




CAYMAN INTERNATIONAL SCHOOL

**EARLY CHILDHOOD  
STUDENT &  
PARENT  
HANDBOOK**  
2018-2019

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# WELCOME!

## Welcome to the Early Childhood Program

We are pleased to offer young children a dynamic and exciting educational experience in our school. Our early childhood program encourages children to learn, grow, and develop in an inviting environment. Our skilled and talented early childhood faculty create a nurturing environment where children feel safe and loved.

This handbook is designed to facilitate communication between home and school. It covers many of the basic procedures. You may wish to save this handbook and refer to it as necessary during the year. If you have additional questions, please contact your child's teacher or one of the administrators.

The early childhood faculty, staff, and administrative team are pleased to welcome the children and you to our community of learners.

Sincerely,



Melody Meade  
Early Childhood Principal

## **EARLY CHILDHOOD PHILOSOPHY**

The Early Childhood Program at Cayman International School is committed to the whole child by providing learning activities that are developmentally appropriate in a stimulating, challenging and creative environment. It is implemented with attention to the different needs, interests, and developmental levels of the children. Our program provides for all areas of development— physical, emotional, social, and cognitive, through an integrated approach. Learning does not occur in narrowly defined subject areas. Development and learning are integrated. Learning is an interactive process as well. Children learn through active exploration and interaction with adults, other children, and materials. Learning activities and materials are concrete, real, and relevant to the children’s lives. We increase the difficulty and complexity as children are involved and as they develop understanding and skills.

Children have opportunities to choose from among a variety of activities, materials, and equipment, and they have time to explore them in a relaxed atmosphere. Our daily schedule is flexible enough to be able to take advantage of impromptu experiences, keeping in mind that children find security in an established routine. We strive for a balance between freedom and guidance, group and individual activities, and active and quiet experiences.



# PRINCIPLES & PARAMETERS

## Cayman International School Mission Statement



CAYMAN INTERNATIONAL SCHOOL  
CONNECT | INSPIRE | SERVE

### **CIS DEFINITION OF LEARNING**

Learning is a process of growing, deepening, and sharing conceptual understanding, competencies, and character in lasting, impactful ways.

### **CIS LEARNING PRINCIPLES**

The CIS Learning Principles articulate the foundational concepts of our Definition of Learning. Their purpose is to guide all of our work and provide clarity in important decision making.

#### *Language of Learning:*

We understand that to make learning happen effectively and collectively we need a shared language that describes what learning is and how we do it.

#### *Ownership of Learning:*

We understand that we are all able to learn and ultimately responsible for our own learning.

#### *Nature of Learning:*

We understand that learning is emotional as well as cognitive and is both an individual and social experience.

*Contexts of Learning:*

We understand that learning transfer happens best in rich, relevant contexts.

**CIS COMMUNITY PRINCIPLES: *The Way We Do Things 'Round Here***

*The Good Intent Principle:*

We trust that members of our community have what is best for students at heart. When we have disagreements about what is best for children we talk with people, not about people.

*The Kindness Principle:*

We value kindness. Our kindness is illustrated in all of our interactions: with our own children, with others' children, with staff, with teachers, with administrators. How we communicate with each other is emblematic of our collective kind and caring spirit.

*The Partnership Principle:*

We are strongest when we work together, when we share ideas and resources, and when we partner with the greater Cayman community. A spirit of collaboration not only makes our community stronger, it makes student learning richer by connecting stakeholders in exciting and innovative ways.

*The Sustainability Principle:*

We take into consideration long-term impacts when making decisions. This applies to decisions about programming as well as to our personal and collective behavior. We live on an island with limited resources and our environmental stewardship is essential in keeping it viable and healthy for generations to come.

**PARAMETERS**

- CIS shall always meet the requirements for private schools under the Cayman Islands Ministry of Education.
- CIS will only allow policies, procedures, and behaviors that promote the growth and achievement of students.
- CIS shall always remain accredited by a U.S. regional agency and other recognized international entities.
- CIS will not tolerate behavior that diminishes the dignity, self-worth or safety of any individual.
- CIS programs and services will be consistent with the strategic plan.
- CIS will only accept and retain those students for whom there is an existing appropriate educational program.

- CIS decisions will be made based on assuring the school remains fiscally responsible and operates within its own resources.

# **SCHOOL DESCRIPTION**

## **HISTORY AND GOVERNANCE**

Cayman International School began as Faulkner Academy with high ideals in October of 1994. The school was purchased by ISS (Cayman), Ltd., on December 12, 2002, with the name of the school changed to Cayman International School (CIS) in 2003. The Board of Directors hires a Director to oversee the day-to-day running of the school, create, approve and maintain policy, and to see that the school carries out its stated mission and objectives. CIS is a private, college preparatory, non-sectarian, co-educational school for students from two years old through Grade 12. It was established to provide an American/International educational program for the dependents of the multi-national professionals living in Cayman.

## **ACCREDITATION**

The Middle States Association of Colleges and Schools (MSA), an American accrediting agency, accredits CIS through Grade 12. As an IB World School, CIS is authorized to present the Diploma Programme of the International Baccalaureate Organization (IBO). CIS is registered with the Cayman Islands Ministry of Education, who approves the licenses for schools on the island. CIS works with the Cayman Islands Education Standards and Assessment Unit (ESAU), the Cayman Islands Early Childhood Unit, MSA and the IBO to maintain high quality, challenging programs for its students. CIS is an invitational member of the Association of American Schools of Central America, Columbia, Caribbean, and Mexico.

