



CANADIAN
INTERNATIONAL SCHOOL OF
BEIJING
北京加拿大国际学校

MS/HS

FAMILY HANDBOOK

2026-27



Proud to deliver





Guiding Statements

Mission

CISB empowers each learner through personalized pathways to fulfil their unique potential, to contribute positively, and to lead with purpose.

Vision

Compassionate, future-ready global citizens who achieve excellence in different spheres and are prepared for a complex and connected world.



Values

Inclusivity

- We value inclusivity; we create and nurture our community through sharing celebrations of our cultural diversity.
- We value inclusivity; we are a community where every student feels safe, seen, and valued, and where belonging is intrinsic to who we are.
- We value inclusivity; we respect diversity, embrace identity, celebrate and promote understanding of the diverse cultures in our community.

Compassion

- We value compassion; we show empathy, consider situations from multiple perspectives, and build connections with others.
- We value compassion; we connect with and are aware of important global and local issues, actively support and help each other and others outside the community.
- We value compassion; we are kind and respectful toward others, support one another and contribute positively to our community and the world.



Values

Innovation

We value innovation; we have the tools and space to try new ideas, find out what works, and learn from what doesn't

We value innovation; we explore new concepts, ideas and technologies and using critical thinking skills.

We value innovation; we think creatively, take risks, and explore new ideas to solve real-world problems with confidence and curiosity.

Leadership

- We value innovation; we have the tools and space to try new ideas, find out what works, and learn from what doesn't.
- We value innovation; we explore new concepts, ideas and technologies and using critical thinking skills.
- We value innovation; we think creatively, take risks, and explore new ideas to solve real-world problems with confidence and curiosity.



2026-27 SCHOOL CALENDAR

August 2026

S M T W T F S

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

3-12 Faculty Training/ Orientation
13 EY/ES Student Orientation
14 MS/HS student Orientation
17 FIRST DAY S1 Commences
26 Meet the Teacher Night

School days: 11 (+1 day in Sept. calendar below)

January 2027

S M T W T F S

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

4 Classes Resume
22 End of Semester 1 (S1)
22 CNY Family Night
25 Start of Semester 2 (S2)
29 Reports Released
Early Dismissal

School days: 19.5

September 2026

S M T W T F S

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

7-11 G5-G12 WWW
9-11 G3-G4 WWW
20 Terry Fox Run
25-30 Mid-Autum Break

School days: 18

February 2027

S M T W T F S

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

1-12 Lunar Festival/CNY Holiday
24 Pink Shirt Day
22-26 Kindness Week
24-25 *PLP Conferences

School days: 10

October 2026

S M T W T F S

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

1-4 Mid-Autumn Break
12 Thanksgiving
12-16 Canada Week
19-23 Learning In Action
30 S1 Progress Reports
Halloween Theme Events

School days: 20

March 2027

S M T W T F S

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

15-19 Learning In Action
24 Staff PD (No Classes)
27 TEDx Event

School days: 23

November 2026

S M T W T F S

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

9-10 *PLP Conferences
23-27 STEAM Week
28 Faculty Training

School days: 20

April 2027

S M T W T F S

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

2 S2 Progress Reports
3-11 Ching Ming/Spring Break
19-23 Reading Week
22-23 *PLP Conferences
23 UNESCO World Book Day
24 Intl. Community Festival
28-May 19 IB Diploma Exams

School days: 16

December 2026

S M T W T F S

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

5 Winter Charity Bazaar
9 PK-G2 Winter Concert
16 G3-G5 Winter Concert
18 MS/HS Winter Concert
Early Dismissal
21-Jan1 Winter Break

School days: 13.5

May 2027

S M T W T F S

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

1-4 Labor Day Holiday
3-19 IB Diploma Exams
10-15 PYPx Event
15 HOUSE Sports Day
19-21 G12 CHS Exams
24-28 Arts Week
(UNESCO Culture & Arts week)

School days: 19 (including May 31st in June calendar below)

Legend

PLP Conferences
Holidays
Classes End / Resume
Events
Weekends
Faculty Training
Student Trips
Learning In Action

*PLP = Personalized Learning Plan



June 2027

S M T W T F S

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

1 Children's Day
4 G12 Graduation
9 Dragon Boat Festival
10 KG Graduation
11 G5 Promotion
18 S2 Reports Released

School days: 12.5

Note: The calendar is subject to change due to local authorities or school decisions. Please check regularly for any updates.

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Middle School/High School Family Handbook

Dear CISB Community,

Welcome to the Middle and High School at CISB! Our mission here is to empower each learner through personalized pathways to fulfil their unique potential, to have each learner contribute positively, and to help each learner lead with purpose.

Our vision here is to have compassionate, future-ready global citizens who achieve excellence in different spheres and are prepared for a complex and connected world.

