



CANADIAN INTERNATIONAL SCHOOL ABU DHABI

LEARNERS TODAY, LEADERS TOMORROW

Parent-Student Handbook

2026-2027



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Alberta
Canada

Accredited
International
School



INQUIRY



INNOVATION



EXCELLENCE



COMMUNITY



GLOBAL CITIZENSHIP

General School Information

School Name & Postal Address:

Canadian International School
SE-43
Khalifa City A
P.O. Box 3976 Abu Dhabi, UAE

[Location](#)

School Contact Information:

Telephone: +971 556 4206
Website: www.cisabudhabi.com

School Operation Times:

	Monday -Thursday:	Friday:
KG1	8:00 am – 1:00 pm	8:00 am – noon
KG2	8:00 am – 2:50 pm	8:00 am – noon
Grade 1- 3	8:00 am – 3:00 pm	8:00 am – noon
Grade 4 – 6	8:00 am – 3:00 pm	8:00 am – noon
Grade 7 – 12	8:00 am – 3:00 pm	8:00 am – noon
Reception	7:30 am – 4:00 pm	7:30 am – 12:30 pm

Who to Contact:

General Inquiries	Reception	reception@cisabudhabi.com
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Admissions	Sharon Harte	admissions@cisabudhabi.com
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Counsellor	Laya Kammoun	lkammoun@cisabudhabi.com
Counsellor	TBD	TBD
Career and University Counselling	TBD	TBD

Registrar and Certified Documents	Alia Mohammed Alghfeli	registrar@cisabudhabi.com
Teaching and Learning Coordinator	Nikki Jenkins	njenkins@cisabudhabi.com
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Student Records	Emmanuel Wilson	studentrecords@cisabudhabi.com
PowerSchool	Jijo George	powerschool@cisabudhabi.com
Student Transportation	Saleh Alawdhali	cistransport@cisabudhabi.com
Uniform Store/Cafeteria	Gibu Joseph	gjoseph@cisabudhabi.com

Administration Team:

Head of School	Dr. Shawn O'Neill	reception@cisabudhabi.com
Head of Division Primary School (KG - Gr. 4)	Jan Edwards	jedwards@cisabudhabi.com
Head of Division Middle School (Gr. 5 - 8)	Graeme Worth	gworth@cisabudhabi.com
Head of Division High School (Gr. 9 - 12)	Colin Haydu	chaydu@cisabudhabi.com
Head of Inclusion	Stacey Marianchuk	smarianchuk@cisabudhabi.com
Head of Arabic	Marwa Mohamed	mmohamed@cisabudhabi.com

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Welcome to CIS

A Message from the Administration

We're excited to welcome back our returning families and to get to know those who are new to our school community. At CIS, we're committed to creating a supportive environment where every student can grow academically, socially, morally, and physically.

Like any community, we rely on shared guidelines to help our school run smoothly and ensure that everyone understands their roles and responsibilities. Strong communication between parents, students, and teachers is essential. That's why we've prepared this handbook to clearly outline our policies, procedures, and expectations.

Please keep it handy and refer to it throughout the school year. It's important that all families take the time to read and understand the information it contains.

We look forward to partnering with you for a successful year ahead at CIS.

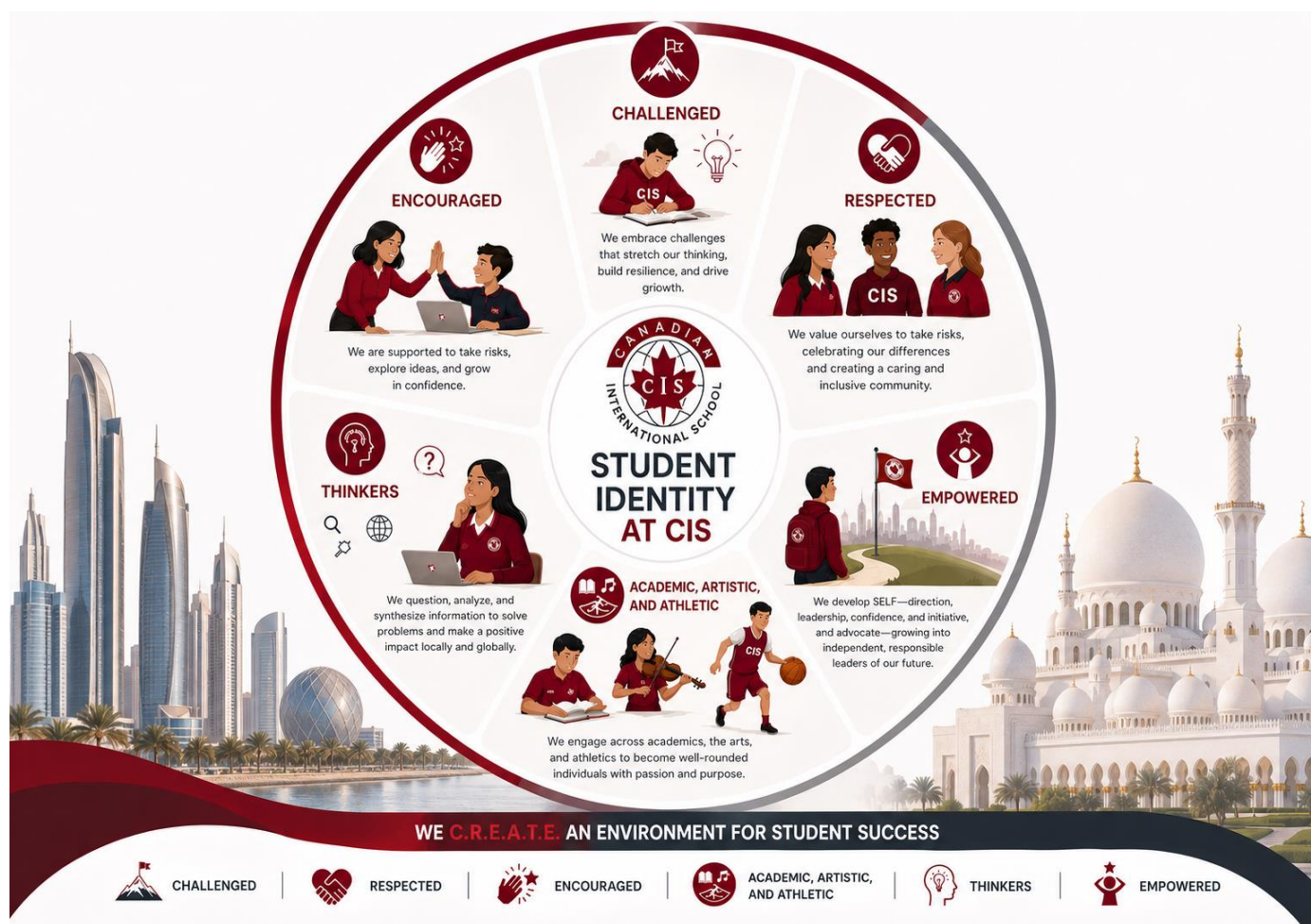
The CIS Administration

Our Vision, Mission and Values

The Canadian International School is committed to providing educational excellence that meets each student's interests, abilities and needs within a common curricular framework. CIS strives to continuously develop a learning environment which reflects and promotes an understanding of, and appreciation for, diversity in our community as an integral part of school life. CIS challenges each student to develop intellectual independence, creativity and curiosity, to achieve their potential, to pursue excellence, and to contribute responsibly in the world of today and tomorrow.



Students at CIS are:



CIS Parent & Student Essentials

Key expectations for a successful year

At CIS, students, parents, and staff work together to create a safe, respectful, and successful learning environment. The full Parent-Student Handbook provides detailed expectations, policies, and procedures. This page highlights the most important items for families to know.

1. Be on time and attend regularly

Students are expected to arrive before 8:00 am and attend school every day unless they are ill or have an approved absence. Attendance is reported to ADEK daily, and students are expected to maintain attendance above 95%.

2. Wear the correct CIS uniform

Students are expected to wear the approved CIS uniform each school day. Spirit Days and Dress-Up Days are not free-dress days unless specifically communicated by the school.

3. Use the correct communication channel

For classroom questions about learning, progress, grades, or behaviour, parents should contact the classroom teacher first. Teachers will respond within two working days and are not expected to check messages after 6:00 pm, before 7:00 am, or on weekends/holidays.

4. Respect the school community

Students are expected to behave responsibly, show respect to staff and peers, care for school property, arrive on time, participate positively, and contribute to a welcoming school environment.

5. Use technology responsibly

Technology is for learning. Students must use school and personal devices in responsible, ethical, and appropriate ways. Misuse of technology may result in school consequences.

6. Complete work honestly

Students are expected to complete their own work. Plagiarism, cheating, collusion, and submitting AI-generated work without teacher permission are forms of academic dishonesty.

7. Follow bus and transportation procedures

Students using CIS buses must follow bus expectations, wear seatbelts, respect the monitor and driver, and use only their assigned bus. Parents must communicate transportation changes by the required deadline.

8. Keep CIS informed

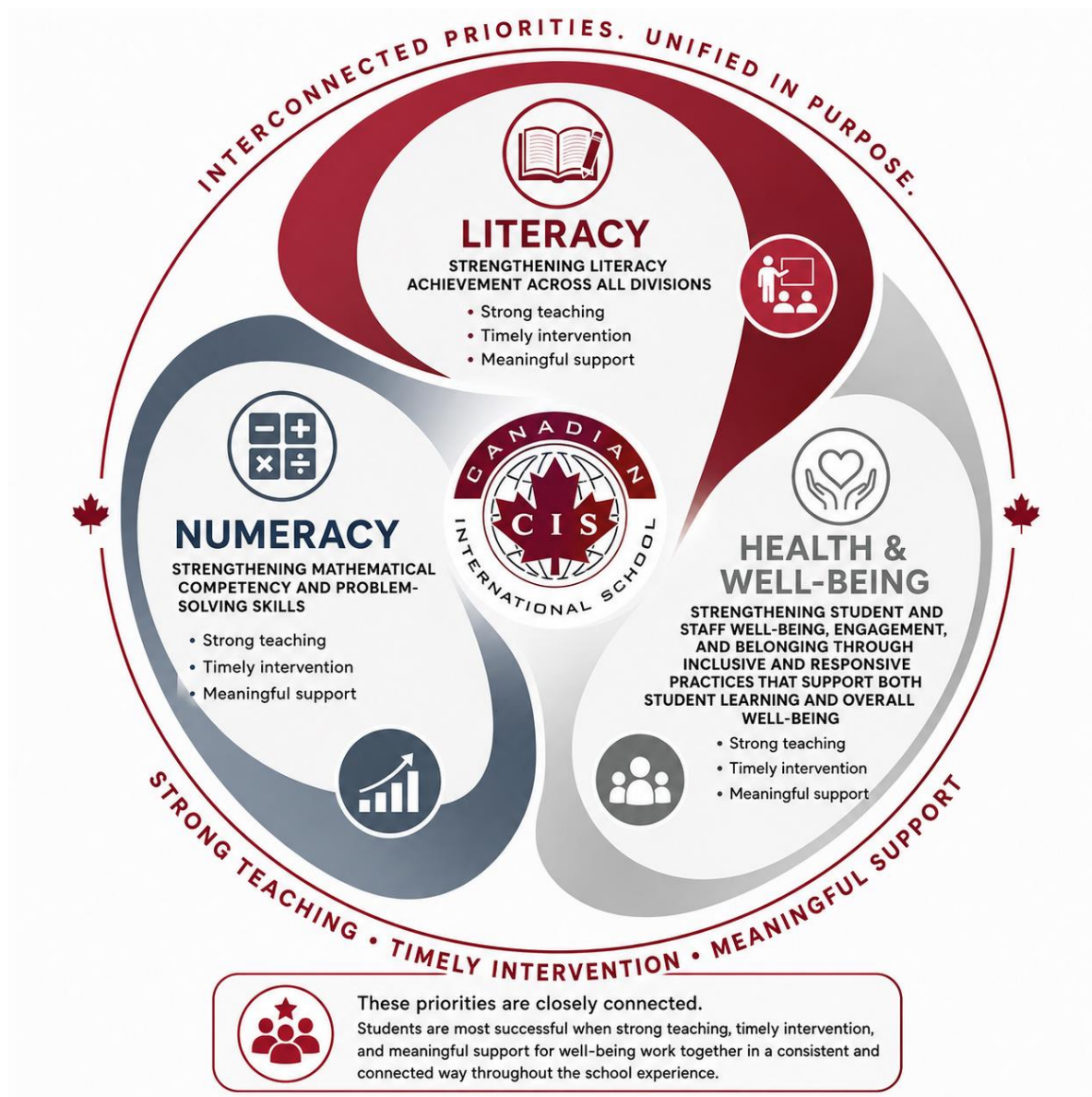
Parents must keep contact details, medical information, emergency contacts, and student records up to date so the school can respond quickly when needed.