## **SCHOOL HOURS**

The CIS Office is open for business from 7:30am through 4:30pm daily, Monday through Friday, during the regular school year.

## **PTA**

CIS has an active PTA. According to established bylaws, its purpose is:

“The relationships within the CIS community, which includes students, teachers, staff, administrators, and parents, are a vital influence on the success of our children’s future. Therefore, our purpose is to foster a sense of support, pride, and enthusiasm for our school. Through fund-raising and family activities, we will promote positive school/community relationships that enhance our children’s educational environment.”

## **SCHOOL ADDRESS, PHONE, FAX, E-MAIL, AND WEBSITE**

Director:	Jeremy Moore
Early Childhood Principal:	Melody Meade
Address:	95 Minerva Drive, PO Box 31364, Grand Cayman, Cayman Islands KY1-1206
Phone/Fax:	345-945-4664 (Phone); 345-945-4650 (Fax)
E-mail:	cis@cis.ky
Website:	<a href="http://www.caymaninternationalschool.org">www.caymaninternationalschool.org</a>

# A CHILD'S DAY AT SCHOOL

CIS has adopted the High Scope model for its Early Childhood program. Every early childhood teacher and teacher assistant has been trained in the High Scope approach.

## **THE HIGH SCOPE APPROACH**

The High Scope Curriculum is a set of teaching practices for adults and content for children's learning in all areas of development. There is also an assessment system to measure program quality and evaluate what children learn, and a training model to prepare teachers to implement the High Scope Curriculum.

## **WHAT WE TEACH – CURRICULUM CONTENT**

### **A Comprehensive Curriculum**

In the High Scope Preschool Curriculum, learning is focused on the following eight areas, which are based on the dimensions of school readiness identified by the US National Education Goals Panel. High Scope's curriculum content areas are:

- *Approaches to Learning*
- *Social and Emotional Development*
- *Physical Development and Health*
- *Language, Literacy, and Communication*
- *Mathematics*
- *Creative Arts*
- *Science and Technology*
- *Social Studies*

While learning in these content areas prepares children for later schooling, High Scope takes the learning process beyond traditional academic subjects by applying methods that promote independence, curiosity, decision making, cooperation, persistence, creativity, and problem solving in young children.

## **DAILY ROUTINE**

In High Scope programs there is a consistent framework for the day that provides a variety of experiences and learning opportunities. Children engage in both individual and social play, participate in small- and large-group activities, assist with cleanup, socialize during meals, develop self-care skills, and exercise their small and large muscles. The most important segment of the daily routine is the plan-do-review sequence, which children make choices about what they will do, carry out their ideas, and reflect upon their activities with adults and other children.

## **SNACK PROGRAM**

We believe establishing good nutritional habits early in life is important so children learn how to make healthy choices independently. Nutrition education is a significant program component. ***Although we recognize that peanut butter and nuts provide good nutrition, some children may have extreme allergies to these products.*** For this reason, peanut butter and/or

nuts may not be appropriate in your child's class or in the school. Please check with your child's teacher before sending these items as snacks. Examples of healthy snacks might include:

- Cheese and crackers, milk
- Fruit chunks, juice or milk
- Cheese cubes and apple slices, milk
- Carrot sticks, cucumber sticks, juice
- Goldfish crackers, fruit or veggies, drink
- Other examples may include foods such as applesauce, yogurt, graham crackers, granola, bananas, oranges, special holiday foods, etc.
- We ask that water bottles are sent with every child

# **GENERAL INFORMATION**

## **AFTER SCHOOL ACTIVITIES**

CIS provides a full day Early Childhood Program for the students in Pre-Kindergarten 3 and 4. Due to the length of the school day for these young learners, the extensive after school activity program will begin in full when the children are enrolled in the elementary school. However, a few activities, including karate, dance and swimming may be offered, pending time and availability of teaching staff and facilities.

## **AFTER SCHOOL CARE**

An “After School Gang/Care” program is available for students in PreK3 and above from 2:15-5:30pm each school day. Additional information can be obtained in this school year’s first edition of *The CIS Weekly Current* newsletter or by contacting the Administrative Business Office.

## **ALLERGIES**

Cayman International School is committed to providing a safe school environment for its students. The school recognizes that food allergies, in some instances, may be severe and even occasionally life threatening. CIS is not an allergen free campus. The school’s aim is to reduce the likelihood of severe allergic reactions of students with known food allergies while at school, and to increase the likelihood that appropriate medical treatment is available in the case of an allergic reaction.

If your child has severe or potentially dangerous/life threatening allergies, the school therefore requests that you provide an allergy treatment action plan signed by your child’s doctor, as well as any necessary medications, to the school office. An example of an allergy treatment action plan can be found in Appendix B of this handbook.

## **ANIMALS/FAMILY PETS**

No animals or family pets are allowed on campus without prior approval by administration.

## **ARRIVAL AND DISMISSAL TIMES**

**Nursery:** Drop off and arrival time is between 8:15-8:30am and pick up time is 11:30am.

**Pre-Kindergarten 3 and 4:** Drop off and arrival time is between 8:00-8:15am. The school day begins at 8:15 each morning and concludes at 2:15pm.

In the morning, Nursery and Pre-K 3 children go directly to their designated classrooms where teachers will be there to greet them. Except for the first few days of school when they go directly to classrooms, Pre-K 4 children will meet their teachers on the playground. On rainy days, Pre-K 4 children go directly to their classrooms.