We build this through four values that reinforce each other: compassion, inclusivity, innovation and leadership. Compassion, shown and taught, is the starting point. It creates the conditions for inclusivity. Together they give learners the security to innovate, and the combination of all three is what prepares them to lead.

As part of our continued journey with **CIS and WASC accreditation**, we are dedicated to upholding the highest international standards while remaining true to our mission and vision.

Whether you are a returning family or new to CISB, we are excited to partner with you for the 2026–27 school year.

Warm regards,



Flynn Boyle
MS/HS Principal



David Bremner
MS/HS Vice Principal

1. CISB Policies



The best place for our families to stay up to date with finalised 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, families are invited to scan the QR code or visit the policies page on our website.

2. Key Contacts and Communication

2.1 Key Contacts

Whole School

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

Middle School/High School Leadership Team

MS/HS Principal: Flynn Boyle flynn.boyle@cisbeijing.com	MS/HS Vice Principal: David Bremner david.bremner@cisbeijing.com
MYP Coordinator: Luke Ramsdale luke.ramsdale@cisbeijing.com	DP Coordinator: Paul Johnson paul.johnson@cisbeijing.com
Canadian Programme Coordinator: Ken Manderville kenneth.manderville@cisbeijing.com	Student Wellbeing & Advisory Coordinator: Michelle Pollock michelle.pollock@cisbeijing.com

MS/HS Support Services

Social-Emotional Counsellor: Daisy Guevara daisy.guevara@cisbeijing.com	School Librarian: Judy Qiu judy.qiu@cisbeijing.com
University Guidance Counsellor: Yena Wang yena.wang@cisbeijing.com	University Guidance Counsellor: Mick Amundson-Geisel mick.geisel@cisbeijing.com

Academic Office

MS/HS Academic Assistant: Crystal Zhao

Parents can contact Crystal for attendance and general enquiries.

General Enquiries:

mshsoffice@cisbeijing.com

Student Information Systems Administrator: Emma Liu

emma.liu@cisbeijing.com

Parents can contact Emma for access to Toddle and scheduling PLP Conferences.

2.2 Home/School Communication

CISB values strong partnerships between home and school. Our official communication channels are **Toddle** and **WeCom**.

Our [Home-School Communication Policy](#) is available on our website.

2.3 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, Personalised Learning Plan (PLP) 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.

3. Academic Programmes and Pathways

3.1 Graduation Pathways

CISB offers students two graduation pathways and high school diplomas: the **Canadian New Brunswick High School Diploma** and the **International Baccalaureate Diploma**.

The Canadian High School (CHS) Diploma is well recognised by universities and colleges around the world. To obtain this diploma, students must complete a total of **20 credits**, including compulsory credits, and successfully complete the **New Brunswick English Language Proficiency Assessment**. CHS students may take some DP courses with approval of the MS/HS Principal.

The IB Diploma Programme (DP) is an internationally recognised, academically challenging, two-year pre-university programme for students in Grades 11 and 12. It offers students the opportunity to choose a curriculum that best fits their interests and skills and can be tailored to meet their post-secondary educational goals. Students who successfully complete the IB DP are also credited with the Canadian High School Diploma.

3.2 Physical and Health Education

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

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:

- CISB PHE shirt and shorts or track suit pants. Fashion or designer shorts/pants are not permitted.
- Athletic, non-marking sports shoes. Crocs, sandals, and flip-flops are not appropriate footwear for PHE.

To maintain hygiene and respect for others, students are expected to change clothes after class. Showers are available in changing rooms. Students must also change back into their regular school uniform after PHE.

Students attending other classes in their PHE uniform will be marked as “not in correct uniform” and expected to change.

Injuries, Medical Exemptions, and Accommodations

All PHE teachers are First Aid trained, and the school has a nurse on-site at all times 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, meaning 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.

3.3 Mathematics Requirements

Students in Grades 6 and 7 need either a basic or scientific calculator, and a geometry set.

Students in Grades 8–12 need a Graphics Display Calculator, either a **TI-84** or **TI-Nspire non-CAS version**, and a geometry set.

3.4 School Library

The MS/HS Library is open for students from **7:45 a.m. to 3:45 p.m., Monday to Thursday**, and **7:45 a.m. to 2:45 p.m. on Fridays**, excluding school holidays.

While MS/HS students do not attend regular library classes, they are encouraged to borrow books and make use of digital resources. The librarian is available to support students with research, academic integrity inquiries, and selecting books for personal reading.

Borrowing Guidelines

- Students may borrow up to **four items** at a time.
- The loan period is **two weeks**, with the option to renew items for an additional two weeks.
- All items must be checked out through the circulation desk in the library.

