



Dear Parents,

We would like to extend a very warm welcome to all families at Chinese International School Manila. Our partnership with you is very important to us and we look forward to working together to make your child's experience at CISM a rewarding and safe learning journey.

CISM's curriculum is learner-centered and we strive to nurture the full potential in every student.

We are a mission-driven school and our decision-making is shaped not only by our core values of change, integrity, service, and meaning, but likewise by our goal to educate, engage and empower your child.

As the year unfolds, we encourage your involvement and feedback. We recognize that open communication builds trust, which in turn allows our diverse and dynamic community to flourish.

Please take time to read this handbook and ask the teachers any questions as they arise. We look forward to a great school year with all of you.

Ma. Fleurica Miranda

Early Years and Elementary School Managing Director

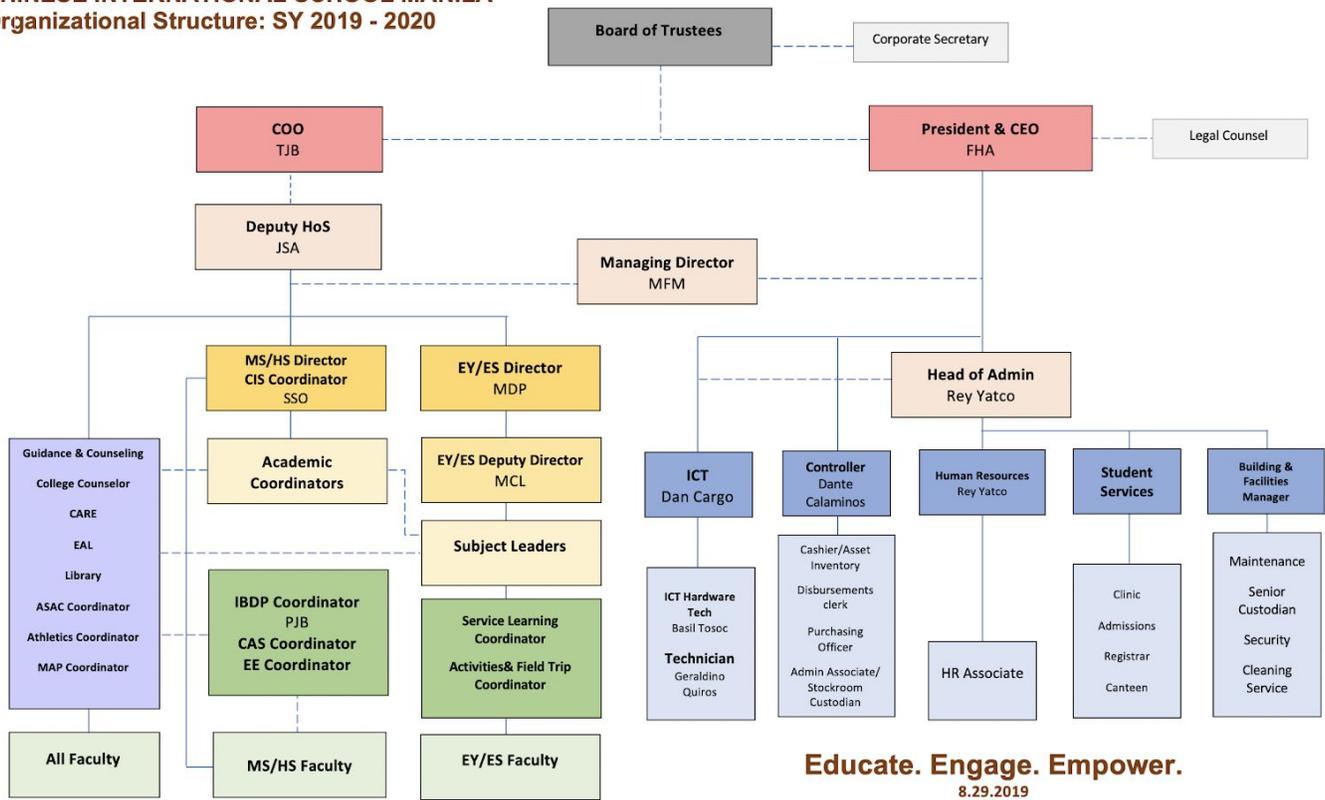
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CHINESE INTERNATIONAL SCHOOL MANILA
Organizational Structure: SY 2019 - 2020