**During assemblies and school presentations, the audience is expected to:**

- ◆ Turn off cell phones.
- ◆ Arrive on time.
- ◆ Leave food and drinks outside the ARC.
- ◆ Be respectful of the performer(s) by refraining from talking.
- ◆ Enter or exit only during an intermission or scene change.

**Thank you!**

### **ASSEMBLIES**

Early Childhood assemblies occur once a quarter. Dates are provided on the CIS calendar. Notification is also provided in classroom newsletters and *The CIS Weekly Current*. Parents are welcome to attend these assemblies.

### **ATTENDANCE**

Research verifies a high correlation between attendance and success in school. Parents are asked to ensure their child attends school regularly and arrives on time. Please phone the school by 8:45am if your child will be absent on a given day.

Students who attend school on a two day or three day schedule in Nursery or PreK-3, are invited to attend the following special events on days they are not enrolled:

- Assemblies
- Sports Day
- Field Trips
- Holiday/Year End Party

Students are not permitted to join specials classes (Spanish, Swimming, Perceptual Motor, Music and Movement) on days they are not enrolled.

### **TARDIES**

We ask that parents ensure their child arrive at school in a timely manner. It is much easier for a young child to make the transition from home to school if they have plenty of time to adjust to the school setting each morning. A rushed routine can cause stress and anxiety which impacts how a child begins their school day. Furthermore, consistently arriving late can distract the other children and teachers. Students arriving at school after 8:15am are expected to pick up a tardy slip from the office before going to the classroom.

### **BACKPACK**

Please arrange for your child to have a SMALL backpack or book bag. This is helpful for notes and news to be shared with parents.

### **BIRTHDAYS**

Birthdays are a special time and we will recognize the date in school. Let your child's teacher know ahead of time if you would like to bring in a **simple** treat to celebrate your child's birthday. By checking with the teacher several days in advance, he/she will be able to advise you about any special dietary concerns and an appropriate time for the birthday treat so there



is minimal loss of instructional time. Please do not bring gift bags, balloons or gifts for the children in the class. The school permits a light snack but candles, matches, gift bags, and party celebrations should not be a focus in the school setting. Invitations for parties will not be distributed in school unless there is one for each member of the class. Thank you for your support and sensitivity to these issues.

### **CLASSROOM PARTIES**

The children will have an opportunity to celebrate specific holidays during the year, as will be noted at the beginning of each school year. Generally, this includes Halloween, Christmas (or “Winter” holidays) and an end of the year party. Other celebrations may be integrated with units of study during the year.

### **COMMUNICATIONS**

**Class Newsletters:** Teachers from Nursery to Grade 5 have weekly newsletters, blogs, or websites. All are sent electronically to parents and posted on or linked to the web-site.

**CIS Newsletter:** A school newsletter titled *The CIS Weekly Current* is sent electronically each week to parents. It is also posted on the website.

**Website** The CIS website, [www.caymaninternationalschool.org](http://www.caymaninternationalschool.org) should be accessed for newsletters and other information about the school and programs.

**Email:** Since our faculty/staff are with children during the school day, it is often difficult for them to check and respond to emails immediately. However, parents can expect that their emails will be addressed before and after school. The CIS Email Etiquette Policy is noted in Appendix A of this handbook.

### **DEPARTURE PLAN AT THE END OF THE SCHOOL DAY**

Parents are asked to provide clear and updated plans regarding their child’s pick-up at the end of the school day. Should there be a change of plans, parents should notify the child’s teacher or phone the office.

### **DISCIPLINE/GUIDANCE PHILOSOPHY and PROCESS**

CIS strives to maintain a safe, positive, and consistent environment that fosters student learning and responsible behavior. At the early childhood level, teachers use a multitude of strategies to guide and model appropriate behavior. Children are learning how to work and play in a social setting which often presents them with new challenges. When children try out new behaviors and make mistakes and/or poor choices, it is looked upon it as an opportunity for them to learn from their experiences. An adult will talk with the child(ren), in a caring and non-threatening manner.

Questions they may ask the child(ren) are:

- What happened?
- What did you choose to do?
- What would have been a better choice?

- What will you do differently next time?

Should a certain behavior persist, consequences for misbehavior may result in being removed from the group, a phone call to parents, and/or a parent conference. Suspension and expulsion are a last resort but are possible consequences for severe or chronic situations that may jeopardize the safety and learning of others.

### **DRESS - UNIFORMS**

Students from Pre-K 3 through Grade 12 have a uniform policy. Exceptions to the school uniform policy must have the approval of the administration.

The official uniform for **PreK3 through Grade 5** consists of a short sleeved white or blue performance interlock polo shirt or dry fit polo with the CIS logo and khaki bottoms. Certain events may specify one or the other colored short- sleeve polo shirt so ensure you have at least one of each color. Lands' End has made long sleeve polo shirts in white or cobalt blue with the CIS logo available. This is an acceptable alternative shirt for parents who want more sun protection or want their child to have long sleeves for cooler days. Only the official school uniform styles as represented by Lands' End are allowed.

Students are required to wear the official school uniform, which should be clean with no holes, missing buttons, tears or frayed areas. Uniforms should not be altered to suit individual styles or preferences. In no case may a student dress in a manner which disturbs the instructional process, is too revealing, or creates a distraction. When not in proper uniform, a student will either be sent home to change or will be loaned alternative clothing for the remainder of the day. Continued disrespect of the uniform policy/dress code may result in further consequences. Underwear must not be visible at any time. Students are to remain in the school uniform for the entire school day. ***Please note the following additional information:***

**Socks:** Socks must be solid white or black in color. White knee highs are permitted for students in Early Childhood and Elementary.

