

# CANADIAN INTERNATIONAL SCHOOL of GUANGZHOU

*Learn Today, Lead Tomorrow*



**ECE**

**Early Child Education**

No. 122 of Dongyi Road, Panyu District  
Guangzhou, Guangdong Province

Telephone: 020 3993 9920

Website: [www.cisgz.com](http://www.cisgz.com)

# EARLY LEARNING AT CIS

## WHY ARE WE DIFFERENT?

### Main Goals of Pre-Kindergarten Curriculum

We will accomplish this by making sure all our students feel and obtain:

- a sense of wellbeing and belonging
- opportunities for play and playfulness
- growing confidence in communication and literacies
- growing awareness of diversity and social responsibility

An early learning curriculum framework is different than a traditional curriculum. In early childhood, curriculum is focused on broad holistic goals rather than specific outcomes for each subject area. Early learning and child care curriculum frameworks embrace children's everyday experiences as the sources of curriculum meaning and making. Early childhood educators use the goals in the curriculum framework to describe and interpret children's everyday experiences. In early childhood, curriculum content is integrated, emerging from children's fascination with the world. Experienced educators notice children's interest in exploring nature, people, places and objects, as well as print, stories, numbers, shapes and patterns. When educators name the connections between these experiences and early literacy, mathematics, science, social studies, music and art, they are co-constructing early learning curriculum with young children and making the curriculum visible to others.

The Alberta framework recognizes, appreciates, and values:

- The practice of relationships among educators, children and families that make visible the uniqueness of each child.
- The co-constructed nature of early learning curriculum: recognizing the unique nature of learning in early childhood, educators make curriculum decisions “in the moment,” extending play and learning through thoughtful reflection and dialogue with children, families, and other educators.
- The search for a shared professional language—a language that may cause pause, calling upon us to reflect deeply in order to make the values, principles, and goals that frame practice in early learning and child care clear to ourselves and visible to others.

***Children's play is central to this curriculum framework as an active, exploratory, creative, expressive process, deeply embedded in children's everyday experiences and through which children participate in, learn about, and actively make sense of the world.***

## Holistic Play-Based Goals



### Well-Being

Children experience safe and caring environments where their emotional and physical health, positive identities, and sense of belonging are nurtured and protected.

This goal has three facets:

- Emotional Health and Positive Identities
- Belonging
- Physical Health



### Communication and Literacies

Children experience intellectually, socially, and culturally engaging environments where their communicative practices, languages, literacies, and literate identities are valued and supported.

This goal has three facets:

- Communicative Practices
- Multimodal Literacies
- Literate Identities With/In Communities



### Play and Playfulness

Children experience open and flexible environments where playful exploration, problem solving and creativity are encouraged and purposefully planned.

This goal has three facets:

- Imagination and Creativity
- Playful Exploration and Problem Solving
- Dizzy Play



### Diversity and Social Responsibility

Children experience socially inclusive and culturally sensitive environments in which consideration for others, inclusive, equitable, democratic, and sustainable practices are enacted, and social responsibility is nurtured.

This goal has three facets:

- Inclusiveness and Equity
- Democratic Practices
- Sustainable Futures

# MAIN GOALS OF OUR KINDERGARTEN CURRICULUM

Kindergarten is a wonderful way for your child to discover what school is like and to have fun while learning new things. In this exciting new community, children’s natural curiosity and eagerness to learn are structured through organized activities and purposeful play. Your child will interact, imagine, experiment and explore to add to their knowledge, learn new skills and practice what they’ve learned.

The Kindergarten Program Statement provides learner expectations in seven learning areas:

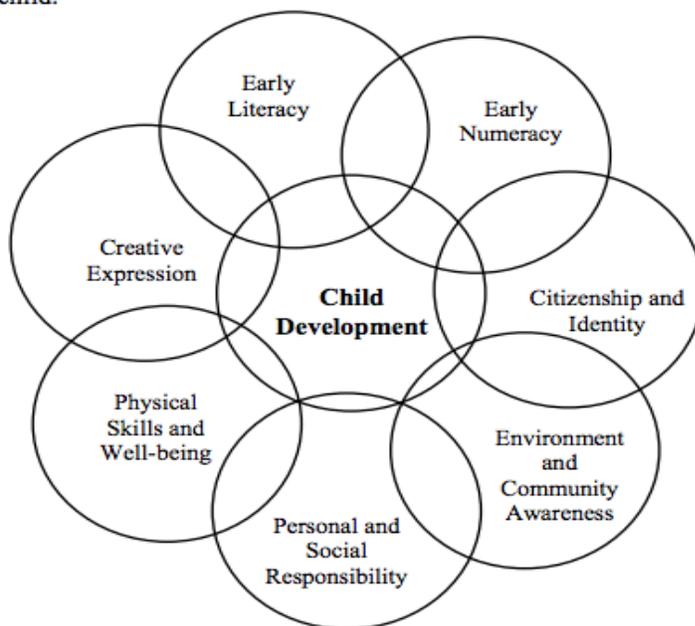
- Early Literacy
- Early Numeracy
- Citizenship and Identity
- Environment and Community Awareness
- Personal and Social Responsibility
- Physical Skills and Well-being
- Creative Expression.

Learner expectations in the early literacy, early numeracy, and citizenship and identity learning areas are the outcomes for Kindergarten in English language arts, mathematics and social studies in the *Program of Studies: Elementary Schools*. Learner expectations in the other four learning areas are integrated and focus on the early learnings in science, physical education, health and the fine arts.

The expectations of the seven learning areas are interrelated and meet the social, physical, intellectual, cultural, creative and emotional needs of young children. These learning areas describe the learnings that young children accomplish not only in the Kindergarten program, but also in their homes and communities. The learning areas provide a transition to the subject area expectations of elementary schooling.

Young children learn in an integrated way, and many of the learnings identified in this program statement will be accomplished simultaneously. It is intended that the learner expectations will be integrated through learning activities that are developmentally appropriate for young children.

The learner expectations of the Kindergarten Program Statement should be adapted and modified to meet the needs of each child.



## **Early Literacy**

Language is the doorway to being able to share ideas and experiences, relate to others and make sense of the world. Your child will ask questions, give their thoughts on stories they hear and share their own exciting stories and experiences. They will read and print their name, group objects and play with words. As they discover how language works, the world opens up for them!

## **Mathematics**

- count to 10 forwards and backwards
- show, describe and compare quantities of things up to 10
- sort objects based on a single attribute
- recognise groups of 1–5 objects arranged in a familiar way
- play, read and use storytelling to explore and talk about how to solve problems
- connect numbers to everyday life
- recognise and create patterns, using objects, sounds and actions

## **Citizenship and Identity**

Kindergarten children explore who they are and how they fit into the world. Your child will become aware of their own uniqueness — their gifts, talents and interests — and discover the connections they have with others. They will develop a strong sense of identity, self-esteem and belonging as they share their gifts with others, express interest in others and interact sensitively and responsibly.

## **Environment and Community Awareness**

Your child will begin to make sense of the environment and understand how they fit into and shape their world. They will see similarities and differences between things and discover how one action can cause another. Using their senses, they will identify shapes, symbols and sounds; recognise animals; and see seasonal changes. Building structures with various materials and using technology, they will impact the environment and see the results.

## **Personal and Social Responsibility**

As your child makes friends, shares materials and attention, and takes turns, they will develop social skills they need for life. Kindergarten helps children see themselves as capable of learning, trying new things and taking risks. Rules and routines are learned, and children become more independent, beginning to take responsibility for what they do at school. They develop ways to express feelings positively and to show respect and caring for others.

## **Physical Skills and Well Being**

Healthy lifestyles begin in Kindergarten. Through movement, games and activities that use a variety of equipment, children develop coordination, balance and stability, as well as fine motor skills. They begin to connect the choices they make — what they eat, whether they will follow safety rules —with their health and wellbeing and begin to understand that they are responsible for their bodies.

## **Creative Expression**

Ideas and feelings are shared in many ways. Kindergarten children explore drama, art, music and dance to express themselves and to shape the world with their vibrant imaginations. By listening to, creating and moving to music; looking at, creating and responding to visual art; and pretending to be someone else in a dramatic play, your child will become more self-aware and self-confident and begin to appreciate the connections that the fine arts create between individuals and the world.