Educate. Engage. Empower.
 8.29.2019

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Vision, Mission and Core Values

Chinese International School Manila educates a dynamic community of learners based on American curricula and the IB Diploma programme. We cultivate the intellectual, artistic, emotional, physical and social well-being of our students in an intercultural and international-minded environment.

VISION

In pursuit of academic excellence to nurture global citizens

MISSION

Educate. Engage. Empower.

VALUES

- be the **C**hange that you seek;
- uphold **I**ntegrity at all times;
- provide **S**ervice to make a difference;
- lead a **M**eaningful life.

PHILOSOPHY

We believe that students work in partnership with their teachers and their families to become:

- curious, lifelong learners;
- analytical, critical, reflective, collaborative and creative thinkers and doers;
- bilingual with an intercultural perspective;
- effective, open-minded and confident communicators;
- I.C.T. literate, applying I.C.T. responsibly and ethically in our interconnected and virtual world;
- respectful and appreciative of diverse beliefs, views, ideologies, values, experiences, traditions and cultures;
- proactive, determined risk takers in the face of change;
- compassionate individuals who conserve, sustain and safeguard our environment and ecosystem.

The Early Years and Elementary School Program

The Early Years (EY) is comprised of Nursery, Pre-Kindergarten and Kindergarten, while the Elementary School (ES) is made up of five (5) year levels from Grade 1 (**at 6 years old**), to Grade 5. The EY/ES program acknowledges that learning needs to be relevant, purposeful, and fun! We believe that engagement is the most natural kind of learning. While following a standards-based curriculum, the skills are built in developmentally appropriate ways through hands-on activities that take place in a warm and nurturing environment. The program is committed to keeping alive the students' curiosity to explore and discover, while building a secure foundation for their growth. The ability to creatively form ideas, evaluate information critically, and think independently is as important as the ability to absorb facts and information.

BUILDING RELATIONSHIPS

The EY classroom consists of a homeroom teacher and a teaching assistant, while the ES classroom has one homeroom teacher. Teachers value the time spent in getting to know each student and interact with them in a variety of situations. Diverse ways to develop the skills and dispositions of the students are applied. Through communication and learning opportunities, students develop meaningful relationships with their teachers.

BALANCING APPROACHES

Apart from written work, teachers prepare hands-on activities like experiments, role play, arts and crafts, song or dance, and games. Activities vary from whole class to small group work, pair work to independent work. These strategies cater to the multiple intelligences and different learning styles of the students.

Indoor Play and Outdoor Play are also an integral part of the class schedule. It is through play that students, especially in the Early Years, learn best. Research shows that play helps children learn how to work with others and solve problems. It develops their imagination, independence, creativity and confidence. It likewise allows them to use language, understand cause and effect, and learn how to negotiate, take turns, compromise, and make and follow rules. Play is a great way to develop gross and fine motor skills, as well as social and emotional skills while taking a break from academics.

ENCOURAGING INDEPENDENCE

Developing independence is an important part of our EY/ES program. Parents can encourage their children to do things by themselves and can make sure that all caregivers also do this. Ways to support this are having them:

- Put their clothes, socks and shoes on;
- Carry their bag;
- Open their food containers and water bottles;
- Eat on their own;
- Proceed to their After School Activity as soon as class is dismissed, except for Nursery to Grade 1 students who are escorted by an adult.