**Official Uniform Shoes:** Closed toe shoes must be worn at all times. Official Uniform shoes must black and white. No other colors will be permitted. Footwear should have heels lower than 4 cm or 1.5 inches. Flip flops, Crocs, beach, or sports sandals are not permitted at any time. Shoes with laces must be tied. Shoes must always be worn on school premises and for school events.

**Hats:** PreK3 through Grade 5 students are required to wear a CIS school hat for all outside activities. Hats are available for purchase through the school office. Hats of other colors and designs are not allowed. Specific hat styles for grade levels are outlined on the Uniform Hat Order Form. Secondary students are highly encouraged to wear school hats when outdoors during daylight hours.

**Sweater or Sweatshirt:** A solid navy blue sweater or navy blue sweatshirt with the CIS logo should be purchased as per the uniform requirement through Lands' End. Be advised that air conditioning at school or the occasional days of inclement weather may cause a student to want to wear an additional layer for warmth and only Lands' End outerwear will be accepted on campus.

**PE Uniforms:** The PE uniforms for **KG through Grade 12** must be purchased from Lands' End. Please refer to the school website for the official gray t-shirt and cobalt blue PE shorts. KG through Grade 5 students can wear their PE uniform and athletic shoes on the days they have PE. Secondary students will be required to change into PE Uniforms and athletic shoes prior to their PE class. Shoes appropriate for sports activities must be worn for PE by all students. *Early Childhood students do not require PE uniforms.*

**Swim Uniforms:** Swim suits for girls PreK3 through Grade 12 must be one-piece in cobalt blue or navy blue (white accents are allowed and expected to be minimal). Boys should wear swim-shorts or Speed-o style swim suits in cobalt blue or navy blue. Swimsuits that meet the requirements for both boys and girls are available from Lands' End. Rash guards in white, cobalt or navy blue (short or long sleeved) are acceptable as part of the swim uniform and are available from Lands' End's regular inventory. Secondary students must change in and out of their swimsuits in the dressing room at the pool.

**Accessories:** Only noiseless, safe jewelry is permitted. Students may only wear a single stud earring in each ear. Jewelry must not be a distraction or offensive. Tongue and other body piercing jewelry is not permitted. Hats or sunglasses are not to be worn in the classroom or for inside school events. Black or brown belts in solid colors must be worn as part of the requirements for secondary boys.

**Hair:** Hair must be clean, well-groomed, out of the eyes, and may not create a distraction.

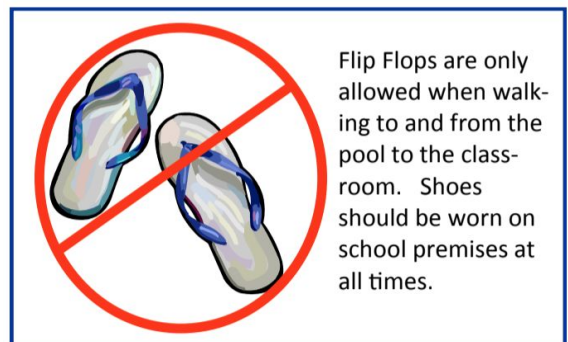
**Music/Performing Arts Students:** Elementary or Secondary students involved in NCFCA, concerts, or other programs will be required to wear a school uniform (in good condition) and black dress shoes with white socks.

**Please Note:** Any exceptions to the school uniform requirements must have the approval of the administration.

## **CIVVIES DAYS OR OTHER ALTERNATE DRESS DAYS**

Early childhood students do not have to wear the school uniform on Civvies Day, but must conform to the guidelines below:

- Flip-flops, beach or sports sandals are not permitted at any time.
- Students must demonstrate the same grooming and shoe wear guidelines in the uniform policy.



## **FIELD TRIPS**

Field trips will be scheduled during the school year. Notice and details of the trip are sent home in advance. There may be nominal costs, such as admission fees, that will be required to participate in the field trip. Pre-K 3 and 4 children should wear school uniforms. Transportation information will be provided to parents prior to the field trip. Nursery children are required to bring car seats. Occasionally teachers may request parent volunteers to assist during a field trip. Unfortunately, we are unable to accommodate younger siblings on these excursions.

## **HEALTH CARE**

Please note there is additional health care information in this handbook. In addition, CIS currently employs a health specialist. However, if your child is not well enough to attend school and participate in activities, then he/she needs to remain at home. Please phone the school by 8:45am if your child will be absent. A recovering child should be free of fever for 24 hours before returning to school. Should your child get sick during the school day, you will be notified and asked to pick up your child as soon as possible.

## **LABELING OF CLOTHING AND ITEMS**

It is good practice to label all items your child wears or brings to school. This includes clothing, snack and lunch containers, water bottles, hats, etc. It is much easier to identify the owners of lost items when a name is written on the article. Thank you!

## **LIBRARY**

Parents of CIS students are encouraged to visit the library. However, because it serves grades nursery through Grade 12, the school day is reserved for student classes. Parents are welcome to visit the library before 8:00am and after 3:15pm. Once a month, the library is also open on a Saturday morning. Families can come and enjoy reading activities and choose books to borrow. Additional hours for parents to check out books may be established at the discretion of the librarian. That information will be shared in newsletters at the beginning of each school year. Each Early Childhood class will have an opportunity to visit the library during the week.

## **LUNCH**

Children are encouraged to bring a nutritious snack from home. There is a school lunch program provided by Mise En Place. Information about how to purchase lunches will be provided at the beginning of each school year. Students may also bring a lunch from home. An insulated container will be helpful to keep food hot or cold. Snacks and lunch times all take place in the classrooms.