9. Ask for help early

Students and parents are encouraged to contact teachers, counsellors, heads of school, or the inclusion team when academic, social, emotional, or behavioural support is needed.

10. Read the full handbook

This page is a summary. The full Parent-Student Handbook remains the official reference for CIS expectations, procedures, and policies.



Student Rights and Responsibilities

Students, parents and staff have responsibilities for ensuring welcoming, caring, and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.

All students have the right to a welcoming and inclusive environment where they will:

- be provided with a high-quality education
- be in a welcoming school environment where they are physically and emotionally safe and respected
- be treated with respect and fairness
- be supported by parents, guardians or designated members at school meetings
- be provided with high-quality education that includes activities that promote their talents, abilities and potential

All students are responsible for:

- Following all [policies](#), rules, and regulations set forth by ADEK and the school.
- Following the [Student Code of Conduct](#) and Student Rights and Responsibilities.
- Engaging as an active learner and contributing to the learning environment.
- Contributing to the school community.
- Contributing to and promoting a positive school environment.
- Acknowledging and being responsible for their behaviour.

Policies and expectations for a CIS student apply to all students. These policies encourage everyone to develop the self-discipline required for future success. Policies are not designed so that every situation will be covered, nor are they intended to be a complete guide to conduct. The policies apply to all students while they are under the school's jurisdiction, including when away on school-related activities and traveling on school buses. Failure to comply with any of the guidelines will result in disciplinary action.

Academic Information

Alberta Education (ABED)

The curriculum at CIS follows the [Alberta Program of Studies](#) in coordination with the UAE Ministry of Education. The CIS Academic Program will lead to an Alberta High School Diploma from the province of Alberta, which is one of the most renowned and respected curricula in the world. An Alberta high school diploma will afford students the opportunity to enter post-secondary studies at prestigious universities and colleges anywhere in the world. Our curriculum has been designed to stimulate, motivate, and challenge students whose personal goals and love of learning allow them to thrive in an enriched environment.

Alberta High School Graduation Requirements

To graduate with an Alberta High School Diploma, Grade 12 students must fulfill the following provincial requirements:

- English Language Arts 30
- Social Studies 30
- Science at the 20 Level (General Science/Biology/Chemistry/Physics)
- Math 20
- Career and Life Management (CALM) 10
- Physical Education (PE) 10
- A total of 100 credits

Academic counselling is available to support students with course selection choices in grades 7 through 12 to ensure that each student fulfills the requirements for graduation and preparation for post-secondary studies.

Arabic Curriculum

The CIS Arabic Department delivers the required courses in Arabic, Islamic Studies, Moral Education, and UAE Social Studies, following the curriculum, guidelines, and standards set by the Abu Dhabi Department of Education and Knowledge (ADEK).

Students are grouped by language proficiency into two main categories: native Arabic speakers and non-native speakers. Non-native students are further divided into beginner, intermediate, and advanced levels. This structure enables teachers to tailor instruction to each student's language background and learning needs.

To support non-native speakers, the department develops additional lessons, projects, and activities that build on the core curriculum. In addition, the Arabic Department hosts competitions, initiatives, and extracurricular clubs that encourage students to practice Arabic in real-life contexts, deepen their cultural understanding, and stay actively engaged in their learning.

UAE Higher Studies Certificate – Grade 12

All Arabic speaking Grade 12 students will have the opportunity to complete the Ministry Examinations for their Arabic and Islamic courses. Successful students will receive the High School Equivalency Certificate from the Ministry of Education, explained below.

The Arabic Language Exam is required for all students; non-Muslim students (Arab and non-Arab) are exempt from taking the Islamic Studies exam.

Passing these exams is mandatory for students to receive the High School Equivalency Certificate from the Ministry of Education, which attests that the student has completed a foreign or private school course of study that is equivalent to the UAE Higher Studies Certificate. The Equivalency Certificate is required by all UAE universities for admission and in some cases may be required for some job applications within the country. Students who do not acquire this certificate may find it difficult to find jobs or admissions into UAE universities in the future.

Homework Expectations

At CIS, we value a balanced lifestyle for students that supports academic success, family time, extracurricular activities, and student well-being. Homework is assigned with purpose and is designed to reinforce classroom learning, develop independence, and help students build the habits needed for long-term success.

Homework provides students with opportunities to practice new skills, review concepts taught in class, prepare for future learning, and reflect on teacher feedback. It also helps teachers monitor progress, identify areas where additional support may be needed, and adjust instruction to support student growth.

Completing homework and assignments on time helps students remain actively engaged in their learning. It also ensures that teachers have timely evidence of student understanding and can address misconceptions before they affect future learning.

The amount of time required for homework will vary depending on the student's age, learning needs, course load, and work habits. While homework should be completed independently whenever possible, parents play an important role by encouraging consistent routines, monitoring completion, and communicating with teachers when challenges arise.

Students are expected to submit all homework by the due date established by the teacher. Regular completion of homework helps students develop responsibility, organization, time-management skills, and perseverance necessary for success in school and beyond.

Purpose of Homework

Homework at CIS should be purposeful, age-appropriate, and connected to classroom learning. Homework may be assigned to:

- reinforce concepts and skills introduced in class
- provide meaningful practice
- prepare students for future learning
- support reading, review, and independent study habits
- allow students to reflect on feedback and improve their work
- provide teachers with evidence of student understanding

Homework should not be assigned simply to fill time. It should support learning, strengthen independence, and contribute to student growth.

Elementary School: KG1–Grade 4

In the elementary grades, homework focuses mainly on building foundational skills, especially literacy, numeracy, curiosity, and positive learning habits.

In KG1 and KG2, formal daily homework is not expected. Families are encouraged to support learning through reading, conversation, play, counting, drawing, storytelling, and daily routines that build independence and language development.

In Grades 1–3, students may receive short, age-appropriate tasks when assigned by the teacher. Families should prioritize daily reading, discussion, basic numeracy practice, and completion of occasional classroom-based tasks.

In Grade 4, students may begin to receive more regular review or practice tasks as they prepare for the transition to upper elementary and middle school expectations. These may include reading, reviewing vocabulary or concepts, practising numeracy skills, or completing short assignments connected to classroom learning.

Literacy at Home

Daily reading remains one of the most important habits for academic growth. Families are encouraged to set aside time each day for reading, conversation, and discussion of texts. This may include reading aloud together, listening to a child read, discussing stories or information texts, asking questions, making predictions, and connecting reading to real-life experiences.

Parents can also support literacy by encouraging children to write for real purposes, such as lists, notes, cards, invitations, journal entries, recipes, signs, or short messages. These everyday opportunities help children build confidence with reading, writing, vocabulary, and communication.

Numeracy at Home

Families can support numeracy by encouraging children to use mathematics in everyday situations. This may include counting, sorting, measuring, cooking, shopping, telling time, using money, comparing quantities, practicing basic facts, identifying patterns, and explaining mathematical thinking.

Numeracy practice at home should be practical, positive, and connected to real-life experiences. The goal is to help students see mathematics as useful, meaningful, and part of daily life.

As a general guide, elementary homework should remain light, purposeful, and manageable. Daily reading and regular numeracy conversations are strongly encouraged at all elementary grade levels.

Middle School: Grades 5–8

Middle School is an important stage in a student's educational journey. The skills and habits developed during Grades 5–8 help prepare students for success in High School and support their growth as confident, independent learners.

As students move through Middle School, they are expected to take increasing ownership of their learning. Homework provides opportunities to reinforce classroom learning, practice new skills, prepare for upcoming lessons, and develop effective study habits. It also helps students learn to manage their time, meet deadlines, persevere through challenges, and take responsibility for the quality of their work.

At CIS, teachers are mindful of the overall workload placed on students and strive to ensure that homework is purposeful, meaningful, and age appropriate. Homework is not assigned simply for the sake of assigning work. It may include completing unfinished classwork, working on longer-term projects, reading, studying, reviewing teacher feedback, or preparing for upcoming assessments such as quizzes, unit tests, projects, and presentations.

As a general guide, students in Grades 5–6 may have approximately 20–40 minutes of homework, reading, review, or independent practice when assigned. Students in Grades 7–8 may have approximately 40–60 minutes of homework, reading, review, or independent study on most school nights. Homework expectations may vary depending on subject area, assessment periods, student learning needs, and the nature of assigned tasks.

Parents and caregivers play an important supporting role. The goal is not for adults to complete the work on behalf of students, but to help students develop the routines, organization, and confidence needed to complete work independently. Parents can support understanding by helping students read instructions carefully, ask questions, organize their time, reflect on their learning, and communicate with teachers when concerns arise.

Parents can best support their child's success by:

- establishing a consistent homework routine
- providing a quiet and organized workspace
- encouraging effort, perseverance, and responsibility
- asking questions that promote thinking rather than providing answers
- helping students plan for longer-term assignments and assessment deadlines
- communicating with teachers when concerns or challenges arise

At CIS, homework is not simply about completing tasks. It is an opportunity for students to develop the habits, skills, and mindset necessary to become confident, independent learners who are prepared for the increased expectations of High School and beyond.

High School: Grades 9–12

In High School, homework and independent study are essential for academic success, course completion, diploma preparation, and post-secondary readiness. Students are expected to take increasing responsibility for managing their workload, meeting deadlines, preparing for assessments, and seeking support when needed.

Students in Grades 9–10 may be expected to complete approximately 60–90 minutes of homework, review, or independent study on most school nights, depending on course load, assessment deadlines, and individual learning needs.

Students in Grades 11–12 may require approximately 90–120 minutes of homework, review, or independent study during heavier academic periods, particularly when preparing for Alberta Diploma Examinations, Advanced Placement assessments, major projects, presentations, or final exams.

High school homework and study time may include:

- completing assigned homework
- finishing classwork
- reviewing notes and teacher feedback
- preparing for assessments
- working on projects, essays, or presentations
- reading for academic courses or personal growth
- preparing for Alberta Diploma, Advanced Placement, or other external examinations
- communicating with teachers when clarification or support is needed

Parents can support high school students by encouraging regular attendance, monitoring workload, promoting healthy study routines, and encouraging students to communicate directly with teachers when they need help.

Balance and Communication

Homework expectations may vary depending on the grade level, subject, assessment period, and needs of the learner. Homework should be manageable and should not prevent students from maintaining healthy routines, including sleep, physical activity, family time, extracurricular involvement, and personal well-being.

Students are encouraged to communicate with their teachers if they are unsure about homework expectations, need clarification, or are experiencing difficulty managing their workload. Parents are encouraged to contact the classroom teacher if homework regularly takes significantly longer than the suggested guidelines or if their child is experiencing ongoing frustration, stress, or difficulty completing assigned tasks.

At CIS, homework is one part of a balanced learning experience. The goal is not simply to complete tasks, but to help students develop confidence, independence, responsibility, and a deeper understanding of their learning.

Homework at a Glance

As a general guide, students may expect the following approximate homework ranges. Homework may vary by grade level, course load, assessment periods, student learning needs, and the nature of assigned tasks.

Division	Guidelines
KG1–KG2	No formal daily homework. Families are encouraged to read, talk, play, count, and build routines at home.
Grades 1–3	Approximately 10–20 minutes when assigned, with daily reading strongly encouraged.
Grades 4–6	Approximately 20–40 minutes when assigned, including reading, review, practice, or completion of class learning.
Grades 7–8	Approximately 40–60 minutes on most school nights, though homework may not be assigned every night.
Grades 9–10	Approximately 60–90 minutes on most school nights, depending on course load and assessment deadlines.
Grades 11–12	Approximately 90–120 minutes may be expected during heavier academic periods, especially in Diploma, AP, project, or exam preparation periods.

Student Assessment and Evaluation

Assessment and evaluation are essential parts of the learning process at CIS. Assessment is not simply about assigning grades. It is an ongoing process that helps students understand what they know, what they can do, and what steps they can take to continue improving.

Effective assessment provides valuable information to students, teachers, and parents. It helps teachers monitor progress, identify strengths and areas for growth, and make informed decisions about instruction. It also helps students reflect on their learning, respond to feedback, set goals, and take increasing ownership of their progress.

Students develop academically, socially, emotionally, and cognitively at different rates. As students grow, the ways they learn, demonstrate understanding, and respond to feedback also evolve. For this reason, assessment practices may vary across grade levels and subject areas to ensure they are developmentally appropriate and responsive to student needs.