## **Environment**

There are many factors to a child's early learning, including parents, caregivers, and other children. Perhaps the factor with the largest scope is the early learning environment, which is very important to us at CIS. The learning environment is the mix of spaces and context in which a young child grows and learns. The environment is often referred to as the "third teacher" (after parents and educators) due to its importance in early learning.

An effective learning environment encourages learning through play with a rich set of materials and learning opportunities. An effective environment will also be responsive, containing features that involve all five senses and provoke thinking, open-ended outcomes, and creativity.

The social nature of the environment is also important. Does the environment contribute to social interaction between children or does it inhibit it? An ECE room should have more open space, collaborative activities, and centres or areas of interest. Social interaction between children gives them access to different perspectives while playing and gives them the opportunity to learn to interact.

So, why is this all important? The answer lies in the concept of brain plasticity. The brain is a complex organ that is constantly *physically changing* itself. Throughout our lives, the brain re-wires itself based on experiences and different environments. This is why rich environments in these early stages of development are so important. Not only are children learning new things in new environments, their brains are constantly applying knowledge of past experiences to newer ones! This is why the concept of not using learning spaces that are simply a background for learning, and instead creating responsive environments that generate interactive experiences, is so crucial to early learning.

**LEARN TODAY, LEAD TOMORROW  
WELCOME TO CIS!**

***COLLABORATE, INNOVATE, SUCCEED***

# MESSAGE FROM YOUR PRINCIPAL

Dear Parents and Students,

Welcome to the 2021-2022 school year!

## LEARN TODAY, LEAD TOMORROW

We nurture our students to become confident, compassionate and enthusiastic about the many opportunities that the world has to offer. They become resilient problem-solvers who see the world with discerning, thoughtful and compassionate eyes. They are true global citizens ready to take on the world and accept any new challenges that the world will throw at them. They learn today, so that they will lead tomorrow.

Our impressive school campus and world leading Alberta curriculum offer our students an unmatched educational choice. Your child will explore a large range of activities and subjects and will be inspired to develop his/her gifts and talents. They **COLLABORATE** daily with peers and master teachers to achieve their very best. While our students gain valuable knowledge and expertise in English, Mathematics, Science and Social Studies, they also exercise and develop their talents in Art, Music, Drama and Physical Education to become truly well-rounded students of the world. Our CIS graduates have received offers from some of the top Universities in Canada, the UK, Asia, Australia and the USA. Our recent graduates are now attending Universities ranked in the top 10 in the world!

Our STEAM Idea Lab is a place of imagination and design thinking. Our students and staff **INNOVATE** in the classrooms and in the IDEALab to create projects and solve challenges to better navigate our ever-changing world. Students at CIS become critical thinkers as they learn through these inquiry-based projects and experiences. They learn to risk, to fail, and to learn again. They care deeply about their own academic achievements and as a result, they become true life-long learners.

Our students **SUCCEED** because they care deeply about their learning and their community. They want to be of service to those around them and their classroom lessons become life lessons. We are proud of our CIS Grizzlies as we know they have the stamina and desire to go out and change whatever part of the world in which they will choose to live.

At CIS, we have high standards and expect our students to achieve their personal best. Our teachers and educational assistants educate and transform our students to be our future leaders. You should be proud of the decision you have made.

Thank you for choosing CIS and for being active members of our school community. Go Grizzlies!

Gary Rehman  
**Principal of CIS**

# CANADIAN NATIONAL ANTHEM

**O CANADA!**

## **English Version**

Oh, Canada  
Our home and native land  
True patriot love in all of us command  
With glowing hearts we see thee rise  
The True North strong and free  
From far and wide, O Canada  
We stand on guard for thee  
God keep our land glorious and free  
O Canada, we stand on guard for thee  
O Canada, we stand on guard for thee

## **French Version**

Ô Canada!  
Terre de nos aïeux,  
Ton front est ceint de fleurons glorieux!  
Car ton bras sait porter l'épée,  
Il sait porter la croix!  
Ton histoire est une épopée  
Des plus brillants exploits.  
Et ta valeur, de foi trempée,  
Protégera nos foyers et nos droits.  
Protégera nos foyers et nos droits