WORKING IN PARTNERSHIP WITH PARENTS

The school values the partnership between school and home, and its impact on developing each individual child. There are many channels of communication that can open up dialogue between parents and teachers:

- **New Parent Orientation** - At the beginning of the school year, a meeting is set to provide new parents with general information about the school.
- **First Day Handout** - On the first day of school, students bring home a letter with background information about their homeroom teachers and general classroom guidelines.
- **Assignment Notebook/Student Planner and Email** - Both parents and teachers may use the Assignment Notebook/Student Planner and email to communicate any announcements, letters, homework and other concerns.
- **Class Blog** - Teachers provide monthly updates via class blog on student learning that takes place inside and outside the classroom.
- **Weekly Newsletter** - Parents receive a weekly newsletter via email.
- **Web Page** - This website (www.cismanila.org) contains the student handbook, the program guide and the calendar of events – all of which are updated on a regular basis.
- **Parent-Teacher Conference (PTC)** - PTC is held once per semester. Parents are notified to schedule via Appointy in PowerSchool.
- **Student Report** - The Student Report may be viewed via PowerSchool twice a year – once per semester. Parents are notified via email once these are available.
- **Face-to-Face Meeting** - Parents can make appointments through direct email to the concerned teacher.
- **Coffee Mornings** - Parent sessions that are organized either by the Parent Support Association (PSA), Guidance Counselor, EY/ES Director, Deputy Head of Schools, Head of Schools or President

Parents may also be invited to share their expertise and experiences that are related to the topics discussed in class.

Schedule

Class schedules are given out on the first day of school. Students are expected to come in ready for school at 7:30 AM. **Wednesday is Late Start and students should be in school by 8:20 AM.**

EY students are dismissed at 2:15 PM. while ES students are dismissed at 2:30 PM. Only authorized adults are allowed to pick them up.

Students may be dropped off and picked up either at the front lobby or back entrance of the school. To make the drop-off and pick-up easier for everyone, please take into consideration the need to keep traffic flowing and kindly avoid parking or waiting along the school driveway.

Parents, caregivers, helpers, drivers and bodyguards are not allowed to loiter on campus throughout the school day.

EARLY BIRDS

Students are allowed entry to the school premises beginning 7:00 AM, except for Late Start which begins at 8:00 AM.

Below are the designated areas for both students and their belongings while waiting for classes to begin:

Grade Level	Bag Area	Waiting Area
Nursery Pre-Kindergarten	assigned cubby holes outside their respective classrooms	MPH
Kindergarten	designated bag area on the 1st floor	MPH
Grades 1 to 3	designated bag areas on the 1st floor	Cafeteria
Grades 4 and 5	assigned cubby holes outside their respective classrooms	Lower School Library

DISMISSAL

Students should be picked up from school on time to ensure that they get the rest that they need and are ready for the next school day. Students going home with friends, or leaving school early must email the Admissions and Advancement Office or provide a signed written notification beforehand.

In cases when the authorized fetcher is late, students may wait in the following designated areas:

Grade Level	Bag Area	Waiting Area
Nursery Pre-Kindergarten	assigned cubby holes outside their respective classrooms	Nursery or Pre-Kindergarten Classroom
Kindergarten	outside Nursery or Pre-Kindergarten Classroom	Nursery or Pre-Kindergarten Classroom
Grades 1 to 5	designated bag areas on the 1st floor	Cafeteria

Students with no clubs or after school activity should be picked up at dismissal. They are not allowed to loiter in the hallways nor in classrooms or common areas like the gym.

EARLY RELEASE

During certain school events, an early release schedule will be sent out to parents.

CLASS SUSPENSION

In the absence of a declared Storm signal, the Head of Schools or President may suspend or cancel classes if there are threats to local and/or national security, force majeure, potential calamities, or #WalangPasok, subject to advice from appropriate local or national government agencies.