4. Supporting Student Progress and Wellbeing

CISB provides a range of structures to support students' academic progress, personal development, wellbeing, and future planning. Some forms of support are provided to all students through the Advisory programme, while others are targeted to meet specific academic, language, social-emotional, or university guidance needs.

Support may be requested by students or parents, recommended by teachers, or assigned by teachers and school leadership when a student requires additional intervention. CISB has developed a Student Wellbeing Policy which will be shared with parents early in 2026-27 school year.

4.1 Advisory

The Advisory programme at CISB serves as a structured support system to promote students' academic, social, and emotional wellbeing. It is designed to foster a strong sense of community by providing students with regular opportunities to build relationships with their peers and advisory teachers. The programme also helps students navigate school life, set personal goals, and develop essential skills for success in both academic and personal contexts.

Advisory lessons cover a wide range of topics that are important for the holistic development of students. These include academic planning, social-emotional learning, digital citizenship, character education, and other topics relevant to student growth and wellbeing. The curriculum is designed to be flexible, allowing for the inclusion of current events or specific needs that arise within the student body so that the content remains relevant and engaging.

The role of the advisory teacher is central to the success of the programme. Advisory teachers act as mentors and advocates for their students, guiding them through the challenges of school life and helping them work toward their academic and personal goals. They create a supportive and inclusive environment in which students feel safe to express themselves and seek guidance when needed.

4.2 Academic Support

Student Support Sessions

Student Support Sessions are academic support opportunities provided by teachers outside regular class time at CISB. Sessions take place from **3:45 to 4:45 p.m., Monday to Thursday**, in the relevant teacher's classroom.

They are designed to assist students who need additional support with a specific topic, concept, or assessment task. In these cases, the decision for a student to attend may be made by the teacher, the student, or the parent. The length of attendance will depend on the student's individual needs.

Student Support Sessions may also be assigned to students who are experiencing academic difficulty and are at risk of not meeting the requirements of the CISB Promotion Policy. In these cases, attendance will be assigned by teachers or school leadership. The length of attendance will be determined by teachers or outlined in the student's Academic Contract.

EAL Support Sessions

Mandatory EAL Support Sessions are scheduled every Monday for students identified as requiring further language support. These sessions focus on targeted language development, as well as language support to help students complete work for other subjects. They are led by the student's EAL teacher.

Students identified for mandatory EAL support are also required to attend **MYP English Support Sessions on Wednesdays**.

Attendance Requirements

Attendance at mandatory Student Support Sessions is required. If a student is unable to attend, they must inform their teacher in advance. Students who wish to attend another school activity during this time must receive prior approval from their teacher, the relevant Head of Department, and the supervising teacher of the other activity.

Student Support Session Schedule

Each cycle has a designated focus for either MYP or DP/CHS students. However, students may attend during an alternate programme day if needed, with the understanding that teachers' attention will primarily be directed toward students from the programme designated for that day.

The schedule for Student Support Sessions is below:

Day	Subjects	Focus Areas
Day 1 — Monday	EAL / Mathematics / Arts	EAL / MYP Mathematics / DP & CHS Arts
Day 2 — Tuesday	Individuals & Societies / PHE	MYP Individuals and Societies / CHS Sports & Outdoor Courses
Day 3 — Wednesday	Languages	MYP English / DP & CHS French / MYP Chinese
Day 4 — Thursday	Sciences / Design	MYP Science / DP Sciences
Day 6 — Monday	EAL / Mathematics / Arts	EAL / DP Mathematics / MYP Arts
Day 7 — Tuesday	Individuals & Societies / PHE	DP Individuals and Societies / MYP PHE
Day 8 — Wednesday	Languages	DP English / MYP French / MYP Chinese
Day 9 — Thursday	Sciences / Design	DP Science / CHS Science / MYP Design

4.3 English as an Additional Language

The MS/HS English as an Additional Language programme at CISB provides targeted support for students in **Grades 6 to 9** whose first language is not English. Students are identified as EAL learners at the point of admission based on their performance on English proficiency assessments.

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

As students progress through the programme, the EAL team closely monitors their English language development and provides guidance to support a smooth transition into more academically rigorous coursework. The goal is to prepare EAL students for success in their future studies.

4.4 Social-Emotional Counselling

Role of the School Counsellor

The social-emotional counsellor at CISB plays a vital role in supporting the overall wellbeing and development of students. The counsellor assesses and addresses a range of mild to severe mental health, social-emotional, and behavioural challenges that students may face, including anxiety, depression, trauma, and social skill development.

Counselling Services and Referral Process

CISB's social-emotional counsellor provides targeted individual and group counselling sessions to students in need of support. The counsellor works closely with parents to understand home dynamics and collaborate on strategies to promote student wellbeing. The counsellor may also observe 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 counsellor may refer students for psychological or psycho-educational assessments and monitor the implementation of resulting Student Support Plans. To ensure students receive consistent and ethical support, the counsellor maintains detailed case notes and follows all counselling-related policies and procedures.