## **PARENT ABSENCES**

If it is necessary for parents to travel and leave their children in Cayman, the school office must be informed in writing, in advance. Please contact the office with the following information:

- Date parents will be gone
- Name and phone number of an English-speaking adult who is responsible for the student's welfare in the absence of the parents
- Name and phone number for a second contact in case of emergency or illness at school

## **PARENT TEACHER CONFERENCES**

Parent-teacher conferences will be held at the end of the first semester. There will be another formal parent-teacher conference scheduled at the end of the year. Additional conferences can be scheduled by parents at any time.

## **REPORTING PROCESS**

Children's progress is observed and recorded on a daily basis. Parents are sent digital reports

documenting their child's growth and development at the end of each semester.

### **SECURITY PROCEDURES**

Parents are always welcome at CIS. However, with the exception of arrival and dismissal times, we ask that all parents and visitors to the campus first come to the office to sign the visitor log and to obtain a visitor's tag to wear while on campus. When parents go directly to the classroom, it can be a distraction to both students and teachers and a disruption of the learning process. Should parents wish to take their child from school during school hours, they are asked to confirm arrangements ahead of time with the classroom teacher. Note that all children must be signed off campus and this will require a stop in the office.

### **TOILET TRAINING**

A requirement for enrollment for all grade levels after Nursery is that children must be toilet trained. This includes being able to go through each step independently in order to go to the toilet. We recognize accidents do happen, so ask that each child have a complete change of clothing kept at school.

### **WITHDRAWAL**

If your child will be withdrawing from school, please inform the school in writing as soon as possible. Advance notice is needed in order to prepare school records.

### **TIPS FOR PARENTS**

Here are some practical suggestions that may help your child do well in school and enjoy learning.

- Allow your child to explore and experiment with materials, toys and hands-on activities such as building with blocks, keyboarding, cooking and sewing. Children learn best by doing.
- Take advantage of daily learning situations to point out color, numbers, letters and words. Count the number of plates on the table, talk about the colors in the striped shirt she/he is wearing, read and discuss prices during shopping outings.
- Oversee the type of television programs your child watches and control the time spent watching TV or using devices. Make it a shared experience when possible!
- Find ways to involve your children in household chores.
- Seek out your child's strengths and provide recognition and opportunities to enhance those skills or attributes whenever possible.
- Play games that require concentration. Often such games can help to increase problem solving and critical thinking skills.
- Have meaningful conversations with your child and ask thought-provoking questions. Listen actively.
- **Read with your child every day in your home language**

## **STAYING HEALTHY**

Many parents are concerned about their child's health and the increase of coughs and colds as their child begins schools. We at Cayman International School are also concerned and would like to share our "Staying Healthy" strategies.

In the Early Childhood Classrooms:

- All tables are cleaned before and after each meal with a disinfecting solution
- Staff and children wash their hands before and after snack, when they come in from outdoors, after using the toilet (and diaper changes), and after wiping noses (or handling bodily fluids)
- Sleep mats and blankets used in early childhood classrooms are sent home weekly to be laundered
- Shelves and toys are cleaned with a disinfectant spray weekly (or daily if needed)
- Tables used for daily activities are cleaned daily (or more often if used for snack and lunch) and other furniture cleaned weekly

It is difficult to prevent all germs and colds from being passed on to one another. Extra caution is being taken in caring for the young students as their immune systems are still developing. It is extremely important to remember when young children do become ill they require sufficient time to recuperate completely. Otherwise, with a combination of a weakened immune system and lack of sufficient rest, children become more susceptible to new viruses.

Your child should not be at school if he/she is experiencing any of the following symptoms: temperature (98.7 or higher), hacking cough, discolored and/or extreme amount of nasal discharge, mattering or inflammation of an eye, diarrhea, vomiting, sore throat, lethargic behavior or untreated head lice. The parent of a child with a communicative disease must inform the teacher and the administrative office upon being diagnosed. If your child develops any of the above stated symptoms while at school, we will provide them with a comfortable place to rest until the parents have been contacted and pick up arrangements have been made. Please see the Ministry of Health policy in Appendix C of this document.

We at Cayman International School understand many parents work, but the precautions have been developed to protect your child as well as the other children in the school.

# WHAT CHILDREN LEARN

Following is a summary of the skills that are needed to assist children with literacy development.

When planning activities and choosing games, toys, equipment, books and music, we keep these skills in mind:

**1. Auditory Discrimination** – is the skill of distinguishing between different sounds. Activities in which children practice listening for differences include:

- identifying noises in the classroom: pencil sharpeners, closing a window, knocking on a door, locating the source of a specific sound
- identifying noises at home: vacuum cleaner, washing machine, telephone
- playing and identifying rhythm instruments

**2. Receptive Language** – is the skill that involves remembering what is heard. Activities might include repeating rhythmic patterns (long – short), retelling stories, singing songs, finger plays, following simple directions, e.g. “put the book under the chair and the paint brush in the red jar.”

**3. Expressive Language** – is the skill to communicate with others. It is the ability to verbalize wants, to articulate what one sees, to share feelings, to retell personal experiences, to invent puppet shows, to act out meaning of the words, such as: *sit, stand, clap, jump*, and to hold conversations with others.

**4. Fine Motor Skills** – is the ability to control the small muscles of the hand. There are many opportunities offered to develop fine muscle coordination through art activities (cutting, pasting, tearing paper, finger painting), tracing geometric forms (templates), and handling small objects (pegs, Lego discs, wooden parquetry). All of these activities help children gain control of their small muscles and help them with later writing skills.