**Belonging and inclusiveness is important in Canadian society. At CIS, we celebrate our diversity and thrive to establish a community where everyone is respected regardless of skin colour, body size, etc. We do not tolerate any forms of disrespect and discrimination towards staff, teachers, and students.**

# BENEFITS OF AN ALBERTA EDUCATION AND A HIGH SCHOOL DIPLOMA

A student centered, inquiry approach to teaching and learning is emphasized, where students are involved in their learning by formulating questions, investigating widely through a variety of resources and mediums, and then building new understandings, meanings and knowledge. Through the inquiry process, our students are taught important critical thinking skills that will be the basis for all their learning.

1. Achieving an Alberta Diploma is recognized by all international post-secondary institutions.
2. World-wide recognition of the high standards for achievement. The province of Alberta is recognized as an international leader in education, thus providing CIS students and graduates with a competitive advantage when making application to post-secondary institutions.

## Schedule

Your Child's teacher will hand out the classroom schedule. Here is a tentative schedule.

<b>8:10-8:15</b>	Arrival
<b>8:15-8:40</b>	Breakfast
<b>8:40-11:30</b>	Lessons, discovery centres, outdoor exercise (Snack between 10:15-10:30)
<b>11:30-12:10</b>	Lunch
<b>12:10-14:00</b>	Nap/Quiet time for Pre K2-4, afternoon lessons for Kindergarten
<b>14:00-14:20</b>	Afternoon Snack
<b>14:20-15:05</b>	Lesson and outdoor exercise
<b>15:05-16:00</b>	After School Activities
<b>16:00</b>	Leave school

## Class Lists

CIS provide inclusive, heterogeneous classes. Students are not placed in classes by ability, commonly referred to as 'streaming'. Every attempt is made to make each homeroom in a grade level as similar to other classes at the same grade level. Each year, class lists are developed with the following considerations:

- Male and female ratio;
- Ratio of native English speakers and English learners;
- Diverse academic abilities;
- Relationships between children;

The school develops homeroom and class lists. **Parental requests for preferred teachers are not considered.**

# GENERAL INFORMATION

## **Office Hours:**

The school office is open from 8:00 a.m. to 5:00 p.m.

## **School Hours of Operation**

- For the beginning of the year, regular student hours are from 8:00 a.m. to 3:56 pm, Monday to Thursday, 8:00 a.m. to 3:00 pm on Friday.
- After-School Activities will take place Monday-Thursday from 3:05pm-3:56pm (beginning September 2021 - June 2022). After after-School Activities take place from 4:15 pm - 5:15pm
- Students are not permitted to be on campus prior to 8:00 a.m. Only students that are registered in after-school activities may remain on campus past 4:30pm.
- Unless your child is in an after-school activity, all students and families off campus by 4:30pm.
- Student arrival and dismissal times may change due to special school events or inclement weather. Parents will be made aware of any changes to the school day in a timely manner.

## **Registration Criteria**

- All students must make a formal application to CIS.
- All graduate students of CIEO or children of CIEO employees are eligible for admission to CIS after an entrance assessment.
- Parents requesting enrollment of their children to CIS must:
  - Attend an interview with the Principal and/or Assistant Principal, Learning Support Teacher
  - Submit a foreign passport, foreign Residency Permit, educational history and supporting identification documents
  - Upon acceptance, the parents must remit the annual tuition, material, lunch and bus (optional) fees
- The Principal reserves the right to limit enrolment.

## **School Uniform ECE**

- Students are required to wear a full CIS uniform each day. Parents can choose for ECE students whether to send their child in PE uniform or formal uniform.
- Students should have 1 to 2 extra pieces of uniform in their backpacks as they change after PE. You are able to just purchase extra shorts or shirts from the front desk. If students change their uniform due to accidents or PE, they must change into another CIS uniform item.
- Students who come to school without wearing their uniform will need to see administration, here you will be charged for a new uniform item.
- Multiple infractions will result in the student being sent home for to change into their school uniform.
- Students are encouraged to wear their CIS hats each day when they are outside at recess and during PE.

