadership positions, students gain valuable skills in communication, organization, and decision-making, preparing them for future challenges and successes beyond the school environment.

Student Support Sessions (formerly Office Hours)

Students Support Sessions are academic supports provided by teachers to students outside of class time at CISB. They are designed to support students who are struggling academically and are at risk of not meeting the CISB Promotion Policy requirements.

They can be assigned shortly after key assessments where students demonstrate performance below certain levels.

They can last until the teacher assesses that the student has improved sufficiently and no longer requires intensive support.



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