Teachers gather evidence of student learning in many ways. This may include observations, conversations, class discussions, projects, performances, demonstrations, quizzes, tests, written assignments, presentations, portfolios, practical tasks, and other forms of assessment. Using a variety of assessment methods allows students to demonstrate their learning in different ways and helps teachers build a more complete picture of student progress.

Assessment at CIS is designed to:

- support student learning, growth, and achievement
- provide timely, meaningful, and actionable feedback
- help students understand learning expectations and success criteria
- encourage reflection, self-assessment, and goal setting
- inform instructional planning and teaching practices
- communicate student progress and achievement to families
- develop independence, responsibility, resilience, confidence, and self-regulation

Assessment contributes to more than academic achievement. Through regular opportunities to receive feedback, reflect on their learning, respond to challenges, and set goals for improvement, students develop important habits such as perseverance, self-awareness, critical thinking, organization, and responsibility.

Learning often involves making mistakes, receiving feedback, revising thinking, and trying again. Students will not always achieve success on their first attempt, and this is a natural part of the learning process. Assessment helps students understand where they are in their learning, what they need to improve, and how they can move forward.

Students are active participants in the assessment process. They are expected to understand assignment expectations, use feedback to improve, monitor their progress, ask questions when needed, and take responsibility for completing work that reflects their own understanding and effort. As students mature, this process helps them become more independent learners who can advocate for themselves, manage challenges, and take ownership of their growth.

Assessment is most meaningful when students complete and submit assignments, projects, and assessments on time. Timely completion provides teachers with accurate and current evidence of learning, allowing them to offer meaningful feedback and appropriate support. It also helps students develop responsibility, organization, time management, perseverance, and accountability.

Parents play an important role in supporting student success. Families can support the assessment process by encouraging consistent effort, discussing learning goals, reviewing teacher feedback, celebrating growth, and communicating with teachers when concerns arise.

At CIS, assessment is viewed as a tool for learning, growth, and continuous improvement. It provides students with opportunities to demonstrate understanding, reflect on progress, and develop both the academic competencies and personal attributes needed for success in school and beyond.

Please refer to the school's Assessment Policy for additional information regarding assessment practices, reporting procedures, and late submissions.

Formative and Summative Assessment

Assessment at CIS includes both formative and summative assessment.

Formative assessment is assessment for learning. It takes place during the learning process and helps teachers and students understand progress before final evaluations occur. Formative assessment may include practice tasks, drafts, discussions, exit tickets, observations, quizzes, peer feedback, self-reflection, and teacher feedback. Formative assessment is used to guide learning, identify misconceptions, and support improvement.

Summative assessment is assessment of learning. It takes place after instruction and is used to evaluate how well a student has demonstrated achievement of the required learning outcomes. Summative assessment may include tests, final projects, essays, presentations, performances, labs, portfolios, or other major assignments. Summative assessments contribute to reported grades or achievement levels.

Both formative and summative assessments are important. Formative assessment helps students improve while they are learning, while summative assessment provides evidence of achievement at a specific point in time.

Student Responsibility in Assessment

Students are responsible for engaging fully in the assessment process. This includes:

- completing assigned work by the due date
- asking questions when expectations are unclear
- using teacher feedback to improve
- preparing for quizzes, tests, projects, and presentations
- submitting work that reflects their own understanding and effort
- communicating with teachers when support is needed

Students who do not complete assigned work may limit the teacher's ability to assess their understanding and provide timely support. Regular completion of learning tasks helps teachers identify strengths, address misconceptions, and support student progress.

Late Assignment Policy

Students are expected to submit all assignments by the due date established by the teacher. Meeting deadlines helps students develop responsibility, organization, time-management skills, and readiness for future academic expectations.

For students in Grades 7–12, late assignments may be subject to a deduction of 5% per school day, to a maximum deduction of 25%. Submission of all assignments remains an expectation. If work is not submitted on an ongoing basis, teacher and/or administrative intervention may occur, and the student may receive a mark of zero when there is insufficient evidence of learning.

Teachers will communicate classroom assessment and evaluation expectations at the beginning of the course or school year. Students and parents are encouraged to contact the teacher as early as possible if a student is experiencing difficulty completing assignments on time.

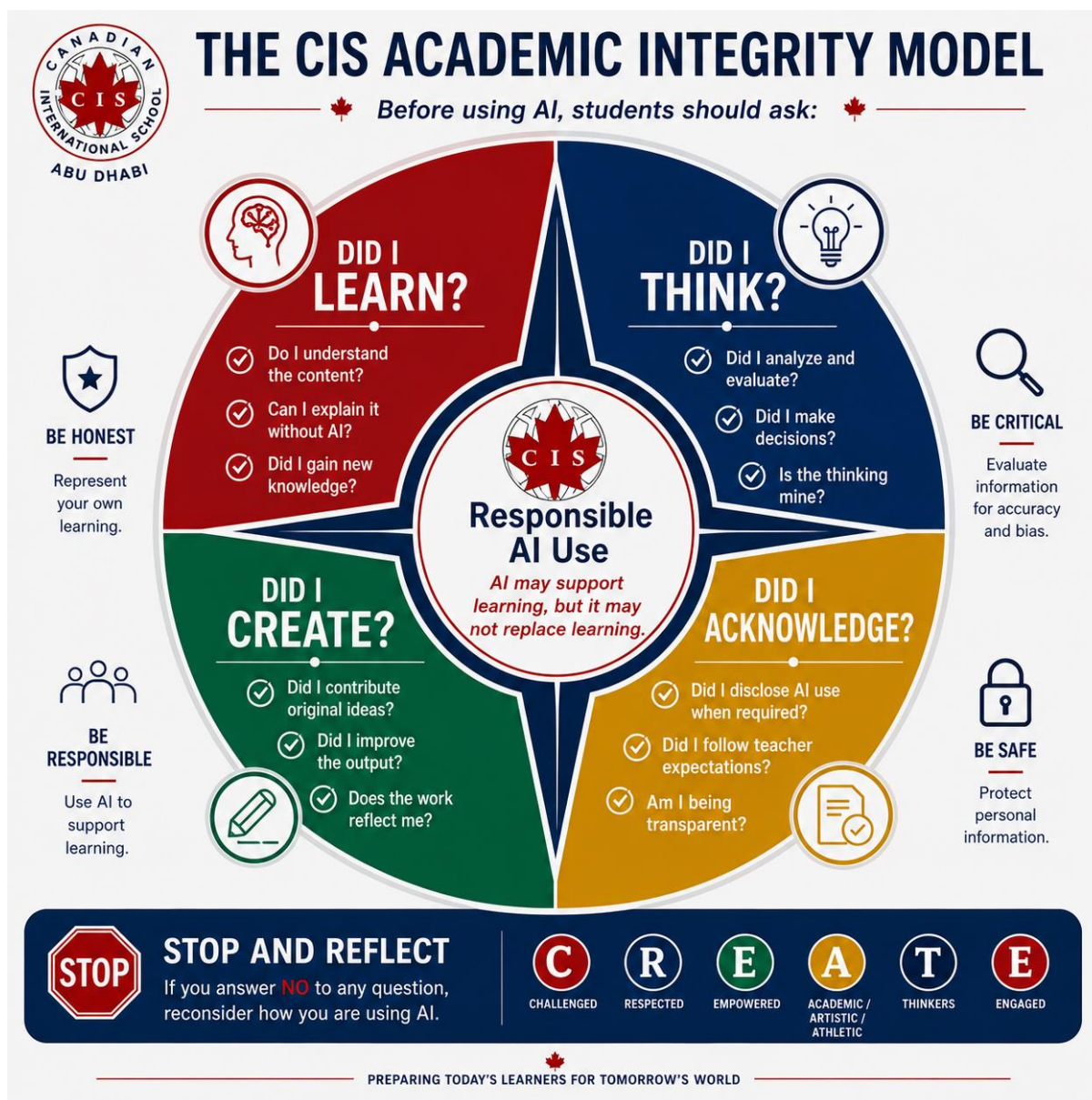
Academic Integrity and Responsible Use of Artificial Intelligence

Academic integrity is essential to learning at CIS. Students are expected to complete work honestly, acknowledge the ideas and work of others, use approved resources appropriately, and submit work that reflects their own understanding, thinking, and effort.

At CIS, academic integrity is not only about avoiding cheating or plagiarism. It is about developing honesty, responsibility, fairness, transparency, and respect for learning. Students are expected to take pride in their work and to understand that mistakes, feedback, revision, and improvement are part of the learning process.

Artificial intelligence may support learning, creativity, critical thinking, problem solving, and innovation; however, it may not replace learning. Students must demonstrate their own understanding, thinking, and effort. AI-generated work should not be used as the primary evidence of student learning unless the teacher has specifically designed the task to include AI use.

AI Use at CIS



CIS is committed to preparing ethical, innovative, and future-ready learners. Students will develop age-appropriate AI literacy as part of the CIS AI Strategy 2026–2029 and will learn to use, evaluate, and create with AI in responsible and developmentally appropriate ways.

AI use at CIS generally falls into three categories:

- **AI Encouraged:** AI supports learning.
- **AI Limited:** AI supports production and may be used with teacher approval, transparency, and student improvement.
- **AI Restricted:** AI replaces learning and is not permitted.

The CIS Academic Integrity & AI Use Guide below summarizes how students should think about AI use in their learning.

Students should remember the CIS AI Academic Integrity Check:

Learn. Think. Create. Acknowledge.

Before using AI, students should ask whether AI helped them learn, whether they did the thinking themselves, whether the final work reflects their own ideas and effort, and whether they acknowledge AI use when required.

Academic Dishonesty

Academic dishonesty includes any action that gives a student an unfair academic advantage or misrepresents the student's own learning. Examples include, but are not limited to:

- Plagiarism: presenting another person's words, ideas, images, data, or work as one's own without proper acknowledgment
- Cheating: using unauthorized information, materials, devices, assistance, or communication during an assignment, quiz, test, examination, or other assessment
- Collusion: allowing another student to copy one's work, submitting work completed by another student, or working with others when independent work is required
- Fabrication: inventing or altering information, data, sources, results, or evidence
- Misuse of technology: using digital tools, translation tools, file sharing, messaging, devices, or artificial intelligence in ways that are not permitted by the teacher or assessment guidelines
- Submitting work that is not one's own: submitting work completed by another person, tutor, family member, peer, online service, or AI tool as if it were original student work

Responsible AI Use

Students may use approved AI tools only when permitted by their teacher and only in ways that align with the learning task. AI use that is appropriate in one class, subject, or assignment may not be appropriate in another. Students are expected to ask their teacher before using AI if they are unsure.

When AI use is permitted, students remain responsible for the accuracy, quality, originality, and appropriateness of the work they submit. AI-generated information may be inaccurate, incomplete, biased, or misleading. Students must critically evaluate AI outputs and be able to explain, defend, and discuss the work they submit.

Students may not use AI to avoid learning, complete assessments without permission, submit AI-generated work as their own, or bypass teacher expectations. Students must not enter personal information, confidential information, private school information, student information, or assessment materials into AI tools.

Acknowledging AI Use

When AI use is permitted by the teacher, students may be required to acknowledge how the tool was used. This may include:

- naming the AI tool used
- explaining the purpose of use
- identifying which parts of the process were supported by AI
- describing how the student reviewed, revised, verified, or improved the AI-supported output

Teachers will provide age-appropriate guidance on how AI use should be acknowledged. Failure to acknowledge AI assistance when required may be considered academic dishonesty.

Parent Responsibilities

Parents and caregivers support academic integrity by encouraging students to take ownership of their learning. Parents may help students understand instructions, organize time, ask questions, review feedback, and seek teacher support. However, parents, tutors, siblings, or other adults should not complete, rewrite, or substantially edit work on behalf of a student.

Parents can also support responsible AI use by reminding students that AI is a learning tool, not a replacement for thinking. Students should not use AI to complete assignments for them, bypass teacher expectations, or submit work that does not reflect their own understanding.

Consequences for Academic Dishonesty

Academic dishonesty will be addressed in a fair, consistent, and developmentally appropriate manner. Consequences may vary depending on the student's age, the nature of the incident, the assessment involved, and whether the behaviour is repeated.

In the first documented instance of academic dishonesty, the teacher will notify the student and parents, log the incident in PowerSchool, and inform administration. The student may be required to complete a replacement assignment or assessment under supervision.

In the second documented instance of academic dishonesty, the teacher will notify the student and parents, log the incident in PowerSchool, and inform administration. The student may receive a mark of zero on the assessment without the opportunity to rewrite or complete an alternative assessment.