You may get information regarding school closure through the following:

- Globe Text connect
- Facebook: Chinese International School Manila
- Twitter: @ILoveCISM
- Landline: (02) 798-0011

Please be guided by the table below during Typhoons:

Weather Announcement	No Class
Typhoon Signal No. 1 (% Philippine Atmospheric, Geophysical and Astronomical Services Administration or PAGASA)	Nursery Pre-Kindergarten Kindergarten
Typhoon Signal No. 2 (% PAGASA)	Nursery to Grade 5
c/o Taguig City Local Government	Nursery to Grade 5

If Storm Signal No. 2 is declared before 5:30 AM, CISM will close and an announcement to parents will be made as soon as possible. If Storm Signal No. 2 is declared after 5:30 AM and/or should the school be in session when the announcement is made, parents or authorized persons may pick up their child(ren) at anytime from the Admissions and Advancement Office. CISM will remain open until the end of the school day. Afternoon activities will be cancelled and all students must leave campus by 2:30 PM.

DISTANCE LEARNING

To compensate for classes missed during class suspensions or cancellations (#WalangPasok), the school implements its Distance Learning Program, in which the teachers provide supplementary activities for the children to accomplish while away from school. These activities are sent to the parents in the morning via email, and the teachers are available online from 8:00 AM to 3:30 PM of that day for any questions or clarifications regarding these activities.

Attendance

Attendance is important because it is linked to student success. Parents can write or email the Admissions and Advancement Office a day in advance if they know that their child will be absent or tardy the following school day.

Absences are classified as excused or unexcused. The following are some reasons acceptable for **excused** absences: illness, crisis in the student's family, observance of major religious festivals, passport and embassy appointments. It is expected that parents monitor their child's attendance through PowerSchool Parent Portal. If a student breaches 20% of unexcused absences during the school year or semester, he/she may be given a failing grade and given no credit for the coursework.

PUNCTUALITY

Students are expected to arrive in school on time for their homeroom block each morning and to arrive punctually for all their following classes. In cases of tardiness, students should go to the Admissions and Advancement Office to secure a late slip, which will then be presented to the teacher. If students are repeatedly late for school, parents will be notified by the Early Years and Elementary School Director via email in order to reach a solution to the issue. A copy of this email will be kept in their student file.

Dress Code

Students should be clean, neat, and groomed. In the interest of safety, hair should be tidy and only stud earrings may be worn.

SCHOOL UNIFORM

The school uniform is worn everyday unless otherwise indicated. The following items may be purchased directly from the Operations Office:

CISM polo shirts, available in different colors (black, white, maroon, yellow)
Khaki skort (girls)
Khaki trousers (boys)

Footwear is white socks and black shoes with flat heels.

P.E. UNIFORM

The P.E. uniform is worn during P.E. days. **Students change back into their CISM polo shirts after.**

The following items may be purchased directly from the Operations Office:

P.E. shirt
Maroon shorts

Footwear is white socks and trainers or rubber shoes of any color.

FREE DRESS FRIDAYS

Students have the option to wear casual clothes every Friday; however, they should dress appropriately, respectfully, and in a manner that demonstrates they are proud of their school.

The school discourages nail polish, make-up, jewelry (except for stud earrings), flamboyant hairstyles, and immodest style of clothes including short shorts and hanging shirt or top.

The Early Years and Elementary School Curriculum Overview

The Nursery and Pre-Kindergarten curricula at CISM are guided by the California Preschool Learning Foundations, which is aligned with the Common Core State Standards. The curricula of Kindergarten through Grade 5 are guided by the Common Core State Standards, Next Generation Science Standards, and Project American Education Reaches Out. These are uniquely designed to reflect the needs, cultures, and histories of its multinational community and host country. The school aims to nurture individuals who are attuned with their local identities, while recognizing that their diversity is a vital characteristic of being part of a larger community. Students practice open-mindedness, and embrace common humanity. They discuss, work collaboratively and take responsible action to help achieve equity, peace and sustainable development. The school helps them realize their full potential in a safe environment whilst instilling the core values of change, integrity, service and meaning.

Using carefully researched educational practices and a wide range of international resources, CISM is committed to providing the highest standard of education to ensure that the students will be equipped to apply to the best colleges and universities in the world.