- Students should wear shoes that allow them to run and play comfortably. Flip flops are not suitable footwear.
- **Be sure to label all your child's uniform pieces. Names should be visible on the outside of their backpacks.**
- Should you need extra uniform items, please contact the school to purchase some.
- In winter, please add layers for warmth under their uniform, if necessary, and not over.
- The classrooms are heated, and students are not permitted to wear their jackets in class.
- Your child will need a water bottle every day when they come to school.

### **School Bus Information**

Appropriate student behavior on school buses is essential to the safe operation of the school bus. Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible sanction for bus misconduct.

### **Field Trips**

Parents will be notified of all field trips requiring public transportation prior to their occurrence. A completed returned permission slip is required for each child before he/she can attend. Permission forms will be sent home with each child.

**It is a requirement for written consent to be provided on the appropriate permission form. Permission will be denied if the proper consent is not in place.** Students not returning permission slips will be accommodated in other regular classes.

### **Attendance**

Academic success requires regular attendance and punctuality at school;

#### **Absences**

- If a student is ill and unable to attend school, parents will please call the office at: 020 - 39939920 or send a message via WeChat on ID: 13924025321
- If a student becomes ill during the day, the student must report to the school office to sign out and parents will be contacted.
- When a child's absence at school is unexplained, parents will receive a telephone call.

The purpose of the "absentee check" program is to be sure no child has become lost or suffered some accident between home and school. In order for us to monitor sickness trends in our school, we ask parents to report the reason and be specific for all absences.

#### **Late Arrivals**

Students arriving late to school are to first check in at the office, to receive a late slip, and then proceed to their classroom. If a student is consistently late, this is a disruption to others and the principal may contact the parents.

## **Medical Checks**

- When entering the ECE building, all students must stop and visit the school nurse for their morning check.

## **Illness**

- All children are expected to participate in outdoor recess or outside activities. If children who are too ill to go outside for recess, they are too ill to be at school.
- If a student becomes ill during school hours, parents are contacted to arrange for the child to be taken home. Students will wait in the office or in the nurse's room until they are picked up.
- Please use the following guidelines and keep your child at home if any of these symptoms are present:
  - fever of 100 degrees or greater (before medication)
  - an undiagnosed rash
  - an earache or draining ear
  - diarrhea or vomiting
  - severe sore throat
  - persistent or severe cough
  - persistent or severe headache
  - any known communicable disease
  - evidence of head lice
- If your child has a fever of 100 degrees or greater, they must be fever free without medication for 48 hours before returning to school. A child also needs to be free of diarrhea for 24 hours to return to school.
- If your child's doctor diagnoses them with a communicable disease, please notify the school so we can notify parents of other students in the classroom if necessary. Communicable diseases include chicken pox, Coxsackievirus (hand, foot, mouth disease), croup, Pertussis (whooping cough), pink eye, pinworms, impetigo, fifth disease, hepatitis, flu, measles, mumps, meningitis, strep throat, lice, ringworm, and scabies.

## **Bedding Pre-K 2 - 4**

- Bedding will be sent home every second Friday to be washed and returned again to school the following Monday. School does not have extra bedding if your child forgets their bedding, they will be without for that nap time. Students may bring a teddy bear or item from home to help with nap time.

## **First Aid / Medication**

Basic first aid is administered for bumps and bruises. Parents are contacted immediately for more serious injuries. If parents cannot be reached, the emergency contact person will be notified. If we cannot reach someone responsible for the student, the student will be taken to the nearest hospital.

***Note: If it is necessary to have staff administer prescription medication to a child at school or for a child to bring prescription medication to school, the parent must provide a signed request from the parent and physician indicating the type of medication, dosage and action to be taken in the event of possible hazards or side effects. This includes the following: inhalers, EPI-pens, etc. A non-prescription medication form must be signed by a parent if a child is to have medication such as Aspirin, herbal medicines etc. at school. The required forms are available from the school office. All medication must be kept in the school office area.***

Teachers may dispense medications to students on field trips and overseas excursion where prior parental permission has been obtained. Exceptions to this policy can only be made with the Principal's approval. Parents are asked to advise the school if their child is taking medication, and if there are any special requirements regarding dosage or diet.

Authorization is required for dispensing medication. Whenever possible, medication should be given at home, and every effort should be made to avoid administering it during school hours. Vitamins and supplements should be taken at home.