In the third documented instance of academic dishonesty, the teacher will notify administration and parents, and the incident will be logged in PowerSchool. The student may receive a mark of zero on the assignment or assessment with no opportunity to rewrite or replace it. Administration will meet with the student and parents to determine next steps.

Continued academic dishonesty is an administrative matter and may affect a student's eligibility for re-enrolment, participation in school programs, and the ability of CIS to provide character references for post-secondary applications. Further disciplinary action may include suspension and, in serious or repeated cases, a recommendation for expulsion in accordance with school and ADEK procedures.

Please refer to the CIS AI Policy, Academic Integrity Policy, Student Behaviour Policy, Acceptable Use of Technology Policy, and Data Privacy and Protection Procedures for additional information.

Progress Reports and Grading

Progress reports are used to formally communicate student achievement, growth, and progress to students, parents, the school, ADEK, and Alberta Education. Reporting provides a summary of how well students have demonstrated achievement of required learning outcomes over a term, semester, or school year.

At CIS, grades and descriptors are based on evidence of student learning collected through classroom work, assignments, assessments, projects, observations, conversations, performances, and other learning tasks. Progress reports are intended to help families understand student achievement, areas of strength, areas for growth, and next steps for continued improvement.

Formal progress reports are issued at the end of each trimester. Reporting dates are published on the official school calendar.

Parents of students in Grades 6–12 have ongoing access to student grades through the CIS Parent Portal. Grades on report cards for Grades 6–12 are cumulative from the beginning of the school year unless otherwise communicated by the teacher or school.

Parent-teacher conferences are scheduled throughout the year to provide opportunities to discuss student progress, learning goals, and areas where support may be needed. Families are encouraged to contact the classroom teacher if they have questions about student progress or assessment information.

*Report cards may not be released if school tuition fees are outstanding or if required student documents are not up to date.

KG1–KG2 Reporting Scale

Descriptor	Meaning
E	Excelling
AI	Achieving Independently
AS	Achieving with Support
D	Developing
NE	Not Evaluated

Grades 1–6 Reporting Scale

Descriptor	Meaning
E — Excelling	The student exceeds expectations and applies learning in complex or innovative ways within grade-level outcomes.
P — Proficient	The student consistently meets expectations independently within grade-level outcomes.
A — Achieving	The student demonstrates grade-level understanding with occasional support.
D — Developing	The student is developing understanding with frequent guidance.
B — Beginning	The student is beginning to explore the learning outcome and requires significant support.

Grades 7–12 Reporting Scale

Students in Grades 7–12 receive numerical grades between 0–100% for each subject. A grade of 50% is considered a passing grade in all subjects. A grade of 80% or higher is considered an honours-level grade in all subjects.

Please refer to the Student Recognition and Awards section for information regarding honour roll calculations and year-end awards.

Alberta Examinations

As an Alberta-accredited school, CIS students participate in required Alberta provincial assessments. These assessments are an important part of the Alberta education program and help provide information about student achievement in relation to provincial learning outcomes.

Provincial Achievement Tests: Grades 6 and 9

Students in Grades 6 and 9 participate in Alberta Provincial Achievement Tests, commonly referred to as PATs. These assessments are administered in core subject areas and are scheduled according to Alberta Education requirements.

PATs provide information about student achievement in relation to Alberta Programs of Study. They also help the school review academic programming, identify areas of strength, and determine areas where additional instructional support may be needed.

Students and parents will receive information about PAT schedules, expectations, preparation, and procedures before the assessment period.

Alberta Diploma Examinations: Grade 12

Students in Grade 12 write Alberta Diploma Examinations at the end of required Grade 12 academic courses. Diploma Examinations are mandatory for applicable courses and must be written on the date and time established by Alberta Education.

Diploma Examinations are an important part of a student's final course mark. Students are expected to prepare carefully, attend all scheduled examinations, and follow all examination procedures.

Missing a Diploma Examination will have serious academic consequences and will affect course completion, final marks, graduation eligibility, and post-secondary planning.

Advanced Placement Examinations

Students enrolled in Advanced Placement courses may be registered to write AP Examinations according to the schedule and requirements established by the College Board. AP Examination dates are externally determined and cannot be changed by the school.

Students and parents will receive information about AP registration, examination expectations, and schedules through the school.

Exam Attendance Expectations

Students are expected to attend all required external and school-based assessments, including PATs, Diploma Examinations, AP Examinations, and final exams.

Families should not schedule travel or extended absences during examination periods. CIS cannot reschedule externally scheduled assessments, including Alberta Provincial Achievement Tests, Alberta Diploma Examinations, or Advanced Placement Examinations.

Students are responsible for reviewing examination schedules, arriving on time, bringing required materials, and following all examination rules and procedures.

Families should refer to the official school calendar and examination communications before making travel plans.

Student Recognition and Awards

Academic success, personal growth, leadership, service, creativity, and contribution to school life are important parts of the CIS experience. Throughout the school year, students may be recognized in classrooms, assemblies, school communications, and special events for their achievement, effort, improvement, leadership, and positive contributions to the school community.

At the end of the school year, students who have demonstrated exceptional achievement or contribution may be recognized at school award ceremonies.

Honour Roll: Grades 7–12

Students in Grades 7–12 may be recognized for academic achievement at the end of each trimester through the Honour Roll.

Honour Roll averages are calculated using all registered courses, with weighting applied as follows:

- Mathematics and English: double weighting
- Arabic, Science, Social Studies, and Physical Education: single weighting
- All other subjects: 0.5 weighting

Honour Roll recognition is awarded as follows:

Recognition Level	Overall Average
Honours	79.5%–89.4%
Honours with Distinction	89.5%–94.4%
Honours with Great Distinction	94.5% or higher

Full-Year Honours: Grades 7–12

Students who achieve Honour Roll standing in all three trimesters may be recognized with Full-Year Honours.

Year-End Awards: Grades 7–12

Year-end awards recognize students who demonstrate outstanding achievement, leadership, effort, character, or contribution to CIS school life.

Awards may include:

Valedictorian — Grade 12

The Valedictorian is awarded to the Grade 12 student who meets the required eligibility criteria and achieves the highest overall academic average as determined by the school.

To be eligible for Valedictorian consideration, the student must be enrolled in:

- English Language Arts 30-1
- Social Studies 30-1
- Mathematics 30-1
- at least one 30-level Science course

Academic Excellence Awards — Grades 7–12

Academic Excellence Awards recognize students who have demonstrated exceptional academic achievement within their grade level.

Subject Excellence Awards — Grades 7–12

Subject Excellence Awards recognize students who achieve the highest level of academic performance in a specific subject at a specific grade level.

Combined Science Award — Grade 12

The Combined Science Award is presented to the Grade 12 student enrolled in Biology 30, Chemistry 30, and Physics 30 who achieves the highest combined average across the three courses.

Community Leadership Award — Grades 7–12

The Community Leadership Award recognizes student(s) who contribute positively to school culture through leadership, service, role modelling, initiative, and exemplary behaviour.

Athlete of the Year

Athlete of the Year may be awarded to students who demonstrate outstanding athletic performance, commitment, sportsmanship, leadership, and contribution to CIS athletics.

Grizzly Spirit Award

The Grizzly Spirit Award recognizes students who demonstrate sportsmanship, perseverance, teamwork, school pride, and a positive attitude in athletics.

Award Determination

Award criteria, eligibility, and calculations are determined by the school. In some cases, awards may be based on academic averages, while others may include teacher nominations, participation, leadership, character, effort, contribution, or other relevant criteria.

CIS reserves the right to review award eligibility based on academic standing, attendance, behaviour, school participation, and alignment with school expectations.

Parent Partnership and Communication

Parents and guardians play an essential role in supporting student learning, well-being, behaviour, and overall school success. CIS values a strong partnership between home and school and believes that respectful, timely, and constructive communication helps create a safe, caring, and productive learning environment for all students.

A successful school-home partnership is built on shared responsibility. Students, parents, teachers, and school leaders each have an important role in supporting academic growth, positive behaviour, regular attendance, and student well-being.

Parents' Rights

- be treated with respect and professionalism by school staff
- receive information about their child's learning, progress, behaviour, and well-being
- communicate with teachers and school staff regarding their child's education
- be informed of significant concerns related to their child's academic progress, behaviour, attendance, or well-being
- participate in scheduled meetings, conferences, and school events
- approve or decline their child's participation in extracurricular activities, field trips, and school activities that require parent permission
- access to school policies, procedures, and communication channels relevant to their child's education

Parents' Responsibilities

Parents and guardians are responsible for:

- supporting the school's mission, values, expectations, policies, and procedures
- ensuring that their child attends school regularly, arrives on time, and is prepared for learning
- ensuring that their child wears the correct CIS uniform each school day
- supporting positive behaviour and respectful conduct at school, online, on buses, and during school activities
- reading school communications and responding when action is required
- keeping contact information, emergency contacts, medical information, and student documents up to date
- attending meetings when requested to support student learning, behaviour, attendance, or well-being
- communicating respectfully with teachers, staff, students, and other members of the school community
- encouraging their child to complete their own work, meet deadlines, and seek support when needed
- paying for repair or replacement costs when their child intentionally damages school property, facilities, or resources
- following ADEK and school expectations related to student conduct, attendance, safety, and school operations

Class Placement and Class Change Requests

CIS gives careful consideration to student class placement before the start of the school year. Class placements are determined by the school after reviewing a range of factors, including academic needs, social-emotional development, learning profile, language needs, peer relationships, class balance, student support requirements, and overall school organization.

Once class placements have been finalized and communicated, parent or student requests for class changes will not be accommodated. Requests based on preferred teachers, friendship groups, convenience, transportation, or personal preference will not result in a class change.

Parents who have concerns about their child's transition, well-being, or adjustment to a class should contact the appropriate Head of Division. The school will review the concern and work with the family to support the student within the assigned class.

CIS reserves the right to make class placement adjustments when the school determines that a change is necessary for educational, safety, operational, staffing, inclusion, or class-balance reasons. Such decisions are made by school administration and are final.

At the High School level, course or timetable changes are separate from class placement changes and are subject to graduation requirements, course availability, class size, prerequisite requirements, Alberta Education requirements, and the student's academic pathway. Students and parents should contact the High School administration or academic counselling team regarding course change requests.

[Parental Complaints and Communication Policy](#) (Please refer to the table on page 3 in the policy)

Parent Communication Channels

CIS uses a variety of channels to communicate with parents.

- Weekly Parent Memo
- School email
- PowerSchool notifications
- CIS Parent PowerSchool Portal
- ClassDojo for KG–Grade 4
- Microsoft Teams for Grades 5–12
- Teacher email
- School website
- School social media channels (YouTube and LinkedIn)

Parents are expected to read school communications regularly and respond when information, permission, documentation, or action is required.

Who to Contact First

For questions or concerns related to classroom learning, assignments, grades, progress, behaviour, or daily classroom experiences, parents should contact the classroom teacher first. The classroom teacher is usually best positioned to provide information, clarify expectations, and address concerns directly.

If a concern cannot be resolved at the classroom level, it may be referred to the appropriate Head of School or school administrator in accordance with the school's Parental Complaints and Communication Policy.

Teachers will respond to parent communication within two working days. Teachers are not expected to check or respond to emails or messages after 6:00 pm, before 7:00 am, or on weekends and school holidays.

Respectful Communication

CIS is committed to maintaining respectful and professional communication between school and home. Parents, students, and staff are expected to communicate in a manner that is courteous, constructive, and focused on supporting student success.

Concerns are best addressed when communication is timely, factual, respectful, and directed to the appropriate person. CIS staff will work with families to understand concerns, clarify information, and determine appropriate next steps.

Parent Payment of Fees

The payment of tuition and other school fees is governed by ADEK requirements and school procedures. Updated information regarding school fees is available through the school.

The CIS Accounts Department works with families to support scheduled term payments or approved payment arrangements. In cases of non-payment, the school may take action in accordance with ADEK policy and school procedures. This may include withholding progress reports, transfer certificates, or other documents until outstanding balances are resolved. In some cases, non-payment may also result in temporary suspension from school in accordance with applicable regulations.

CIS communicates regularly with families to help prevent these situations wherever possible. Parents are encouraged to contact the Accounts Department early if they have questions or concerns regarding school fee payments.

Keeping Information Up to Date

To ensure that the school can contact parents quickly in case of an emergency, all families must keep their contact information up to date. This includes phone numbers, email addresses, home address, emergency contacts, medical information, and required student documents.

To update contact information or student records, parents should contact Student Records at studentrecords@cisabudhabi.com.