English Language Arts, Mathematics, Science, Social Studies and Mandarin are considered core subjects. The first four (4) subjects are taught by the Homeroom Teacher, except for Grades 4 and 5 where team teaching takes place. Specials include Music, Visual Arts, Physical Education and Digital Literacy. Mandarin, along with the other specials are taught by the Specialist Teachers.

ENGLISH LANGUAGE ARTS

Literacy gives students the power to use the English language as a means to express and to communicate their experiences, thoughts and feelings. Students develop the basic skills of reading, writing, listening, and speaking for a range of purposes. This includes the ability to adjust the language form and content to respond to different contexts, purposes and audiences.

Learners need to be able to use language to compose creatively and to comprehend critically. They need to recognize its impact on them, and make judgments about what is being said and shown to them. In this globally connected world, the skills of communicating in languages other than their own, and learning to understand intercultural exchanges, lead to an appreciation of language and of cultural diversity. This enriches the life experience of individuals and their community.

The English Language Arts (ELA) curriculum is based on the California Preschool Learning Foundations and the Common Core State Standards (CCSS), which aim to target the following:

- Students listen to, understand, respond to and use oral language effectively in various contexts.

- Students read a wide range of reading material such as literary and informational texts.
- Students apply a wide range of reading strategies in order to comprehend, interpret, evaluate and appreciate texts.
- Students use the writing process to write with fluency, clarity, and precision.
- Students write effectively for a variety of purposes and audiences.
- Students apply knowledge of language structure and language conventions in writing.
- Students use a variety of technological and informational resources for a range of purposes.

MATHEMATICS

The California Preschool Learning Foundations and the Common Core State Standards (CCSS) in Mathematics recognize the different individual needs of the students in the way they learn, the speed at which they learn, and the different resources they need to support learning. This promotes participation by all students to the given expectations at each grade level, and is supported by different resources, including manipulatives, games, texts, technology-based activities, and concept-based, learner-centered pedagogy. It emphasizes the acquisition of a range of math knowledge, understanding and skills. Students then apply these in a variety of everyday contexts and situations.

Furthermore, the standards aim to help students build a solid foundation and conceptual framework necessary to enable them to apply their knowledge and skills successfully in their daily lives. Basic Math facts or operational skills remain an important focus; at the same time, students are given opportunities to investigate ideas and concepts by means of solving problems to understand further mathematical principles.

SCIENCE

The Science curriculum adheres to the California Preschool Learning Foundations and Next Generation Science Standards (NGSS), which are designed to make concepts more closely resemble the way scientists think and work. It aims to build a scientific attitude and outlook in students who are guided to observe, question, design experiments, analyze data and communicate the results to the community. Students gradually deepen their understanding of scientific ideas over time by engaging in different practices that scientists and engineers actually use. This particular framework provides a sound, evidence-based foundation for standards by drawing on current scientific research – including research on the ways students learn science effectively and enjoyably.

SOCIAL STUDIES

The Social Studies curriculum follows the California Preschool Learning Foundations and Project American Education Reaches Out (Project AERO) standards, which focus on eight (8) big ideas for learning:

- **Standard 1 (Time, Continuity, and Change)** Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.
- **Standard 2 (Connections and Conflict)** Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
- **Standard 3 (Geography)** Students will understand the interactions and relationship between human societies and their physical environment.
- **Standard 4 (Culture)** Students will understand cultural and intellectual developments and interactions among societies.
- **Standard 5 (Society and Identity)** Students will understand social systems and structures and how these influence individual.
- **Standard 6 (Government)** Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.
- **Standard 7 (Production, Distribution, and Consumption)** Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
- **Standard 8 (Science, Technology, and Society)** Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

MANDARIN CHINESE

The language of instruction at CISM is English, with daily Mandarin language classes for all grade levels. Mandarin is centered on the four (4) areas of language learning skills: listening, speaking, reading, and writing.