Medication for minor symptoms can only be given if there is signed documentation in the student's Medical Examination Form/Health Record. For prescriptive medication, the parent or guardian must provide the Health Care Coordinator with a signed 'Oral Medication Authorization Form' to allow the Health Care Coordinator to dispense any medication that a student needs to take during school hours. The school Health Care Coordinator is the only school employee authorized to dispense medications to students on campus.

Parents of children requiring emergency medications to be kept in the Health Care Coordinator's Office will be asked to fill out annual questionnaires about their child's condition. It is the responsibility of the parent to provide the medication to the Health Care Coordinator along with the appropriate paperwork.

## **Emergency Registry**

The school maintains an emergency registry for each family. The information is kept on file so that a contact person is available in the event of an injury or illness when parents are unavailable. Please make the necessary arrangements with the contact person prior to using their name and phone number. The emergency registry will be updated each year in September. If during the school year, the address, telephone number or other important information regarding a student changes, parents must inform the school in writing. Emergency numbers, in particular, must be kept current.

# LEARNING PROGRESS

## Progress Reports

For students in ECE, written progress reports of student achievement are issued three times during the school year, in November, March and June. Students are evaluated according to the Flight Framework, using dispositions rubric of Beginning, Developing, Achieved. Making visible dispositions of:

- Playing
- Seeking
- Participating
- Persisting
- Caring

Teachers assess your child's learning in many ways:

1. Teachers talk to your child.
2. Teachers watch your child at play.
3. Teachers listen to your child.
4. Teachers write notes about your child and document their learning.
5. Teachers look for changes in your child.

**Marks** (Measuring and Communicating Student Growth in Relation to the Curriculum)

1. Teachers gather information in a variety of methods to assess student achievement and growth as measured in relation to outcomes from the Alberta Program of Studies, including:
  - a. Individual work
  - b. Group work
2. Teachers use various methods to determine student growth in relation to the Alberta curriculum:
  - a. Teacher observation;
  - b. Oral and written tests;
  - c. Performance assessment;

The Alberta Program of Studies promotes the use of higher order thinking skills enabling students to become analytical, critical thinkers. Demonstration of the learning skills of responsibility, organization, independent work initiative, collaboration and self-regulation will also help to ensure success.

## **Homework: Kindergarten**

The role of homework is to:

- help support your child's learning;
- reinforce what your child learned in school; and
- provide your child additional practice.

At CIS, homework is not considered new learning but rather the completion or

reinforcement of material already learned during class time. Home reading is very beneficial to students and is also considered homework. Homework develops strong study habits that support success in future academic work and are an essential part of the school routine. Our homework policies include:

- reading 15 minutes a night with English books
- Letter recognition and sounds
- Number recognition to 10

### **Communication**

1. Important information about ongoing events is contained in the quarterly school newsletter (Grizzly Gazette), posted to the school webpage: [www.cisgz.com](http://www.cisgz.com) and the school's WeChat page (ID: CIS-GZ) The purpose of the newsletter is to keep parents and students informed of upcoming events at school.
2. Students will be provided ongoing feedback about their level of achievement in relation to the Alberta Program of Studies.
3. Strong educational relationships grow from communication. We encourage students and parents to speak with teachers to clarify questions or concerns related to student progress and achievement. The Principal can be called upon if necessary.
4. School Council meetings are held regularly and members are invited to attend.
5. Any issues or concerns should be brought to Assistant Principal to set up an appointment, please message the Student Services team to make an appointment.
6. WeChat is not a forum for complaints or concerns, especially in the classroom groups, only information about daily running's of your child's classroom and celebrations of success. As we are an international school, all communication in WeChat needs to be in English as your teachers cannot read Chinese and the translation does not work well.
7. WeChat group classroom expectations: Unless it is an emergency, there is not posting in the classroom group or to your child's teacher privately after 7pm. WeChat hours are from 6am until 7pm, Monday to Friday. No messages can be sent on the weekend.
8. On Monday, your teacher will send out a notice on 'What is happening this week in class?'. On Wednesday, you will receive photos from classroom learning. Fridays will be a week in review, showcasing what your child has done. This will be sent on the school's preferred communication channel/platform.