**5. Gross Motor Skills** – is the ability to control the larger muscles of the body. Children develop skills by activities, such as, jumping over obstacles, throwing a ball, walking on a balance board, jumping, hopping, or following a series of directions involving movement of body parts.

**6. Kinesthetic Mode** – is the ability to learn concepts from manipulating and moving the body and using muscles to perform physical tasks. Examples of activities would include tracing the outside of a shape with the finger, reproducing geometric figures without a pattern, finger painting, and manipulating simple hand puppets.

**7. Logical Thinking** – is the ability to understand cause and effect, sequential order, and classification. Examples of activities that develop this skill include: sorting games, classifying according to shape, size, color, rough, smooth, wet, dry; categorizing foods or furniture, lotto games, matching games.

**8. Spatial Relationships** – is developing an understanding of the names and positions of different parts of the body in relationship to the environment as well as how and where objects hold space. Examples include moving around and through objects in a spatial environment, establishing hand and foot dominance—whether left or right, using objects to show understanding of *on, off, under, behind, in front*; recalling where things are in the room, discriminating between capacities of containers (which holds more or less), guessing, estimating.

**9. Tactile Discrimination** – is development of the sense of touch. Children learn to identify objects by touching them with their eyes closed. They learn the alphabet by feeling shapes in a rough texture. Activities might include classifying objects that are rough, smooth, wet, dry, soft, hard, matching textured letters and names.

**10. Visual Discrimination** – is the ability to observe details visually and pick out differences between objects or forms. Children first learn to see big differences and then less obvious ones. Activities to practice this skill include noticing color of clothing, pointing out differences in color, size, and learning words for these (i.e. larger, smaller), matching same objects, doing puzzles.

**11. Visual Memory** – is the ability to recall what one has seen. Children are exposed to objects and then asked to recall what they have seen. This is related to successful recognition of words and remembering spelling patterns. Activities for memory recall include: lotto, patterns, what's missing, filling in missing details, concentration card games.

The following are some activities that stimulate the acquisition of reading skills for all children and can also be adapted for use at home:

- Encourage the child to draw a picture or choose a favorite picture and then tell a story about it. An adult or another child prints this story and the child can “read” it.
- Using magazines, the child can make a book of “My Favorite Words” by cutting out those words and pasting them in a scrapbook. The child could illustrate each of these words.
- Have the child compose stories from sentence completion statements, such as “If I could pretend to be anything or anyone I wanted, I would choose to be. . . .” An adult or older child prints this story and the child can “read” and illustrate it.
- Read, read, read with your child every day!

Children will be given numerous opportunities to develop eye-hand coordination and small muscle control. Also, children will have ongoing opportunities to see their thoughts and ideas being written down by their teachers. As children display a readiness for writing their own name, they will have the opportunity to do so. Expecting perfect formation of letters and numerals is beyond the capability of most 3 and 4 year olds and discounts the necessary time spent in activities that will help them eventually develop the fine muscle coordination needed for legible, fluent writing.



# **ADDITIONAL INFORMATION FOR PARENTS**

## **GIFTS AND DONATIONS**

No employee of Cayman International School or member of the Board of Directors will accept any gift or benefit (including gifts “in-kind” or discounts) from any student, parent or vendor unless such gift has a fair market value less than CI \$200. Whenever any employee or Board member receives or is offered a gift valued in excess of CI \$200 from or on behalf of any students, parent or any person or organization doing or seeking to do business with the school, he/she shall report the incident promptly to the Director. The Director shall consult with the employee and shall consider the appropriateness of the gift or offer and determine what action is appropriate in the best interests of the school, including whether the gift should be returned or the offer declined, and what communication to donor or offer is appropriate. This policy is not intended (a) to require teachers or administrators to report receipt of token gifts from students unless the cumulative value of such gifts from any individual student, or family or vendor over a one year period exceeds CI \$300, or (b) to prevent mutual gift exchanges between parents or faculty in the context of social relationships.

If an organization or outside group offers to pay travel or support expenses to an employee for purposes of benefit to the school, the employee shall report the offer to the Director, who will review the circumstances and determine, whether such offer may be accepted. Unless the Director determines that acceptance of the offer of travel or other financial support is in the best interests of the school and will not compromise the position of the employee or the school in further dealing or decisions, he/she shall not approve acceptance of the offer and the employee shall decline the offer.

## **QUESTIONS AND CONCERNS**

During the course of the school year, questions or concerns may arise. The recommended procedure for receiving and answer to questions or responding to concerns is to contact the school directly. Questions/concerns about a classroom activity or individual educational matter should first be discussed between the parents and the teacher involved. If this first step does not resolve the matter sufficiently, it should be brought to the attention of the Principal, Vice-Principal, or Director. Questions about the facility, policies, and operation should be addressed to the school administration. It is only after all other avenues of resolution have been exhausted that the Board of Directors would be presented with the question/concern through the Director. The Board of Directors will not deal with any concerns that are not submitted formally with a report from the Director.

## **TUITION FOR SIBLINGS**

Full tuition for the first child is based upon the child in the highest-grade level. There is a 10% reduction for the second child and a 15% reduction for the third child.