Parent Council (Very Important Parents – VIPS)

The CIS Parent Council, known as the Very Important Parents or VIPs, is a volunteer group that supports school community events and strengthens the partnership between parents and staff.

The VIPs help organize events and activities that bring the CIS community together. These may include school celebrations, cultural events, community activities, appreciation events, and other initiatives that support students, families, and staff.

Parents interested in joining or supporting the VIPs are encouraged to contact the Parent Council team at cisadpc@gmail.com.

School Calendar

The official school calendar is shared with families at the beginning of the school year and is available through the school website and regular school communication channels. Families are encouraged to review the calendar carefully before making travel plans, scheduling appointments, or arranging extended absences.

School events, parent meetings, examination periods, holidays, and reporting dates will be communicated through official school channels. Dates may be updated during the year when required by ADEK, Alberta Education, the Ministry of Education, or other relevant authorities.

National and Islamic Holidays

CIS observes national and Islamic holidays in accordance with UAE government and ADEK announcements. Some holidays and observances are based on official announcements and moon sightings; therefore, dates may change.

Families will be informed of confirmed school closures or schedule changes through official school communication channels.

During Ramadan, school hours may be reduced in accordance with ADEK guidance. Classes remain in session during Ramadan, and students are expected to attend school unless they are absent for an approved reason.

Respect for the UAE National Anthem

All parents, students, staff, and visitors are expected to show respect during the playing of the UAE National Anthem by standing still and quietly while the anthem is played.

Prayer Room

We encourage our Muslim students to perform their prayers during lunch break under the supervision of their Islamic teachers. Students are expected to respect the fact that this is a sacred place that is used for worship by the Muslim members of our school community.

The Prayer Rooms are located on the second floor of the school building, opposite the Elementary Library. They are accessible to Muslim students, staff, at lunch time and after school. Students are not permitted to access the Prayer Room during lessons. The Prayer Rooms will be closed at 3:15 pm.

Daily School Schedule

Morning Drop-Off

School gates open at 7:30 am. Students should not be dropped off before 7:30 am, as supervision begins at that time and students will not be permitted onto school grounds earlier. Students entering the grounds will head directly to their first period class. Parents are not allowed onto the grounds first thing in the morning except by appointment.

Families are asked to ensure that students arrive before the morning bell so they are prepared and on time for the first class. Students arriving after 8:00 am must enter through the parent gate and collect a late slip from Reception before proceeding to class.

School buses drop students off in the designated bus parking area. Parents who drive students to school are asked to use the designated parent parking and drop-off areas and to follow the directions of security staff and car park attendants.

During morning drop-off, parents using the drive-through area should move safely through the drop-off zone and assist students in exiting the vehicle from the curb side.

Late Arrivals

Students are expected to arrive at school and to all classes on time. Any student arriving at school after 8:00 am must sign in at Reception and receive a late slip before going to class.

After a late slip has been issued, the student's attendance status will be updated in PowerSchool. Attendance reports are submitted to ADEK at 10:00 am each day. Students who arrive after 10:00 am may be reported to ADEK as absent unless appropriate documentation or explanation is provided.

If a student arrives late because of a delayed CIS school bus, the student will not be marked late and does not need a late slip before proceeding to class.

CIS recognizes that traffic in Abu Dhabi can cause delays. However, families are expected to plan morning travel carefully and allow enough time for students to arrive before the start of the school day.

Leaving Early

Regular attendance for the full school day is important for student learning and progress. Early departures should occur only when necessary, such as for medical appointments or urgent family matters.

When a student needs to leave school early, a parent or guardian must notify Reception via email and sign the student out. The student will be called from class once the parent or guardian has arrived. A permission slip signed by Reception must be shown to security before the student leaves campus.

Parents are encouraged to avoid collecting students during recess or lunch whenever possible, as locating students during these times may cause delays.

Afternoon Pick-Up

Students are expected to leave campus promptly at the end of the school day unless they

are participating in a scheduled school activity.

KG1

The KG1 school day ends at 1:00 pm. Parents should collect their children from the designated Kindergarten pick-up area. Students who ride the bus will be escorted to the bus by the bus monitor. All KG1 students must be collected by an adult.

KG2

The KG2 school day ends at 2:50 pm. Parents should collect their children from the designated KG2 pick-up area. All KG2 students must be collected by an adult.

Grades 1–3

The school day ends at 3:00 pm. Students who ride the bus will be escorted to their assigned bus area. Students being collected by parents should proceed directly to the designated pick-up gate. Students in Grades 1 and 2 must be collected by an adult.

Grades 4–12

The school day ends at 3:00 pm. Students being collected by parents should proceed directly to the designated parent pick-up area. Students who take the bus should proceed directly to their assigned bus.

All students not involved in extracurricular activities or school-supervised programs should be off campus by 3:15 pm, when staff supervision ends.

Parking and School Access

The safety and security of students, staff, parents, and visitors is a priority. Parents and visitors are expected to park in designated areas and follow all traffic, parking, and security directions while on school property.

All visitors, including parents, must enter through the front entrance and follow visitor sign-in procedures. Parents and visitors entering the school building must have a scheduled appointment with a staff member, teacher, Parent Council representative, or administrator.

Unscheduled meetings may not be possible due to staff teaching, supervision, meetings, and school responsibilities. Scheduling appointments helps ensure that questions or concerns can be addressed properly and respectfully.

Security Badges (No Entry without a badge)

All families are issued Parent/Guardian ID Badges that include the holder's name and photo. These badges must be presented to security to access the school grounds.

In accordance with ADEK expectations, visitor and contractor access to the school is limited and monitored. Parents or family members who forget their badge may be asked to remain outside the assigned gate when collecting their child.

All Parent/Guardian ID Badges must be returned to the school when a family withdraws from CIS as part of the withdrawal process. Parent badge application information is available through the school.

Transportation

CIS provides school bus transportation for registered students where service is available. Student safety is the priority at all times. Buses are considered an extension of the school environment, and students are expected to follow CIS expectations while riding the bus, waiting for the bus, and moving to and from the bus area.

Bus Registration

Families who wish to use CIS bus transportation must complete and submit the School Bus Registration Form. Forms may be submitted to CIS Reception or sent by email to cistransport@cisabudhabi.com.

Bus service is subject to availability. Routes are determined based on demand, location, bus capacity, and operational requirements. CIS cannot guarantee bus service to all areas or families. Bus routes, pick-up times, and drop-off times are established by the school and are not negotiable.

Students may only ride their assigned bus. Students are not permitted to travel on another bus due to safety, supervision, and capacity requirements.

Salama Parent Application

All parents of students using CIS bus transportation are required to download, register with, and use the Salama Parent application. Salama supports student safety by allowing parents to monitor bus progress and by recording student check-in and check-out information.

Parents will receive login information through the mobile number registered with the school. Families are responsible for ensuring their contact information is accurate and up to date so they can access bus-related notifications.

Parents should use Salama to report bus absences and monitor bus location updates. Bus monitors are responsible for supervising students and are not expected to make calls to families regarding bus arrival times.

Bus Expectations and Safety

Riding the school bus is a privilege. Students are expected to behave safely, respectfully, and responsibly at all times.

Students must:

- ride only their assigned bus
- arrive at the bus stop on time
- go directly to their assigned bus after school dismissal
- follow the instructions of the bus monitor and driver
- wear a seatbelt for the entire journey
- remain seated while the bus is moving
- speak and behave respectfully toward other students, the bus monitor, and the driver
- keep the bus clean and free from damage
- drink only water on the bus

Students may not:

- eat food or drink beverages other than water on the bus
- move seats while the bus is moving
- shout, push, fight, tease, bully, or use inappropriate language
- damage the bus or interfere with bus equipment
- distract the driver or bus monitor
- use technology in a way that violates school expectations
- bring unsafe or prohibited items onto the bus

Parents are financially responsible for damage caused by their child to the bus or bus property.

Morning Bus Pick-Up

Students are expected to be at the assigned bus stop at the scheduled time. To keep buses on schedule for all families, buses will not wait more than two minutes after the designated departure time.

Parents should use the Salama app to monitor the progress of the bus. Bus monitors will not communicate bus arrival times to parents.

Students who are regularly late to the bus may receive a warning and may be suspended from bus service for a period of time.

Afternoon Bus Drop-Off

Students who ride the bus home must proceed directly to their assigned bus or bus waiting area at dismissal. This helps ensure that buses can leave school safely and on time.

If a student will not be riding the bus home, parents must notify the bus supervisor or CIS Reception no later than 2:15 pm, or 12:30 pm for KG1 students. If notification is received after the deadline, the school may not be able to guarantee that the student will be kept off the bus.

Parents must ensure that an adult is present at the bus stop to collect primary students unless written permission has been provided for the student to walk home independently. If no authorized adult is present and no written permission has been provided, the student may be returned to school for safety reasons, and parents will be responsible for arranging transportation home.

Bus Behaviour Procedures

Bus monitors will report repeated or serious behaviour concerns to school administration. Bus behaviour incidents may be recorded in PowerSchool.

If a student does not meet CIS bus expectations, the following steps may be applied:

- **First report:** An administrator meets with the student to review expectations.
- **Second report:** Administration contacts parents.
- **Third report:** The student may be removed from bus service for one week. Bus fees will not be reimbursed.
- **Fourth report:** The student may be recommended for permanent removal from bus service. Bus fees will not be reimbursed.

Serious behaviour or safety concerns may result in immediate removal from bus service or additional school consequences.

Changes to Regular Transportation

Parents must notify the school if there is a change to a student's regular transportation plan (before noon).

For students in KG to Grade 6, if a student will be collected by someone other than a parent or guardian, written permission must be sent to the school in advance. The person collecting the child may be asked to show identification before the student is released.

Transportation changes should be communicated as early as possible and within the school's stated deadlines. This helps the school maintain safe dismissal procedures and accurate student supervision. No changes to the transportation plan will occur after 12:00 pm on any given day.

Attendance

Regular attendance and punctuality are essential to student learning, progress, well-being, and school success. When students attend school consistently, they are more able to participate fully in classroom learning, receive timely feedback, build relationships, complete assessments, and demonstrate achievement of required learning outcomes.

Attendance and late records are recorded in PowerSchool, noted on progress reports, and reported to the Abu Dhabi Department of Education and Knowledge (ADEK). CIS is required to maintain accurate attendance records and to follow attendance procedures in line with school and ADEK expectations.

Students are expected to attend school every day unless they are ill or have an authorized reason for absence. Students must remain on campus during the school day and may only leave school with parent or guardian knowledge, permission, and completion of school sign-out procedures.

Attendance Recording

Student attendance is recorded in PowerSchool and reported to ADEK daily.

For elementary students, attendance is recorded during the first block of the morning. For secondary students, attendance is recorded in each scheduled class.

Attendance may be recorded as:

- **Present:** The student is present at school or in class.
- **Authorized Absence:** The student is absent and appropriate documentation or explanation has been provided in line with school and ADEK expectations.
- **Unauthorized Absence:** The student is absent and no appropriate documentation or explanation has been provided.
- **Late:** The student arrives after the start of the school day or after the start of a scheduled class.

Students arriving after 8:00 am must sign in at Reception and receive a late slip before proceeding to class. Students arriving after 10:00 am may be reported to ADEK as absent unless appropriate documentation or explanation is provided.

Reporting an Absence

All absences must be reported to CIS Reception no later than 8:00 am.

To report an absence, parents should email absent@cisabudhabi.com and include:

- student's full name
- class or homeroom
- date or dates of absence
- reason for absence

Any official documentation for an excused absence should be submitted to Reception when the student returns to school.

Students are responsible for completing missed learning, assignments, and assessments following an absence. Students should speak with their teachers to understand what was missed and what must be completed.

Attendance Expectations

CIS students are expected to maintain regular attendance throughout the school year. Attendance below 95% may affect a student's learning progress, ability to complete required assessments, promotion to the next grade, or achievement of course credit at the high school level.

If a student's attendance or punctuality becomes a concern, the school may contact the family to review the impact on learning, identify any required support, and determine next steps in line with school and ADEK expectations.

Extended Absences

Families are expected to schedule travel and family vacations during official school holiday periods. Extended absences during instructional time can affect student learning, assessment, progress, and course completion.

Families requesting an extended absence of more than three consecutive school days must inform the school at least two weeks in advance and complete the Student Request for Extended Absence form. Following administrative review, families will be notified of the school's decision regarding the coding of the absence within five working days of submission.

Extended absences will only be approved in line with authorized absence criteria. Official documentation should be attached to the extended absence request when applicable.