# STUDENT EXPECTATIONS

1. Students and staff shall be treated with dignity, respect, and fairness by others.
2. Students and staff shall be provided with a learning environment that is free from physical, emotional, and social abuse.
3. Students shall exercise their responsibilities to:
  - a. Use their abilities and talents to gain maximum learning benefits from their school experiences;
  - b. Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living; and,
  - c. Attend school regularly and punctually.
4. Appropriate opportunities for student consultation and involvement in student related matters shall be provided.
5. Students and parents shall be informed of the school's expectations for student behaviour within the school, the school grounds, and during school activities.
6. In the event of student misbehaviour, students and parents shall have the right to offer an explanation, and to be informed about consequences of misbehaviour.
7. Students should ask themselves if this action is:
  - a. Safe?
  - b. Legal?
  - c. Respectful?
  - d. Responsible?

## **Expectations for Student Behaviour and Conduct (see Addendum)**

1. CIS supports the endeavors of staff, students, parents and the community to ensure positive student behavior and conduct. In addition, CIS expects parents and students to recognize their responsibility in developing student self-discipline.
2. Students shall be responsible and accountable for their behavior and conduct:
  - a. While involved in school-sponsored or related activities;
  - b. While on school property;
  - c. During any recess or lunch periods on or off school property;
  - d. While travelling to and from school;
  - e. Beyond the hours of school operation, if the behavior or conduct detrimentally affects the welfare of individual students or the governance, climate or efficiency of the school; and,
  - f. In person or on the Internet; i.e. verbal or physical intimidation or online confrontation, bullying or cyberbullying (WeChat, texting, etc.).

3. Parents play a vital role in developing student behavior and conduct. It is the school's expectation that parents:
  - a. Be aware of, review and agree to the policy and regulations and the school's expectations for student behavior and conduct;
  - b. Work with the school to resolve student behavioral issues when they affect their child(ren); and,
  - c. Co-operate with the school's recommended course of action prior to re-admission of the student following a student suspension.
  
4. Students shall show respect and consideration for:
  - a. School authority;
  - b. Others and their property;
  - c. Student differences;
  - d. School attendance and punctuality;
  - e. Work habits, assignments and homework;
  - f. School property; and,
  - g. CIS policies relating to smoking, alcohol, drugs and inhalants.
  - h. Expulsion from CIS.

#### **What to bring to school every day in your child's backpack**

1. School Uniform either PE or formal items, shirt, shorts, pants, or dress. Uniforms must be worn every day. If not, the family will be charged for new uniform items.
2. 2 extra CIS pants or shorts
3. 2 extra CIS shirts or dress
4. 3 pair of underwear
5. 3 pairs of socks
6. Water bottle
7. CIS Hat
8. Sunscreen and bug spray

**EVERY ITEM NEEDS TO BE LABELLED WITH YOUR CHILD'S NAME, FROM CLOTHING TO WATER BOTTLES.**

## **CIS SCHOOL YEAR CALENDAR**

In order to strengthen greater cultural exchange, CIS will follow local customary holidays and special events. To further foster greater understanding of Canadian culture, and to better prepare students for university life, CIS will also observe, where practical, Canadian special events or days. Please refer to the school calendar for details.

# ESSENTIAL CONTACTS

The Student Affairs WeChat account will form parent WeChat groups of all classes. The purpose of the account and parent group is to send school notices to the parents. If you have any questions related to your child's performance in class or about the class management, you can contact the homeroom teacher. For school operation inquiries, please contact the relevant department below by email or phone.

## **Student Service** (Uniform/Parent Access Card/Student Information):

Phone number: 3993 9333

Email: [student@cisgz.com](mailto:student@cisgz.com)

## **Finance Department:**

Phone number: 3993 9333, extension 8011

Email: [finance@cisgz.com](mailto:finance@cisgz.com)

## **Admissions:**

Phone number: 3993 9920

Email: [info@cisgz.com](mailto:info@cisgz.com)

## **Logistics Department** (School Bus Lines, etc.):

Phone number: 3993 9333, extension 8036

## **Nurse Office:**

Phone number: 3993 9333, extension 8009



Student Service WeChat



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