## **PAYMENT OF INCIDENTAL FEES AND TUITION FEES**

School fees not paid by the designated due dates will attract late payment administrative charges. Students with outstanding accounts may have their school attendance privilege

revoked by the school administration until such time their accounts are settled. Students who have had their attendance privileges revoked will be re-classified as new enrollees and must apply for readmission to the school. In addition, students with outstanding accounts at the end of a tuition period will not be allowed to enroll for a subsequent tuition period at Cayman International School. The late payment administrative charges are as follows:

### **Payment of Incidental Fees**

Statements for lunches, after school, uniforms, clubs, etc. are sent home at the end of each month. Payment of these incidental charges is expected by the 15th of the next month. A late payment administrative charge of CI \$20 will be applied to the account of the paying parent if payment is not received within this period.

### **Payment of Tuition Fees**

- On the 10th day following the due date of outstanding tuition fees, a late payment administrative charge of CI \$200 will be automatically added to outstanding tuition fees.
- On the 20th day following the due date of any outstanding fees and late payment administrative charges, CIS will put a hold on report cards, transcripts and other school records. A notice will be sent home informing the parents that if payment is not received by the 20th day that the student will not be permitted to attend class.
- If payment of any outstanding fees and late payment administrative charges is unpaid for 30 days, the school may refer the matter over to the school's legal counsel to pursue collection. All costs related to this (including all legal fees and disbursements whether or not a legal proceeding is commenced) will become the responsibility of the family, and will be added to their bill. In the event that CIS deems, in its sole discretion, to engage attorneys to pursue the collection of unpaid fees and late payment charges, the paying parent of parents shall pay the fees and disbursements incurred by CIS on an indemnity basis.
- In addition, in any situation where a late payment has exceeded 30 days, it will be up to the discretion of the school administration as to whether or not the student will be readmitted to the school following the receipt of the overdue payment.
- If any payment remains due at the end of a tuition period or upon withdrawal from the school, no transcripts, transfers, or other records will be released until full payment, including late payment administrative charges are received.
- The paying parents agree that the invoices for all fees and charges may be delivered by email, mail, or delivery with students.

# APPENDICES

## **A. CIS EMAIL ETIQUETTE GUIDELINES**

CIS values effective communication. Face to face interactions are suggested and encouraged whenever possible. We understand that at times, such interactions cannot happen, and email may be seen as an effective means of communicating. Before using e-mail to communicate, it is important to be aware of the etiquette of electronic communication. The following tips and hints are intended as aids to promote the appropriate and effective use of e-mail, at CIS and beyond. CIS does not allow abusive, disrespectful or slanderous emails.

1. Keep messages brief and to the point.
  - Who, what, when, why, where...
  - Write when you have something to say and a reason to say it
  - Write to confirm understanding
  - Write to create documentation
2. Keep the content professional/appropriate.
  - Write with the same respectful tone you use in verbal communications. Exhibit a courteous, conscientious and generally businesslike manner in the content. Please note that all capital letters in the text may be interpreted as the writer shouting at the reader.
  - Be careful with humor and sarcasm; the reader cannot hear the tone of your voice nor see the expression on your face.
3. Understand your audience and their preferences for receiving e-mail. If you do not know the receiver's preferences or are unsure, ask before sending.
4. Make the "Subject" line informative.
  - Put the action required of the receiver on the "Subject" line.
  - State the subject of the message clearly. Receivers are more likely to read messages they can easily identify and prioritize.
5. Put "FYI" at beginning of the Subject line if the message is simply to inform the receiver, no answer is required, and there is no urgency for reading.
6. Limit copies (cc:) to those who are involved and really need to know.
  - Do not send to those who you think might want to know or who might be interested.
  - Do not use cc: as an information service.
7. Do you have sender's permission to forward the email to anyone else?
8. Use of blind copies (bc:) when corresponding to classes or sections of the school and when parents or personal email addresses are included.
9. Use the option "Reply All" sparingly and only when there is a need to inform everyone that received the original message.

## **B. FOOD ALLERGY POLICY**

Cayman International School is committed to providing a safe school environment for its students. The school recognizes that food allergies, in some instances, may be severe and even occasionally life threatening. CIS is not an allergen free campus. The school's aim is to reduce the likelihood of severe allergic reactions of students with known food allergies while at school, and to increase the likelihood that appropriate medical treatment is available in the case of an allergic reaction. Ultimately the primary responsibility for reducing the risks associated with food allergies rests with the student and his parents. The school's policy is as follows:

### **SCHOOL'S PROCEDURES:**

- Information pertaining to a student's allergies will be shared with faculty and staff who have contact with the student, but otherwise will be kept as confidential.
- CIS will strive to provide food allergy and anaphylaxis training for faculty and staff as needed. This training will include information on how to recognize an allergic reaction and respond appropriately.
- In the case of a student with multiple, unusual, or life-threatening allergies, CIS will require the student/family to provide lunch and snacks to ensure the student's safety. Written signed permission from the family submitted to the Director in regards to purchasing food at school can be considered on a case-by-case basis.
- CIS may designate a table in the student's lunch eating area as "Allergy Aware" if helpful.
- CIS cannot guarantee that products with peanuts, tree nuts, or shellfish ingredients or other food allergens will never be present on campus or at school events. Likewise, CIS cannot monitor products sold at athletic events or special student sales, products brought for parties or celebrations, products brought on campus by non-school groups, or products served on off campus trips. Therefore, persons with severe food allergies must carefully monitor their food in these situations.
- CIS will notify the classroom parents if there is a child in the class with severe life-threatening allergies. A sign stating that the homeroom is to be free of the products associated with the food allergens will be posted on the classroom door. Counseling for students and educational resources for parents will be available to support compliance in the homeroom of a child with severe life-threatening allergies.
- CIS will provide information on how to be a supportive friend for the students and parents in the class with a child who has life threatening food allergies.
- CIS will require the parents or guardians of a child with life-threatening allergies to acknowledge that they are fully aware of the extent to which CIS is committed to

student safety and fully aware that CIS cannot guarantee that a student will never experience an allergy-related event at school or at a school sponsored trip or event.