The Mandarin curriculum is aligned with the standards of American Council on the Teaching Foreign Languages (ACTFL), which focuses on the five (5) Cs of World-Readiness Standards for Learning Languages:

- **Communication** - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- **Cultures** - Interact with cultural competence and understanding.
- **Connections** - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.
- **Comparisons** - Develop insight into the nature of language and culture in order to interact with cultural competence.
- **Communities** - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Students build their Chinese vocabulary and language structures through exposure to authentic songs, poems, stories and other classroom materials. The activity and theme-based curriculum enables them to relate learning to their daily life experiences. Students acquire and develop practical communication skills rather than rote memorization. Moreover, the Chinese heritage and culture are interspersed

within the lessons.

MUSIC, VISUAL ARTS, PHYSICAL EDUCATION, AND DIGITAL LITERACY

Visual Arts, Music, and Physical Education are guided by the California Preschool Learning Foundations and Common Core State Standards. Digital Literacy is guided by the International Society for Technology in Education (ISTE) Standards.

The Visual Arts program strives to give students the skills they need to make them confident artists, and to foster a life-long appreciation of the arts. Students are exposed to a variety of influences to teach them about the world of art, introduce them to new materials and techniques, and to inspire their own work.

The role of Music in the school curriculum is to foster creativity, compassion, confidence and skill through music and performance. It encourages students to appreciate, respect and understand diversity, and strives to instill love of music and the expressive powers therein.

The Physical Education (P.E.) program aims to help students develop the competencies and confidence necessary for successfully incorporating regular physical activity into their lives. Students participate in a variety of sports and other activities, and face challenges as individuals and as a team.

Digital Literacy experiences are based on practical, relevant tasks that will give students the opportunity to become responsible, competent and independent digital citizens by the time they leave Elementary School. Internet access is available in all classrooms for research and other online educational activities through the use of iPads. Students are taught to access the Internet responsibly and safely.

Assessment

Assessment refers to all the methods used to gather evidence and materials to evaluate and give feedback, record and report progress towards intended learning.

We assess student learning for a range of different purposes:

- Assist learning in relation to outcomes;
- Make judgments about achievements;
- Evaluate the effectiveness of teaching programs;
- Inform decisions about future learning.

Teachers plan for various forms of formative and summative assessments which allow students to demonstrate their knowledge, understanding and achievement in different ways. Tools and strategies include performance tasks, written work and anecdotal records.

Teachers assess and report individual student performance to parents through parent conferences and student reports that are released twice a year via PowerSchool.

Students in Grades 3 to 5 take formal external assessments namely, Measures of Academic Progress (MAP) and Youth Chinese Test (YCT). MAP testing is done twice a year to assess their performance in the areas of Reading, Language Usage, and Mathematics. YCT exam is done once a year for leveling purposes, which begins in Grade 4. The diagnostic information provided by the results of both assessments, assist in evaluating student progress and whole school benchmarking.

STUDENT REPORT

The Student Report may be viewed in PowerSchool at the end of each semester. Students are assessed based on their progress towards meeting academic learning objectives in all core and special subjects. The following achievement scale is used:

- 5 – Performing Beyond Grade Level Standards
- 4 - Mastering Grade Level Standards
- 3 – Meeting Grade Level Standards
- 2 – Progressing Towards Grade Level Standards
- 1 – Below Grade Level Standards
- NA – Not Assessed

Students are also assessed based on their behavior, work habits and social responsibility. Short narratives are provided by core subject teachers.

Homework

Homework is given to help our students internalize their learning, and consolidate their skills. It is important that students complete the homework by themselves. As an independent activity, it encourages students to be responsible, to be aware of time management, to value perseverance – all of which can help build a sense of self-esteem.

Reading is a vital aspect of development. Providing daily opportunities for reading improves comprehension and fluency and helps build vocabulary and writing skills. It is recommended that students spend a minimum of 15-20 minutes each day reading.