Support for Personal, Social, and Emotional Development

In addition to addressing specific mental health and behavioural concerns, the social-emotional counsellor plays a key role in the school's social-emotional learning programme. The counsellor advises and supports teachers in implementing the SEL curriculum during advisory periods, ensuring that students have opportunities to develop essential personal, social, and emotional skills.

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

4.5 University Guidance Counselling

CISB's university guidance counsellor plays a crucial role in supporting students from middle school through their final years of high school as they navigate the path to post-secondary education.

In Grades 8 and 9, the counsellor lays the foundation by organising informational sessions for students and parents. These sessions provide an overview of the university application process, graduation requirements, and the importance of developing a strong academic and extracurricular profile. Students in Grades 8, 9, and 10 complete the University Guidance programme as part of the Advisory programme.

As students progress to Grade 10, the counsellor works with them individually to map out their graduation pathway and explore potential university majors aligned with their interests and abilities. The counsellor also advises on subject selection to help ensure students take appropriate prerequisite courses.

In Grades 11 and 12, the counsellor's role becomes more comprehensive. The counsellor guides students through the university application process, assisting with research, personal statements, and documentation submission. The counsellor also organises guest speaker events featuring university representatives.

Regardless of grade, the counsellor maintains open communication with students and families, addressing questions and supporting a smooth transition to post-secondary education. The university guidance counsellor is committed to empowering students to make well-informed decisions about their futures.

5. Daily School Life and Routines

5.1 Daily Schedule and Timetable

All middle and high school students are required to arrive in Advisory by **8:15 a.m.** End-of-day dismissal is at **3:40 p.m.** Students also finish the day in Advisory to review homework and collect their phones.

Please note that Friday dismissal time is **2:30 p.m.**

Families should make appropriate arrangements for students to arrive at the required time for the start of the school day and to be picked up at the end of the day. This allows all students to participate in uninterrupted learning opportunities.

	Mondays to Thursdays	Fridays
08:15	Homeroom	Homeroom
08:30	Transition	Transition
08:35	Lesson 1	Lesson 1
09:20	Transition	Transition
09:25	Lesson 2	Lesson 2
10:10	Morning Break	Morning Break
10:35	Lesson 3	Lesson 3
11:20	Transition	Transition
11:25	Lesson 4	Lesson 4
12:10	Transition	Transition
12:15	Lesson 5	Lesson 5
13:00	Lunch	Lunch
13:50	Lesson 6	Lesson 6
14:35	Transition	Phone Collection & dismissal
14:40	Lesson 7	
15:25	Phone Collection	
15:35	Dismissal	

5.2 Attendance

Regular attendance is directly related to student success in school. 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 performance. 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.

Attendance Procedures

Teachers are responsible for recording attendance each day during morning Advisory and during each subject class throughout the day.

A student who misses **15 percent of a subject class period** 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

Parents/guardians must notify the MS/HS Academic Office within **24 hours** for any of the reasons listed above.

Reporting a Full-Day Absence or Leave of Absence

Parents/guardians should email mshsoffice@cisbeijing.com or submit a Request Leave on Toddle to report a full-day absence or to request approval for a leave of absence.

If whole-day leave is required and notification can only be given on that morning, please call the office at **+86-10-6465-7788**.

When the student returns to school, a written note can be submitted to the office explaining the absence.

Early Dismissal

For early dismissal, parents/guardians should email mshsoffice@cisbeijing.com or submit a Request Leave on Toddle with the date, time, and reason for dismissal.

Attendance Follow-Up and Support

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

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

In line with the Response to Intervention framework, the Advisor will refer ongoing attendance issues to the relevant Grade Level Leader. The Grade Level Leader will then liaise with the Student Wellbeing and Advisory Coordinator and the Counsellor to provide further guidance and support to the student and family.

This may include temporary loss of privileges, such as assignment of detentions or lunch privileges for Grade 12 students. In-school suspension would be a last resort measure.

CISB expects all students to attend school a minimum of **90% of school days**. Students who fall below this threshold will meet with their Grade Level Leader to develop an attendance improvement plan. Failure to improve attendance may impact a student's promotion to the next grade level, as per the MS/HS Promotion and Graduation Policy.

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, meaning more than three days, parents/guardians are expected to apply in writing to the MS/HS Vice Principal, Mr. David Bremner, at david.bremner@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, such as educational or academic conferences and study abroad programmes
- Exceptional circumstances, such as unforeseeable travel disruptions or personal/family milestones

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

Attendance Categories on Toddle

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 MS/HS 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 classes.