Parents and guardians should review the official school calendar before making travel plans. CIS will not support extended absences for family vacations during instructional time, even when travel costs vary throughout the year.

Examinations and Required Assessments

Students are expected to attend all required school-based and external assessments, including Provincial Achievement Tests, Alberta Diploma Examinations, Advanced Placement Examinations, and school-based final exams.

CIS cannot reschedule externally scheduled assessments, including Provincial Achievement Tests, Alberta Diploma Examinations, or Advanced Placement Examinations, except where permitted by the relevant examination authority.

Extended absences are not permitted during required assessment or examination periods. Missing required assessments may have serious academic consequences, including incomplete evidence of learning, loss of course credit, or impact on graduation and post-secondary planning.

Unexplained or Ongoing Absences

Unexplained or ongoing absences may be reported to the relevant authorities in accordance with school, ADEK, and Ministry of Education expectations.

If a student has significant unexplained absence or ongoing attendance concerns, the school will review the student's academic progress, assessment evidence, and well-being. Continued attendance concerns may affect promotion, course completion, or re-enrolment decisions.

Parent and Student Responsibilities

Parents are responsible for ensuring that students attend school regularly, arrive on time, and that absences are reported promptly with the required information or documentation.

Students are responsible for arriving on time, attending all scheduled classes, communicating with teachers after an absence, and completing missed work or assessments as required.

Strong attendance is a shared responsibility between students, families, and the school. Regular attendance supports learning, belonging, achievement, and student success.

Student Behaviour and Conduct

CIS is committed to maintaining a safe, respectful, inclusive, and positive learning environment for all students, staff, families, and visitors. Students are expected to conduct themselves in a manner that reflects the values of the school and supports the learning, safety, and well-being of others.

Student behaviour expectations apply while students are at school, on school grounds, travelling on school buses, participating in school-led activities, attending field trips, representing the school, and engaging in school-related digital or online interactions.

Student Code of Conduct

Students are expected to:

- follow all school rules, policies, procedures, and staff instructions
- behave responsibly and avoid actions that may endanger themselves or others
- treat students, staff, families, visitors, and members of the wider community with respect
- care for school property, facilities, resources, and the property of others
- arrive at school and classes on time and be prepared for learning
- participate positively in learning activities
- contribute to a welcoming, caring, respectful, and inclusive school environment
- demonstrate honesty, dignity, responsibility, and respect for the heritage and culture of the UAE
- use technology and personal devices responsibly and appropriately
- resolve conflict respectfully and seek adult support when needed

Students are expected to understand that their choices affect themselves and others. When behaviour does not meet CIS expectations, the school will respond in a way that considers student safety, accountability, learning, repair of harm, and the need to maintain a positive school environment.

Respectful Behaviour

CIS does not accept behaviour that compromises the safety, dignity, or well-being of others. This includes, but is not limited to:

- physical aggression, rough play, fighting, hitting, kicking, biting, or pushing
- verbal abuse, swearing, name-calling, intimidation, harassment, or threats
- bullying, cyberbullying, exclusion, repeated unkindness, or targeted mistreatment
- discriminatory, offensive, or inappropriate language or behaviour
- disrespect toward staff, students, bus monitors, drivers, security personnel, or visitors
- damage to school property or the property of others
- misuse of technology, recording, sharing images, messaging, or online behaviour that affects the school community
- unsafe behaviour on campus, on buses, or during school activities

Students are encouraged to report concerns to a trusted adult. Parents are encouraged to contact the school if they are aware of behaviour that may affect student safety, well-being, or learning.

Food in the Classroom

Students may eat healthy snacks in classrooms only with teacher permission and only when food does not interfere with learning, safety, or cleanliness.

The following expectations apply:

- Food is not permitted in science labs, computer labs, libraries, music rooms, drama rooms, art rooms, or gymnasiums.
- Students are expected to clean up after themselves.
- Food may not be left in desks, lockers, classrooms, or shared learning spaces.
- Snacks must be brought from home or eaten during designated break times.
- Students are not permitted to go to the cafeteria between classes or during class unless given permission.
- Food eaten in classrooms must not distract from instruction or learning.
- Energy drinks are not permitted.
- Water is the only drink permitted in classrooms.
- KG to Grade 3 classrooms are nut-free due to severe allergies.
- Grades 4–12 are nut-aware classrooms.

The school strongly discourages chips, soft drinks, candy, and other high-sugar or low-nutrition snacks during the school day.

Behaviour Support and Discipline Procedures

CIS views discipline as both corrective and educational. The purpose of discipline is to help students understand the impact of their choices, take responsibility for their behaviour, repair harm where appropriate, and make better decisions in the future.

Minor concerns may be addressed by a teacher or supervising adult through discussion, redirection, reminder of expectations, reflection, or communication with parents.

Repeated, serious, or unsafe behaviour may be referred to school administration. Depending on the nature, severity, frequency, and context of the behaviour, the following steps may be taken:

- Discussion with the student and review of expectations.
- Teacher, counsellor, or administrative support to address the concern.
- Parent communication.
- Written warning or behaviour record.
- Behaviour support plan, reflection task, restorative conversation, loss of privilege, or other appropriate intervention.
- Final written warning and possible suspension.
- Recommendation for further action, which may include withdrawal or recommendation for expulsion in accordance with school and ADEK procedures.

Serious incidents may move immediately to a higher level of response. The school will consider student age, intent, impact, previous behaviour, safety concerns, and the need to protect the learning environment.

Suspension

A suspension may be used when a student's behaviour seriously affects safety, learning, dignity, school order, or the rights of others. Suspensions are issued in accordance with school and ADEK procedures.

Behaviour that may result in suspension includes, but is not limited to:

- physical aggression or fighting
- bullying, cyberbullying, harassment, intimidation, or threats
- smoking, vaping, or possession of prohibited substances or devices
- theft or attempted theft
- vandalism or intentional damage to property
- serious disrespect, defiance, or repeated non-compliance
- use of obscene, discriminatory, or abusive language
- leaving school grounds without permission
- unsafe behaviour on campus, on buses, or during school activities
- serious or repeated misuse of technology or personal devices
- cheating, plagiarism, or academic dishonesty
- frequent or ongoing failure to follow uniform or school expectations

Parents may be required to pay for repair or replacement costs when a student intentionally damages school property, facilities, resources, or the property of others.

Following a suspension, the school may require a re-entry meeting with the student and parents to review expectations, identify supports, and determine next steps.

Expulsion or Recommendation for Withdrawal

CIS believes that discipline should support student learning and behaviour change whenever possible. However, in cases of serious, unsafe, harmful, or repeated misconduct, the school may determine that further action is required.

Behaviour that may result in a recommendation for expulsion or withdrawal includes, but is not limited to:

- possession, use, sale, or distribution of illegal substances
- possession or use of weapons or imitation weapons
- serious physical aggression or violence
- sexual harassment, sexual misconduct, abuse, or serious harassment
- severe or repeated bullying, cyberbullying, intimidation, or targeted mistreatment
- serious threats to the safety of students, staff, or the school community
- serious theft, vandalism, or property damage
- serious misuse of technology, including harmful, abusive, or illegal digital behaviour
- repeated or severe academic dishonesty
- leaving school grounds without permission where safety is compromised
- behaviour that seriously violates school expectations, ADEK requirements, or the safety and dignity of the school community

Any recommendation for expulsion will follow applicable school, ADEK, and Ministry of Education procedures. Parents may be required to pay for repair or replacement costs resulting from intentional damage.

Re-Enrolment and Student Standing

A student's ability to re-enrol at CIS may be reviewed if the student demonstrates ongoing behaviour that does not align with school expectations or if the school determines that it cannot safely or appropriately meet the student's needs within the school environment.

CIS will work with students and families to support positive behaviour whenever possible. However, maintaining a safe, respectful, and productive learning environment remains a shared responsibility and a priority for the school.

Anti-Bullying and Peer Relationships

CIS is committed to maintaining a safe, respectful, inclusive, and caring school environment where all students feel a sense of belonging. Students are expected to treat one another with dignity, kindness, and respect in school, online, on school buses, during school activities, and when representing CIS.

Developing healthy peer relationships is an important part of student development. Students will sometimes experience disagreement, conflict, or friendship challenges. CIS works with students to help them develop the skills needed to communicate respectfully, resolve conflict, seek support, and repair harm when appropriate.

Bullying, cyberbullying, harassment, intimidation, discrimination, exclusion, or repeated unkindness are not acceptable at CIS.

Understanding Bullying

Bullying is behaviour that is intended to hurt, intimidate, humiliate, exclude, or control another person. It may be repeated over time and may involve an imbalance of power, such as age, size, social influence, group dynamics, popularity, ability, language, identity, or access to information. Bullying may include:

- physical actions, such as hitting, pushing, tripping, or damaging property
- verbal actions, such as name-calling, insults, threats, teasing, or humiliation
- social actions, such as exclusion, spreading rumours, encouraging others to reject someone, or damaging relationships
- cyberbullying, such as harmful messages, group chats, images, videos, social media posts, screenshots, impersonation, or online harassment
- discriminatory behaviour related to nationality, culture, language, religion, ability, gender, appearance, or personal characteristics

Not every disagreement or conflict is bullying. Conflict may occur when students have a disagreement or misunderstanding. However, conflict becomes more serious when it involves repeated harm, humiliation, exclusion, intimidation, or a power imbalance.

Student Responsibilities

Students are expected to:

- treat others with respect, kindness, and dignity
- avoid physical, verbal, social, or online behaviour that harms others
- include others and contribute to a positive school community
- use technology, messaging, images, videos, and social media responsibly
- avoid sharing, forwarding, liking, saving, or commenting on harmful content
- seek help from a trusted adult when they feel unsafe or when they see another student being mistreated
- cooperate honestly when the school investigates concerns
- take responsibility for their actions and participate in repair or restorative steps when appropriate

Students should understand that online behaviour outside of school may become a school matter if it affects student safety, well-being, relationships, learning, or the school environment.

Reporting Concerns

Students are encouraged to report bullying, cyberbullying, harassment, intimidation, or ongoing peer conflict to a trusted adult. This may include a teacher, counsellor, Head of School, school administrator, bus monitor, nurse, or other staff member.

Parents are encouraged to contact the classroom teacher, counsellor, or appropriate Head of School if they are concerned about peer relationships, bullying, online behaviour, or student well-being.

Reports will be taken seriously and handled with care. CIS will respond in a way that protects student safety, respects privacy, gathers relevant information, and supports students involved.

School Response

When a concern is reported, CIS may take one or more of the following steps:

- speak with the students involved
- gather information from students, staff, parents, witnesses, or digital evidence when appropriate
- contact parents or guardians
- provide counselling or well-being support
- develop a safety or support plan
- use restorative conversations where appropriate
- apply behavioural consequences when required
- monitor student relationships and follow up over time
- document concerns in school records when appropriate
- involve external authorities or follow ADEK procedures when required

Responses will depend on the age of the students, the nature of the behaviour, the impact on others, whether the behaviour is repeated, and any safety concerns.

Parent Responsibilities

Parents and guardians play an important role in supporting respectful peer relationships. Parents are encouraged to:

- speak with their child about kindness, inclusion, empathy, and responsible online behaviour
- monitor age-appropriate technology use, messaging, group chats, and social media
- encourage their child to seek adult help rather than retaliate
- report concerns to the school in a timely and respectful manner
- avoid contacting other students directly about conflict or bullying concerns
- work in partnership with the school to support resolution and student well-being

Support and Follow-Up

CIS recognizes that bullying and peer conflict can affect student well-being, confidence, attendance, and learning. The school will support students who have been harmed, students who have caused harm, and students who have witnessed harmful behaviour.

The goal is to stop harmful behaviour, restore safety, support students, and help all students learn how to contribute positively to the school community. Serious or repeated bullying may result in disciplinary action, including suspension or recommendation for further action in accordance with school and ADEK procedures.

School Uniform

CIS students are expected to wear the approved school uniform each school day. The school uniform helps promote a sense of belonging, pride, safety, and shared identity within the CIS community.

Parents are responsible for ensuring that students arrive at school in the correct uniform. Students are responsible for wearing the uniform appropriately throughout the school day. Parents may be contacted if a student's uniform is incomplete, incorrect, or not worn appropriately. Repeated failure to meet uniform expectations may result in further follow-up or disciplinary action.

All uniform items must be official CIS uniform items unless otherwise communicated by the school.