**PARENT/STUDENT RESPONSIBILITY:**

- Parents of students with life-threatening allergies must provide the teacher and administration with emergency medications and a written medical treatment protocol for their student addressing allergy-related events. The protocol and medication must be provided prior to the beginning of the school year or at any time during the year when the child is diagnosed with severe allergies.
- The school office will maintain the medication and information according to the current emergency medical treatment policy. If the child is in Nursery to Grade 5, the medication and information will be kept in the school office and in the child’s classroom. If the child is in Grades 6-12, the medication and information should be kept in the office, but a student may carry and administer his own Epi-pen with written permission from his doctor and parents. In all cases, it is the parent’s responsibility to be sure that medication is accessible during school hours and within its expiration date.
- Parents are responsible for educating their child about managing his allergy at school, including identifying “safe foods” by reviewing the lunch menu together, contacting the food service director for ingredient listings and reinforcing that the student should ask for help if he is unsure about choosing foods in the lunchroom or classrooms.
- If parents are uncertain about possible exposure to allergy-causing foods, they should provide meals or treats for their child.
- Parents of students with severe, multiple or unusual food allergies may be required to provide meals or snacks for their children. Written signed permission from the parents or guardians submitted to the Director in regards to purchasing food at school can be considered on a case-by-case basis.
- Parents of Nursery to Grade 5 students may provide their child’s teacher with a supply of safe snacks to reduce the likelihood of accidental exposure.
- Cayman International School cannot guarantee that a student will never experience an allergy-related event while at school. CIS is committed to student safety, and therefore has created this policy to reduce the risk that children with allergies will have an allergy-related event.

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**ACKNOWLEDGEMENT**

All parents will be asked to acknowledge that they have read the Food Allergy Policy of Cayman International School in the back-to-school contracts packet. They will acknowledge they are fully aware of the extent to which CIS is committed to student safety and fully aware that CIS cannot guarantee that every child will never experience an allergy-related event at school or on a school sponsored trip or event

## **C. MINISTRY OF HEALTH ILLNESS AND SCHOOL ATTENDANCE POLICY**

**Chicken Pox:** A child with chicken pox should remain home until all lesions are crusted over, which may take about 5-7 days.

### **Conjunctivitis (pink eye)**

a) **Bacterial:** child should remain home from the time his/her eyes become red and draining until 24 hours after commencing antibiotics

b) **Viral:** child should stay home for 5-7 days, during which time they will be contagious.

**Diarrhea and/or vomiting:** child should be kept home until he/she has been symptom free for 24 hours.

**Temperature:** if the child has a temperature of 100 degrees Fahrenheit or above he/she should be kept at home until he/she has been symptom free for 24 hours.

**Throat Infection:** child should be kept home until 24 hours after commencing antibiotics.

**Ear Infection:** the child can be in school 24 hours after commencing antibiotics if the pain is not too severe to prevent the child from participating in activities.

**Pediculus (Head Lice):** the child can be in school once treatment has started, however he/she should be excluded from activities likely to cause exposure to other children.

**Ringworm:** the child can return to school once treatment has started; however he/she should be excluded from activities likely to cause exposure to other children.

**Impetigo:** the child should be kept home until treatment has started and all lesions are crusted over.

**Cold & Flu:** if symptoms are mild, the child can be in school. The child should be kept home if he/she generally does not feel well, has a persistent cough or is congested. The child should be kept home until any fever has subsided for 24 hours.

**Cold Sores:** A child with open blisters should be kept home if he/she is not able to comply with good hygiene practices: i.e. is a biter, drools uncontrollably, or mouths toys that other children may in turn put in their mouths. Return to school once the lesions are crusted and no longer weeping. Cover with a dressing where possible.

## D. CIS SCHOOL SONG

by Angela Morone

We stand together, blends of new and old, challenged in our school we grow.  
We stand for character, knowledge and service.  
Blessed with talent, strength and pride,  
We move together, we soar to fly.

**Refrain:** CIS please dare us to find a driven spirit with honor by our side.

As the colors of the Cayman parrot spread wide,  
We take pride in our countries far and wide.  
CIS please dare us to find the same bright spirit in these friendships that bind.

**Refrain:** CIS please dare us to find a driven spirit with honor by our side.

Turtles of green, iguanas of blue, our time together always hold true.  
Turtles of green, iguanas of blue, our time together always hold true.

**Refrain:** CIS please dare us to find a driven spirit with honor by our side.



## **E. NATIONAL ANTHEMS**

### **BELOVED ISLE CAYMAN NATIONAL SONG**

O, land of soft fresh breezes,  
Of verdant trees so fair,  
With thy Creator's glory  
Reflected everywhere.  
O sea of palest em'rald,  
Merging to darkest blue,  
When'ere my thoughts fly Godward,  
I always think of you.

Chorus: Dear verdant island, set  
In blue Caribbean Sea,  
I'm coming, coming very soon,  
O beauteous isle, to thee.  
Although I've wandered far,  
My heart enshrines thee yet.  
Homeland, fair Cayman Isle,  
I cannot thee forget.

### **NATIONAL ANTHEM**

God save our gracious Queen,  
Long live our noble Queen,  
God save the Queen!  
Send her victorious,  
Happy and glorious,  
Long to reign over us,  
God save the Queen!



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