Students who arrive late to school must report directly to the Academic Office. There, they must sign in, sign the late sheet, and collect a dated late slip. This slip must be shown to the class teacher upon arrival to the scheduled class.

Signing Out

All students must inform their advisory teacher or subject teacher before going to the office to sign out.

In all cases, except sudden sickness, parents/guardians must email mshsoffice@cisbeijing.com or submit a Request Leave on Toddle with the date, time, and reason for early dismissal.

In cases of sudden sickness, the student will report to the health clinic. One of the nurses will phone to inform parents/guardians 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.

5.3 Uniform

Our uniform represents our school and the respect we show for ourselves and each other. We wear it in a way that's comfortable, practical, and reflects pride in being part of our community.

MS/HS has a day-to-day uniform for regular use. This uniform has previously been called "Uniform B." Students are expected to wear this uniform on **Mondays, Tuesdays, and Thursdays**. Day-to-day uniform consists of a white shirt or red polo shirt, paired with grey shorts or trousers, or plaid skirt.

- Shirts or polo shirts may be worn untucked.
- Sweaters, pants, jackets, or coats other than official CISB clothing should not be worn.
- Undershirts must be plain white and free of logos.
- A white polo shirt or button-down shirt must be worn under any top layers (e.g. cardigans, hoodies, jumpers).
- Appropriate footwear is to be worn at all times (no flip-flops, high heels, crocs, or sandals).

From time to time, students may be requested to wear Presentation uniform. This has formerly been known as "Uniform A". Presentation Uniform is not required on a regular basis in MS/HS. It should be worn for special events like some awards, performances, or field trips. Students will be notified in advance.

Presentation uniform consists of a red blazer, white shirt and tie, and should be paired with grey trousers or plaid skirt.

- Shirts must be tucked in with top buttons done up.
- Ties must be worn as part of presentation uniform.
- Black tights or white stockings must be worn with the skirt.
- Appropriate footwear must be worn at all times (no flip-flops, high heels, crocs, or sandals).

Wearing the Skirt

If you choose to wear the school skirt, pair it with black tights or white stockings. Make sure it's long enough that you can sit, bend, and move around comfortably in class or

during activities. As a guide, when you're standing up, it should reach about mid-thigh or longer.

On Wednesdays, MS/HS has House events, and students should wear their House shirts.

On Fridays, students can dress down in school-appropriate clothing. Student clothing should be school appropriate. Students wearing anything indecent, profane, or connected to anything offensive will be expected to change before joining class. If students are unsure, they can check with their advisory teacher in advance.

CISB also has a uniform for PHE, as discussed in section 3.2 above.

5.4 Learning How To Learn

Learning How To Learn is a dedicated programme delivered during the first week of each academic year to all students in Grades 6 to 12. Its purpose is to teach explicitly the skills, routines, and procedures that students need in order to succeed at CISB, rather than assuming students already have them. Content is delivered through a combination of Advisory sessions and subject-specific lessons, and covers learning skills such as note taking, research, and time management. It also explicitly teaches school systems and procedures including attendance, uniform, digital platforms, and personal organisation including goal setting and use of the student planner.

Heads of Departments and Grade Level Leaders identify the specific expectations for each grade level, ensuring that content is appropriate to students' age and stage, with the greatest level of support provided to students in Grades 6 as they transition into Middle School. Students revisit and build upon these skills throughout the academic year, and expectations are reinforced consistently by all teaching staff.

5.5 Textbooks, Supplies, and Learning Resources

CISB provides all necessary textbooks and learning materials for students. Families are responsible for purchasing general school supplies, such as notebooks, pens, pencils, and other personal items. Stationary packs with all the required items are available from the school shop. Families are encouraged to label all personal items with the student's name. Advisory teachers will review the list of supplies as part of our "Learning How To Learn" program at the beginning of the year.

CISB student workbooks are provided to each student at the beginning of the school year. If a student loses or damages their workbook, they can purchase a new one at the school shop.

5.6 Electronic Devices Required for Learning

CISB students must have an Apple device at school to support their learning. This allows teachers to monitor appropriate use of devices through Apple Classroom.

Expectations for the responsible use of technology are outlined in the **Technology Responsible Use** section of this handbook and in the full IT Acceptable Use Policy.

5.7 Use of Lockers and Personal Items

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

- Keeping their locker clean and organised
- 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.

5.8 Damaged or Lost Property

CISB is not responsible for any lost or stolen items.

Non-valuable items, such as water bottles, sweaters, and lunch boxes, are kept on the shelves near the Elementary School exit, beside the water fountain.

Valuable items, such as phones, wallets, and keys, are collected and held securely at the appropriate school office.