General Uniform Expectations

Students are expected to:

- wear the correct CIS uniform for their grade level
- wear clothing that is clean, neat, modest, and appropriate for school
- wear appropriate black school shoes
- wear the CIS PE kit only when required for physical education or approved activities
- remove hats, caps, and hoods while indoors
- follow school expectations for Spirit Days, Dress-Up Days, and special events
- Students wearing religious head coverings are expected to wear a plain colour, preferably black, red, or white.

The school administration has final responsibility for determining whether student dress meets CIS expectations.

Elementary Uniform: KG1–Grade 6

Elementary students are expected to wear:

- red CIS uniform shirt with the CIS logo
- CIS skirt, shorts, or trousers purchased from the CIS Uniform Store
- black dress shoes or black lace-up athletic shoes
- red CIS zip-front jacket, when needed

Elementary students may wear their PE kit only when required for physical education or approved school activities.

Secondary Uniform: Grades 7–12

Secondary students are expected to wear:

- white CIS shirt
- black CIS dress pants
- black dress shoes or predominantly black lace-up athletic shoes
- red CIS sweatshirt or red V-neck CIS sweater, when needed
- CIS zip-up hoodie as an additional layer, when needed
- Grade 12 students may wear their approved Grad Jacket during the school year

Students wearing an undershirt beneath the white CIS shirt must wear a plain white undershirt with no visible logos or designs.

If a student wears the CIS zip-up hoodie, the correct uniform must still be worn underneath. Students may be asked to remove the hoodie at the discretion of a staff member.

Items Not Permitted During the Regular School Day

The following items are not permitted during the regular school day:

- coloured or patterned undershirts under CIS shirts
- jeans, joggers, leggings, yoga pants, or tight-fitting garments
- non-black footwear
- sandals, flip-flops, Crocs, ballet flats, or unsafe footwear
- PE kit, unless required for physical education or approved activities
- hats, caps, or hoods worn indoors
- non-CIS hoodies or sweatshirts
- clothing that is too tight, revealing, ripped, unsafe, or not appropriate for school

Spirit Days, Dress-Up Days, and Special Events

Spirit Days and Dress-Up Days are opportunities for students to celebrate school spirit, house identity, or a specific school theme. These days are not automatically free-dress days.

Students must follow the theme or instructions provided by the school. Clothing must remain modest, respectful, safe, and appropriate for school.

The following items are not permitted on Spirit Days, Dress-Up Days, or special events:

- flip-flops, sandals, Crocs, or unsafe footwear
- ripped jeans
- crop tops, halter tops, tank tops, or clothing that exposes the midriff
- short dresses, short skirts, or short shorts
- tight or revealing clothing
- clothing with inappropriate language, images, or messages

Students who do not follow dress expectations may be asked to change into school uniform or may be sent home to change.

Physical Education Uniform

Students are required to wear the approved CIS PE kit for physical education classes, athletic activities, and approved school events. Students are reminded to maintain good hygiene after physical activity and to change as directed by the school.

Sun Protection

Due to the climate in Abu Dhabi, students are encouraged to take appropriate precautions for sun protection. Elementary students, particularly KG1–Grade 6, are strongly encouraged to wear a hat outdoors and apply sunscreen before coming to school.

Hats may be worn outdoors for sun protection but should not be worn inside the school building.

Uniform Store

CIS uniforms are available from the CIS Uniform Store, located in the school cafeteria adjacent to the Sport and Arts Complex.

Uniform Store hours and purchase information will be communicated to families before the start of the school year and through regular school communication channels.

For uniform-related questions, families may contact the Uniform Store Manager:

Gibu Joseph

Email: gjoseph@cisabudhabi.com

Phone: +971 2 556 4206

UNIFORM SET GIRLS

KINDERGARTEN TO GRADE 6 UNIFORM STANDARD UNIFORM



RED POLO T-SHIRT



GIRLS' SHORT



FLEECE JACKET



PE UNIFORM

P.E. T-SHIRTS - SHORT SLEEVE



FOOTBALL SHORTS



JOGGER PANTS



P.E. T-SHIRTS - LONG SLEEVE



BASKETBALL SHORTS



CIS DESIGN #1
T-SHIRTS - SHORT SLEEVE



ACCESSORIES

CAP



*PE KIT FOR KG 1 AND KG 2 IS VOLUNTARY

UNIFORM SET BOYS



KINDERGARTEN TO GRADE 6 UNIFORM STANDARD UNIFORM

RED POLO T SHIRT



BOYS CARGO SHORTS



FLEECE JACKET



PE UNIFORM

PE T-SHIRTS - SHORT SLEEVE



FOOTBALL SHORTS



JOGGER PANTS



PE T-SHIRTS - LONG SLEEVE



BASKETBALL SHORTS



OLD DESIGN PE
T-SHIRTS - SHORT SLEEVE



ACCESSORIES

CAP



*PE KIT FOR KG 1 AND KG 2 IS VOLUNTARY

UNIFORM SET GIRLS

GRADE 7 - 12 UNIFORM STANDARD UNIFORM



GIRLS BLOUSE SHORT SLEEVE



GIRLS TROUSERS



SWEATER



PE UNIFORM

PE T-SHIRTS - SHORT SLEEVE



FOOTBALL SHORTS



HOODIE



PE T-SHIRTS - LONG SLEEVE



BASKETBALL SHORTS



JOGGER PANTS



ACCESSORIES

CAP



OLD DESIGN PE
T-SHIRTS - SHORT SLEEVE



*PE KIT FOR KG 1 AND KG 2 IS VOLUNTARY

UNIFORM SET BOYS

GRADE 7 - 12 UNIFORM STANDARD UNIFORM



WHITE SHIRT WITH RED COLLAR



BLACK TROUSERS



SWEATER



PE UNIFORM

PE T-SHIRTS - SHORT SLEEVE



FOOTBALL SHORTS



HOODIE



PE T-SHIRTS - LONG SLEEVE



BASKETBALL SHORTS



JOGGER PANTS



OLD DESIGN PE
T-SHIRTS - SHORT SLEEVE



ACCESSORIES

GAP



*PE KIT FOR KG 1 AND KG 2 IS VOLUNTARY

Student Safety, Safeguarding and Well-Being

CIS is committed to providing a safe, caring, respectful, and well-supervised learning environment for all students. Student safety includes physical safety, emotional well-being, safeguarding, digital safety, privacy, and respect for the rights and dignity of others.

All members of the CIS community share responsibility for maintaining a safe school environment. Students are expected to follow safety procedures, report concerns, use school spaces responsibly, and treat others with respect. Parents are expected to support school safety procedures, keep contact information up to date, and communicate any concerns that may affect student safety or well-being.

Safeguarding and Student Protection

CIS takes student safeguarding seriously. Safeguarding means protecting students from harm and supporting their physical, emotional, social, and psychological well-being.

Students are encouraged to speak to a trusted adult if they feel unsafe, worried, threatened, mistreated, or concerned about another student. Trusted adults may include teachers, social workers, counsellors, Heads of Division, administrators, nurses, bus monitors, or other CIS staff members.

Parents are encouraged to contact the school promptly if they have concerns related to student safety, well-being, peer relationships, online behaviour, transportation, supervision, or any other matter that may affect a student's welfare and well-being.

CIS will respond to safeguarding concerns in accordance with school procedures, ADEK expectations, and applicable UAE requirements. Concerns will be handled with care, appropriate confidentiality, and a focus on student safety.

Security and School Access

Procedures are in place to ensure that students do not leave campus without the knowledge of CIS personnel and without parent or guardian permission. School gates remain secured during the school day, and access to the campus is monitored.

All visitors, including parents, must follow school sign-in procedures and wear a CIS Visitor Badge when required. Parents and guardians are required to present their Parent or Guardian Badge to access the school grounds.

Visitors and parents may only enter designated areas of the campus and must follow the directions of security personnel, reception staff, car park attendants, and school administration.

CIS expects all parents, students, staff, and visitors to treat security guards and car park attendants with respect. Parents are expected to follow all traffic, parking, and access instructions to help protect the safety of students and the wider school community.

Daily Supervision

CIS provides supervision during designated school hours and school activities. Staff supervision begins at 7:30 am and ends at 3:30 pm, unless a student is participating in a school-approved extracurricular activity or supervised program.

Teachers and staff are assigned supervision duties during arrival, break times, lunch times, dismissal, and other designated periods. Staff on supervision may be identified by yellow vests or other school procedures.

Students must remain in supervised areas and follow staff instructions at all times. Students are not permitted to remain on campus after supervision ends unless they are participating in an approved school activity.

Emergency Procedures and Drills

CIS maintains health, safety, and emergency procedures for a range of possible situations. Teachers will review emergency procedures with students, and emergency drills will take place periodically during the school year.

When an alarm sounds or an emergency announcement is made, students must follow staff instructions immediately. Students are expected to move quickly, quietly, and safely to the designated area and remain with their teacher or assigned group until further instructions are given.

Tampering with alarms, fire extinguishers, safety equipment, security systems, emergency exits, or other safety equipment is strictly prohibited. Such behaviour places the school community at risk and may result in serious disciplinary action.

Power Outage or School Disruption

In the unlikely event of a power outage or similar school disruption, students will remain with their class or in another supervised area unless directed otherwise by school administration.

School activities will continue as safely and appropriately as possible. Students should not contact parents to request collection unless instructed by school administration. Parents will be contacted through official school communication channels if collection or a change to school operations is required.

CIS will follow ADEK guidance and applicable school procedures regarding school closure, early dismissal, or changes to normal operations.

Digital Safety, Privacy, and Responsible Technology Use

Student safety also includes digital safety and responsible online behaviour. Students are expected to use technology, personal devices, school systems, online platforms, social media, and approved AI tools in ways that are safe, respectful, ethical, and appropriate for learning, and in compliance with applicable UAE laws and regulations. Parents are responsible for ensuring that their child accesses and uses social media platforms only in accordance with the minimum age requirements established by the relevant UAE authorities.

Students must not use technology to harm, embarrass, exclude, threaten, record, impersonate, or share information about others without permission. This includes messages, images, videos, screenshots, group chats, social media posts, AI tools, shared files, or other digital communication.

Students must not enter personal, confidential, sensitive, or private school information into unapproved websites, applications, platforms, or AI tools. This includes personal details, student information, images, assessment materials, school data, or private communication.

Digital behaviour outside of school may become a school matter if it affects student safety, well-being, learning, relationships, or the school environment.

Prohibited Items

Students may not bring items to school that may create a safety risk, disrupt learning, or violate school expectations.

Prohibited items include, but are not limited to:

- weapons or imitation weapons
- sharp or dangerous objects not required for learning
- tobacco, vaping devices, matches, lighters, or related items
- illegal substances or unauthorized medication
- fireworks, explosives, or hazardous materials
- inappropriate images, materials, or digital content
- any item used to threaten, intimidate, harm, or disrupt others

Toy or imitation weapons are not permitted at school unless specifically approved by the school for a supervised cultural, theatrical, or educational purpose.

Students who bring prohibited items to school may face disciplinary action, and items may be confiscated. Serious concerns may be reported to parents, ADEK, or relevant authorities as required.

Lockers and Personal Belongings

Students in Grades 6–12 may be assigned a locker. Lockers are school property and are assigned to specific students. Students may not switch or share lockers without permission from school administration.

Students are responsible for keeping their lockers clean, organized, and secure. Students should not share locker combinations or access with others. Books and supplies should be collected before school, during approved times, or at lunch to help ensure students arrive to class on time.

Lockers remain the property of CIS. School administration reserves the right to access a student locker when there is a safety, security, health, or school-related concern.

Students are responsible for personal belongings brought to school. Valuable items should not be brought to school unless necessary. The school is not responsible for loss of or damage to personal property.

Parents and students should ensure that school bags are appropriate for the student's age and size and are not overloaded.

Lost and Found

Lost items are placed in designated Lost and Found areas. Items of value, such as phones, wallets, watches, jewellery, or electronic devices, may be brought to Reception for safekeeping.

Families are encouraged to label all belongings clearly with the student's full name and class. Lost and Found areas may be cleared at the end of each term. Unclaimed items may be washed and donated.

Reporting Safety Concerns

Students, parents, and staff are encouraged to report safety concerns as soon as possible. Concerns may relate to physical safety, emotional well-being, bullying, cyberbullying, unsafe behaviour, inappropriate online activity, transportation, supervision, prohibited items, or any other matter that may affect student welfare and well-being.

Reports can be made directly to the Child Protection Team or to a teacher, counsellor, Head of Division, administrator, nurse, bus monitor, or other trusted adult. CIS will review all referred concerns with the Child Protection Team and take appropriate steps to support student safety and well-being.