6. Campus Access, Safety, and Supervision

6.1 ID Cards

ID cards are provided to all members of our school community to ensure campus safety. Students and parents/guardians are required to carry their ID cards and scan them upon entrance to and exit from campus. Students are expected to carry their ID cards at all times while on campus.

Uses of Student ID Cards

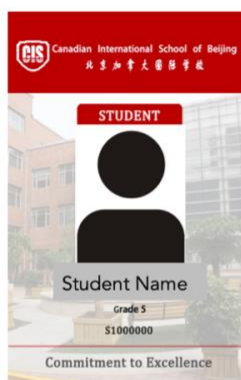
Student ID cards are used for:

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

Card Colours and Permissions

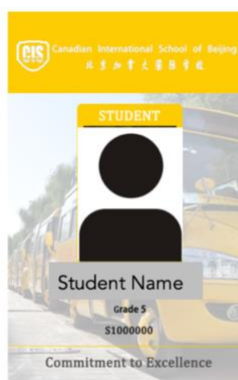
Each student has one of three different coloured ID cards.

If parents wish to change the colour of the card or authorise their child to depart by a different method, they must provide written permission to the Admissions Office at admissions@cisbeijing.com. The Admissions Office will then issue a new card.



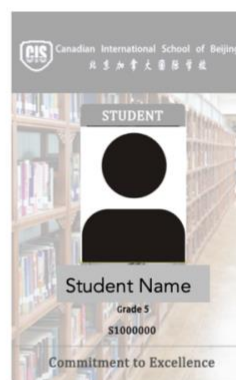
Red Card

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 'Unescorted 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.

Forgotten Cards

If a student forgets their ID card when departing campus, a parent/guardian must email the MS/HS Academic Office at mshsoffice@cisbeijing.com to confirm consent for the student to leave.

Lost Cards

Lost cards must be reported to the Academic Office so that access can be managed until a replacement is issued.

6.2 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.

6.3 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 wellbeing. For more information, please see our [Health and Safety policy on our website](#).

6.4 Staying After Hours

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

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

7. Student Expectations and Responsibilities

7.1 Student Code of Conduct

Expectations for Student Behaviour

Our approach to student conduct reflects the school's mission and values — **Compassion, Inclusivity, Innovation, and Leadership** — by combining clear expectations with support for growth.

Students at CISB are expected to demonstrate respect, responsibility, and integrity in and out of the classroom. This includes:

- Speaking respectfully to peers and staff
- Considering different perspectives
- Completing assignments with integrity
- Using digital devices appropriately during school hours
- Representing CISB positively in the community and online

CISB works to ensure that all students understand these expectations and actively monitors situations where additional support, rather than discipline alone, may help a student meet them.

Consequences for Violations of the Code of Conduct

CISB responds to violations of the Code of Conduct through a graduated, restorative approach that balances accountability with the opportunity to learn and repair. Minor infractions are typically addressed through conversation, warnings, or reflective consequences. Repeated or more serious violations may result in suspension or, in the most serious cases, expulsion.

Each case is reviewed by the Grade Level Leader, where required, in consultation with the Student Wellbeing and Advisory Coordinator, Vice Principal, and other relevant staff. Responses are determined based on the situation, the student's developmental stage, and CISB's commitment to compassion and leadership.

7.2 Bullying and Harassment

CISB does not tolerate bullying or harassment and works to ensure a school community grounded in inclusivity and compassion.

Instances of cyberbullying should also be reported. Cyberbullying is treated with the same seriousness as in-person incidents and may result in disciplinary action.

Definitions and Examples

Bullying is defined as repeated aggressive behaviour intended to hurt another individual, physically or emotionally. This includes verbal taunts, physical assaults, social exclusion, or spreading rumours.

Harassment involves unwanted behaviour that makes someone feel intimidated or humiliated. It can be based on race, gender, religion, or other personal characteristics.

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 counsellor, or administrator.

CISB works to ensure reports are investigated promptly and handled with as much discretion as possible while meeting the school's safeguarding responsibilities. Complete confidentiality cannot always be guaranteed where student safety is involved.

The school's response may include support for the student affected, a restorative or disciplinary process for the student or students involved, and continued monitoring. CISB is committed to a school community where all students feel safe, included, and able to lead with purpose.

7.3 Technology Responsible Use

At CISB, students are expected to use technology responsibly, ensuring that their digital actions reflect the school's values of integrity and respect.

The IT Acceptable Use Policy requires students to practise 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.

At the beginning of each school day, during morning Advisory, students need to store their phone in the storage locations provided and collect it at the end of the school day. If students are leaving early, they will need to inform their Advisory teacher and then collect their phone from the MS/HS Academic Office when they are departing.

Full information is available as part of the IT Acceptable Use Policy.

7.4 Academic Integrity

Academic integrity at CISB is essential to maintaining a fair and honest academic environment. Academic dishonesty includes plagiarism, collusion, and cheating.

Examples include:

- Using someone else's work without proper acknowledgement
- Allowing another student to copy your work
- Using unauthorised materials during an assessment
- Copying text from a website without citation
- Submitting work generated by another person or tool as your own

Consequences for violating academic integrity are serious. They may include working with the relevant Coordinator to revise and complete the work to the required standard, in accordance with the [Academic Integrity Policy](#). Students may also be required to complete lessons on the importance of submitting their own work, and may receive a zero for the assignment. Repeated or serious breaches may result in further disciplinary action.

For full details of how CISB defines and responds to academic integrity concerns, please refer to the full Academic Integrity Policy on the school website.

7.5 Use of Artificial Intelligence

CISB recognises that AI tools are becoming increasingly available in education. While AI can be a valuable resource for learning, using AI to generate assignments or assessments without acknowledgement may constitute academic dishonesty.

Students are expected to use AI appropriately and responsibly, and to give credit when AI tools contribute to their work.

CISB is currently finalising a comprehensive policy on AI use, and further guidance will be shared with students and families.

8. Assessment, Reporting, Promotion, and Appeals

8.1 Assessment and Reporting

CISB provides regular feedback to students and families through teacher feedback, Toddle records, summative assessment results, report cards, and Personalised Learning Plan (PLP) Conferences. Assessment and reporting are designed to communicate student achievement, progress, and areas for growth.

Families should refer to the relevant programme information and the explanation at the front of semester reports for details about how report scores are determined.

8.2 Appeals of Summative Assessment Scores

A student or parent may appeal a summative assessment score if they believe the student's work has not been accurately assessed against the rubric or assessment criteria.

Appeals must be submitted by email to the relevant Coordinator — **MYP, DP, or CHS** — before the designated final day for assessment submission for the semester.

The appeal must include a clear explanation of why the student or parent believes a higher score is warranted. This explanation should include specific reference to:

- The student's submitted work
- The assessment rubric or assessment criteria
- The teacher's feedback

The Coordinator will work with the relevant teacher and Head of Department to review the summative assessment.

The Coordinator will communicate the outcome of the appeal, including the justification for the decision, to the student and parent within **five working days** of receiving the appeal.

8.3 Appeals of Semester Report Scores

A student or parent may appeal semester report scores if they believe the scores do not accurately reflect the student's achievement across the semester.

Before submitting an appeal, parents should refer to the explanation at the front of the report outlining how report scores are determined.

Appeals must be submitted by email to the **MS/HS Principal**. The appeal must include a clear explanation of the concern and relevant evidence to support the appeal.

This may include, where applicable, reference to:

- Summative assessment results
- Teacher feedback
- Assessment criteria or rubrics
- Toddler records
- Other relevant evidence of student achievement

The MS/HS Principal will review the appeal in consultation with relevant staff as needed.

The outcome of the appeal, including the justification for the decision, will be shared with parents within **five working days** of receiving the appeal during school time, or within **seven working days** during school holidays.

8.4 Promotion and Graduation Policy

The MS/HS Promotion and Graduation Policy outlines expectations related to attendance, academic progress, promotion to the next grade level, credit accumulation, and graduation requirements.

Families should refer to the full [MS/HS Promotion & Graduation Policy](#) on the CISB website for detailed information.

9. Student Life, Activities, and Leadership

9.1 After School Activities

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 programmes, 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. All activities are supervised by qualified staff to ensure a safe and enjoyable experience.

More information about [ASAs is available on our website](#).

9.2 Bobcat Teams

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

For further information, students should contact the Athletic Director, Brett Mitchell, at brett.mitchell@cisbeijing.com.

9.3 Athletics Conferences and Competitions

ACAMIS

The ACAMIS, Association of China and Mongolia International Schools, sports programme 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 organised athletic competitions. The programme also encourages cultural exchange and fosters connections between students from different international communities.

ISAC

The ISAC, International Schools Athletic Conference, sports programme allows CISB students to participate in a wide range of competitive sports events with other international schools in Beijing.

It emphasises skill development, sportsmanship, and camaraderie, offering students the chance to compete at a high level within a structured and supportive environment. Through ISAC, students can engage in regular athletic competitions, promoting physical fitness and fostering school spirit.