CIS has up-to-date and thorough Health and Safety procedures for emergencies across a variety of possible scenarios. Teachers will review and practice emergency procedures with their students; drills for emergency evacuation will take place periodically. For more details regarding the school's health and safety policies and procedures, please see the [CIS Health & Safety Policy](#).

Elevator

An elevator is in the school building to support accessibility for students and staff. To ensure the elevator is used appropriately and remains available for those with medical or mobility-related needs, the following policy is in effect:

- Student use of the elevator is by permission only.
- Students who require use of the elevator due to medical, physical, or temporary injury-related reasons must obtain permission from administration.
- Once approved, students will be issued a designated elevator-use lanyard, which must be worn and visible at all times when using the elevator.
- Students may not allow other students to ride with them unless explicitly authorized.
- Unauthorized use of the elevator will be treated as a behavioral violation under the school's Code of Conduct.
- Lanyards must be returned once the approved usage period ends.

Student Health and Medical Care

CIS is committed to supporting the health, safety, and well-being of all students. The school works in partnership with families to ensure that student medical information is accurate, health needs are understood, and appropriate care can be provided during the school day.

School Clinic

The school clinic is located on the ground floor across from the administration offices. The clinic is staffed by qualified and licensed school nurses who provide first aid, support student health needs, respond to illness or injury, and assist in medical emergencies.

The school clinic operates in accordance with applicable Department of Health, Abu Dhabi, ADEK, and school health and safety requirements.

Medical Information and Student Records

The school maintains medical information for each student. Parents and guardians are responsible for ensuring that all medical records, emergency contact information, allergy information, medication details, and health updates are accurate and current.

Parents must inform the school nurse of any medical condition, allergy, injury, diagnosis, medication, or health concern that may affect the student during the school day, on school transportation, during physical education, during extracurricular activities, or on school trips. Medical information is handled with appropriate confidentiality and is shared only with staff members who require the information to support student safety, supervision, or emergency care.

Parents may contact the school clinic at nurse@cisabudhabi.com to provide updates or ask health-related questions.

Individual Healthcare Plans

Some students may require an Individual Healthcare Plan to support their health and safety at school. This may include students with significant allergies, asthma, diabetes, seizure disorders, chronic medical conditions, mobility needs, or other health concerns.

When needed, the school nurse will work with parents, school staff, and relevant medical documentation to develop appropriate support procedures. Parents are responsible for providing updated medical information and any required forms, medication, or equipment.

Medication at School

The school nurse will not administer medication to students without prior written parent or guardian consent and required medical documentation.

If a student requires medication during the school day, parents must provide the medication directly to the school nurse. Medication must be clearly labelled with the student's full name, class, date of birth, medication name, dosage instructions, timing, and any other relevant information.

Medication must not be carried by students unless this has been specifically approved by the school nurse and administration for medical reasons, such as emergency medication.

Parents must notify the school nurse immediately if there is any change to a student's medication, dosage, medical condition, or treatment plan.

Illness During the School Day

Students who do not feel well during the school day should inform the teacher and report to the school clinic. Our assistant at the clinic will arrange for the student to be seen by the nurse.

If the nurse determines that a student is too unwell to remain at school, parents or guardians will be contacted to arrange collection. Students may not contact parents directly to request collection without first reporting to the school clinic or school staff.

Parents are asked not to send students to school when they are unwell, contagious, feverish, vomiting, or unable to participate safely in the school day. Students should return to school only when they are well enough to participate in learning and no longer pose a health risk to others.

Communicable Illnesses

To protect the health of the school community, parents must inform the school nurse if their child is diagnosed with a communicable illness or condition that may affect other students or staff.

The school may provide guidance to families when there is a health concern in a class or school area. Students may be required to remain at home until they are medically cleared or until symptoms have resolved in accordance with school and health authority expectations.

Head Lice

If the school has reason to believe that a student has head lice or nits, the school nurse may check the student. If lice or nits are confirmed, parents will be contacted and the student may be sent home to prevent spread.

Parents are asked to treat the condition promptly and notify the school if head lice or nits are found at home. Students may return to school when treatment has been completed and there is no evidence of active infestation.

Accidents, Injuries, and Medical Emergencies

If a student is injured or becomes seriously unwell at school, the school nurse and relevant staff will provide immediate support and first aid. Parents will be contacted as soon as possible when a student requires further care, medical attention, or collection from school.

In the event of a medical emergency, CIS will act in the best interests of the student and may contact emergency medical services. Parents or guardians will be informed as quickly as possible.

Accidents or injuries that occur at school will be documented in accordance with school procedures. Where required, incidents may also be reported to ADEK or other relevant authorities.

Health Screening and Immunization

CIS supports required health screening and school-based immunization programs in accordance with Department of Health and ADEK requirements. Parents will be informed when health screening or immunization activities are scheduled and when consent or documentation is required.

Families are responsible for providing accurate health information and responding to school requests for medical documentation or consent forms.

Parent Responsibilities

Parents and guardians are responsible for:

- keeping student medical records and emergency contacts up to date
- informing the school nurse of medical conditions, allergies, medication, injuries, or health concerns
- providing required medical forms, consent forms, medication, or health documentation
- collecting students promptly when they are too unwell to remain at school
- keeping your student(s) home when they are ill or contagious
- communicating with the school nurse when medical guidance or follow-up is required

Student health and safety are shared responsibilities between the school and families. Accurate information, timely communication, and cooperation help CIS provide appropriate care and support for students.

Use of Computers, Technology, and Personal Devices

Technology and Personal Devices

Technology is an important part of teaching, learning, communication, creativity, collaboration, and innovation at CIS. Students are expected to use school technology, personal devices, online platforms, digital tools, and approved AI tools in safe, respectful, ethical, and responsible ways.

Technology use at CIS is a privilege and a responsibility. Students are expected to use technology to support learning and must follow teacher instructions, school expectations, and applicable policies always.

Personal Devices

Students in KG to Grade 4 are not permitted to bring personal electronic devices to school. This includes laptops, tablets, iPads, smart watches, gaming devices, and any device that connects to the internet, unless specifically approved by the school for medical or educational reasons.

Students in Grades 5 and 6 may bring a personal device only when requested by the classroom teacher for a specific learning purpose. Devices should be used only as directed by the teacher.

Students in Grades 7 to 12 are required to bring a charged personal laptop (not an iPad) to school each day. Laptops are used to support learning, research, writing, communication, presentation, organization, and digital skill development.

Students are responsible for ensuring that personal devices are charged, functional, and used appropriately for learning. The school is not responsible for loss of, theft of, or damage to personal devices brought to school.

Mobile Phones, Smart Watches, Earbuds, and Headphones

Mobile phones, smart watches, earbuds, and headphones can distract from learning and may create privacy, safety, and supervision concerns when misused. Students must always follow school and teacher expectations for the use of personal devices.

Students in Grades 7- 9 must place their mobile phone in the classroom cell phone holder at the front of the classroom at the start of each period. Phones must remain in the holder unless the teacher gives permission for use as part of a learning activity.

Students in Grades 9 - 12 may use their mobile phones or personal devices during the lunch hour and when directed by a teacher for a specific learning purpose. Devices may not be used during instructional time, transitions, assemblies, school activities, assessments, or other supervised settings unless permission has been given by a staff member.

Earbuds and headphones are not permitted during the school day unless a teacher specifically directs their use for a learning activity, or the school has approved their use for medical, accessibility, or learning support reasons. Students should not wear earbuds or headphones in hallways, classrooms, bathrooms, common areas, assemblies, or during transitions.

Students may not use mobile phones, smart watches, cameras, earbuds, headphones, or other personal devices to:

- record, photograph, or video students, staff, or school activities without permission
- send or receive messages during instructional time
- access social media, games, or non-learning content during class
- share images, videos, screenshots, recordings, or private information
- participate in group chats or online behaviour that affects student safety, well-being, or the school environment
- use unauthorized websites, apps, translation tools, AI tools, messaging platforms, or shared files during assessments

Misuse of mobile phones, smart watches, earbuds, headphones, cameras, messaging apps, group chats, or social media may result in confiscation of the device, parent contact, loss of privilege, academic consequences where assessment integrity is involved, or further disciplinary action in accordance with the school Student Behaviour Policy.

The school is not responsible for loss of, theft of, or damage to personal devices brought to school.

School-Owned Technology

School-owned technology may include computers, laptops, tablets, interactive boards, projectors, printers, robotics equipment, cameras, software, accounts, networks, and other digital resources.

Students using school-owned technology must:

- use devices only for school-related tasks
- follow teacher and staff instructions
- handle equipment carefully
- keep food and drinks away from devices
- report damage, technical problems, theft, or misuse immediately
- keep workspaces clean and organized
- log out of school accounts when finished
- protect passwords and account information
- use school systems only for appropriate learning purposes

Students may not:

- change device settings without permission
- download software, apps, extensions, games, or files without permission
- access inappropriate, harmful, discriminatory, hateful, or unsafe content
- attempt to bypass school filters, security settings, or monitoring systems
- damage, remove, alter, or misuse school equipment
- use another person's account or share their own account with others

Parents may be responsible for repair or replacement costs when damage to school technology is intentional, careless, or the result of misuse.

Digital Citizenship and Online Behaviour

Students are expected to behave online with the same respect, care, and responsibility expected in person. Digital behaviour that affects student safety, well-being, relationships, learning, or the school environment may become a school matter, even if it occurs outside of school hours or off campus.

Students must not use technology to:

- bully, threaten, embarrass, exclude, impersonate, or harass others
- share harmful, private, offensive, or inappropriate content
- record or photograph students, staff, or school activities without permission
- forward screenshots, messages, images, videos, or private information without permission
- create or share fake, misleading, harmful, or discriminatory content
- access, store, or distribute inappropriate material
- interfere with school systems, networks, accounts, or devices

Students are encouraged to report unsafe, harmful, or inappropriate online behaviour to a trusted adult.

Privacy and Data Protection

Students must protect their own privacy and the privacy of others. Students may not share personal, confidential, sensitive, or private school information through websites, applications, messaging platforms, social media, or AI tools.

This includes:

- full names, personal contact details, addresses, passwords, or identification information
- private student information
- images, videos, or recordings of others without permission
- assessment materials
- school data or internal documents
- confidential communication
- medical, well-being, or personal information

Students should ask a teacher or staff member before entering any personal, school-related, or student-related information into an online tool or platform.

Artificial Intelligence and Digital Tools

Students may use approved AI tools and digital platforms only when permitted by their teacher and only in ways that support learning. AI and digital tools may support brainstorming, organization, revision, study, creativity, inquiry, and problem solving, but they must not replace student thinking or authentic learning.

Students must follow the CIS Academic Integrity and Responsible Use of Artificial Intelligence expectations. Students may not use AI or digital tools to complete work dishonestly, bypass assessment expectations, generate harmful content, or submit work that does not reflect their own understanding, thinking, and effort.

Students remain responsible for checking the accuracy, reliability, fairness, and appropriateness of AI-generated or digitally generated information.

Assessment and Technology

Technology use during quizzes, tests, examinations, presentations, projects, and other assessments is allowed only when clearly permitted by the teacher or examination authority.

Students may not use unauthorized devices, websites, apps, messaging tools, translation tools, AI tools, shared files, notes, or communication during assessments. Unauthorized technology use during an assessment may be considered academic dishonesty.

Responsible Use of School Platforms

Students are expected to use school-approved platforms, accounts, email, Microsoft Teams, PowerSchool, ClassDojo, cloud storage, and other learning systems responsibly.

Students should save work regularly using school-approved systems. Students are responsible for organizing files, submitting work on time, and ensuring that digital assignments are accessible to teachers when required.

Students must not use school platforms for non-educational, harmful, disrespectful, or inappropriate communication.

Consequences for Misuse

Misuse of technology, personal devices, school-owned equipment, online platforms, AI tools, or school accounts may result in one or more of the following:

- reminder or reteaching of expectations
- loss of technology privileges
- confiscation of device
- parent contact
- repair or replacement costs
- removal from a digital platform or activity
- academic consequences, where academic integrity is involved
- behavioural consequences in accordance with the Student Behaviour Policy
- referral to administration
- involvement of external authorities where required

The school will consider the student's age, intent, impact, context, and previous behaviour when determining consequences.

CIS Parent-Student Handbook Agreement

The success of our students is heavily dependent upon the relationship between school and home. This includes a mutual understanding of the expectations of students and parents while present at CIS. We respectfully ask that students and parents support this relationship by reviewing the contents of this handbook together.

Your enrollment at Canadian International School Abu Dhabi confirms your agreement with all policies, expectations and procedures outlined within this handbook. Should you have any questions or require further clarification please forward those to the corresponding Heads of Division by email.