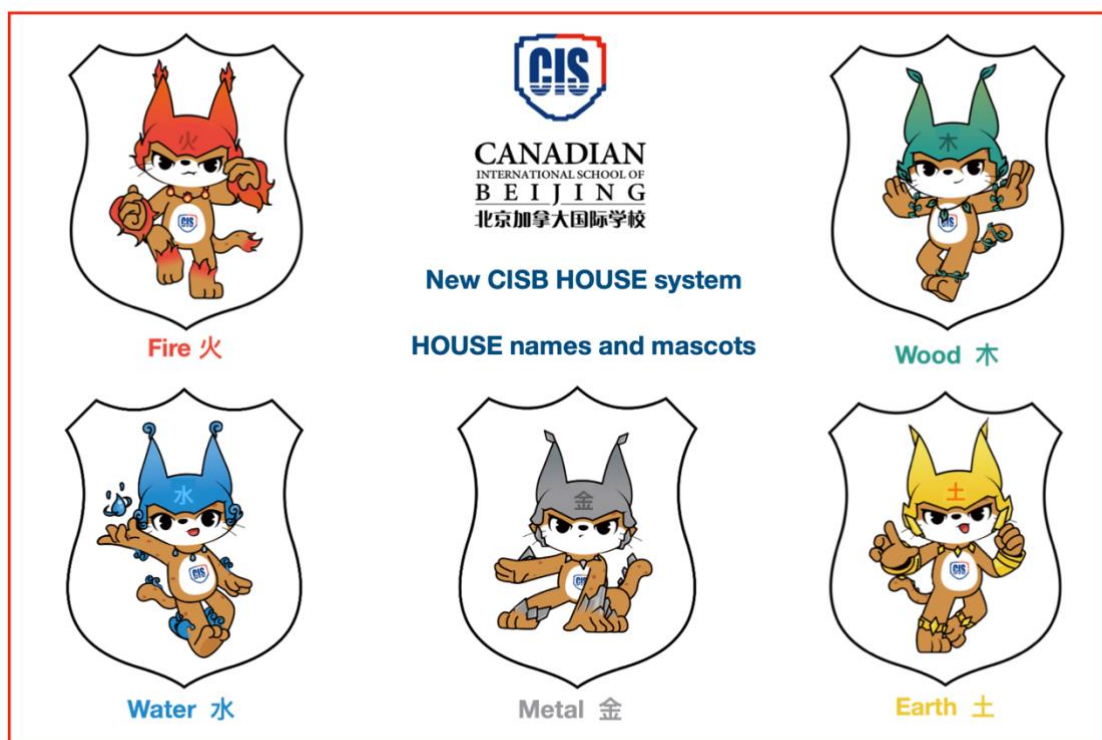
9.4 House System

CISB's House System is designed to foster a greater sense of community, healthy competition, and student engagement across the school.

Upon enrolment, each new family is randomly assigned to one of five Houses. These Houses serve as key communities within the larger school, providing opportunities for collaborative activities, team-building exercises, and friendly rivalries.

House-based events and competitions are held throughout the academic year, covering a range of areas such as academics, athletics, arts, and service. Students have the chance to earn House points for their achievements, which 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 complements the school's existing extracurricular programmes and provides additional avenues for students to get involved, make new connections, and develop their talents.



9.5 Student Leadership Opportunities

At CISB, we believe in nurturing leadership qualities in our students through Student Council, the House System, sporting teams, and other formal and informal opportunities.

Through formal leadership positions, students gain valuable skills in communication, organisation, and decision-making, preparing them for future challenges and successes beyond the school environment.

Students can also build leadership qualities through informal roles and other after-school and extracurricular activities.

Student Council

Students can actively participate in Student Council, serving as president, vice-president, grade representatives, and other executive roles. These roles empower students to voice their ideas, act as role models, and drive positive change within our school community.

House Captains

Students can develop their leadership skills by serving as House Captains for one of the five Houses. In this role, they demonstrate responsibility, teamwork, initiative, and

motivation by organising their teams for House events, supporting House activities, and promoting House spirit across the school.

10. Administrative Procedures

10.1 Requests for Documentation

CISB can provide the following types of documentation upon request. Requests for documentation should be made to the MS/HS Academic Office at mshsoffice@cisbeijing.com.

High School Transcripts

CISB provides official high school transcripts for current and former students.

When making the request, please ensure that the email address or link of the educational organisation that requires the transcript is included in the original request.

CISB will only supply transcripts directly to educational organisations, rather than to requesting individuals.

Please request high school transcripts no fewer than **four working days** prior to the educational organisation's deadline.

Letters of Recommendation

CISB staff, including teachers and school leadership, can write letters of recommendation for university or high school applications upon request.

When making the request, please ensure that the email address or link of the educational organisation that requires the 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 fewer than **five working days** prior to the educational organisation's 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 fewer than **three working days** in advance.

Other Documentation

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

10.2 Withdrawals from CISB

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

1. Notify the MS/HS Office and Admissions Department as soon as possible.
2. Complete the required withdrawal forms, available from the Admissions Office.
3. Ensure all outstanding fees and charges have been paid.
4. Arrange for the return of all textbooks, library books, and other school property.
5. Request the final report card and any other necessary documentation.