Assigned homework is given out or written down in the Assignment Notebook/Student Planner, which parents have access to on a daily basis.

Grade Level	Maximum Homework Time Per Day
Nursery Pre-Kindergarten Kindergarten	None
Grade 1	10 minutes
Grade 2	20 minutes
Grade 3	30 minutes
Grade 4	40 minutes
Grade 5	50 minutes

Learning Resources

School-owned books and materials should be treated with respect and returned when requested, or parents may be charged replacement costs for any lost or damaged items.

LOWER SCHOOL LIBRARY

Nursery to Grade 2 students have Library classes once a week. Apart from this, all students have access to borrow and return books to the school library from Monday through Friday, 7:00 AM until 4:00 PM. Parents are also welcome to use the library at the end of the school day from 2:30 PM till 3:30 PM. Books may be checked out for a period of one week. The number of books which may be on loan at any one time is:

Nursery	2 books
Pre-K and Kindergarten	4 books
Grade 1 and up	4 books + 1 magazine
Parents	5 books

Borrowers with overdue materials may not check out books. However, library privileges are restored once the book is returned. Responsibility for all materials checked out rests with those who check out the materials. An assessment based on the full cost of replacement including administrative and handling fees, and freight charges, will be made for lost or damaged materials.

Learning Support

The school, at any point in the year, may require a student to be assessed by an outside specialist. The cost of the assessment will be borne by the parents. This assessment will assist in determining if the student is in need of the school's Learning Support programs.

REMEDIALS AND TUTORIALS

After applying differentiation strategies in class, teachers may provide remedial sessions between 2:30-3:30 PM two days per week to provide academic support to students from Grades 1 to 5 who need further assistance in meeting grade-level expectations.

Private tutorials with a teacher other than homeroom, which begin at 3:30 PM, may be arranged through the Admissions and Advancement Team.

GUIDANCE AND COUNSELING

The Guidance and Counseling Program aims to maximize the potential of the students by fostering their social, emotional, behavioral and personal growth at each stage of their development along with essentially learning in school. The Guidance Counselor works in collaboration with parents, teachers, administrators and other related professionals to come up with the most effective methods when providing support.

Over the course of the school year, initial interviews for new students and routine interviews for old students are conducted to know how they are doing. Class sessions, as well as individual and group interviews and counseling sessions are likewise conducted to assist students with concerns arising from behavioral, personal and/or family conditions that affect their overall learning. These sessions intend to help students gain more insight about their attitude, become mindful of their actions and behavior, discover their interests and capabilities, and learn how to make good and wise decisions.

CISM'S ALTERNATIVE RESOURCES IN EDUCATION

CISM's Alternative Resources in Education (CARE) Program is committed to working with parents and other professionals to effectively and efficiently serve students with unique challenges and abilities. The program requires an additional fee in order to provide support and guidance for students to meet the requirements of the curriculum with accommodations, adaptations, and specially designed instruction.

Students who are enrolled in the program are offered two (2) levels of CARE support; they are either pulled out or assisted in class by a CARE teacher during ELA and/or Math. They are NOT eligible for any academic achievement awards but can receive class awards.

Below is the referral process:

Phase 1	Recognition/Identification/ Intervention	Teachers Guidance Counselor EY/ES Director and Deputy Director
Phase 2	Pre-Referral	Parents Teachers Guidance Counselor EY/ES Director and Deputy Director
Phase 3	Referral for CARE Evaluation	Parents Teachers Guidance Counselor CARE Teachers
Phase 4	Psycho-Educational Assessment	Teachers CARE Teachers Medical Doctor/Psychologist Related Service Providers
Phase 5	Eligibility	IEP Team
Phase 6	IEP Meeting	IEP Team
Phase 7	IEP Implementation	IEP Team
Phase 8	Re-Evaluation	IEP Team

***IEP** - Individualized Education Program

***IEP Team** - consists of parents, teachers, CARE teachers, Guidance Counselor, EY/ES Deputy Director and EY/ES Director

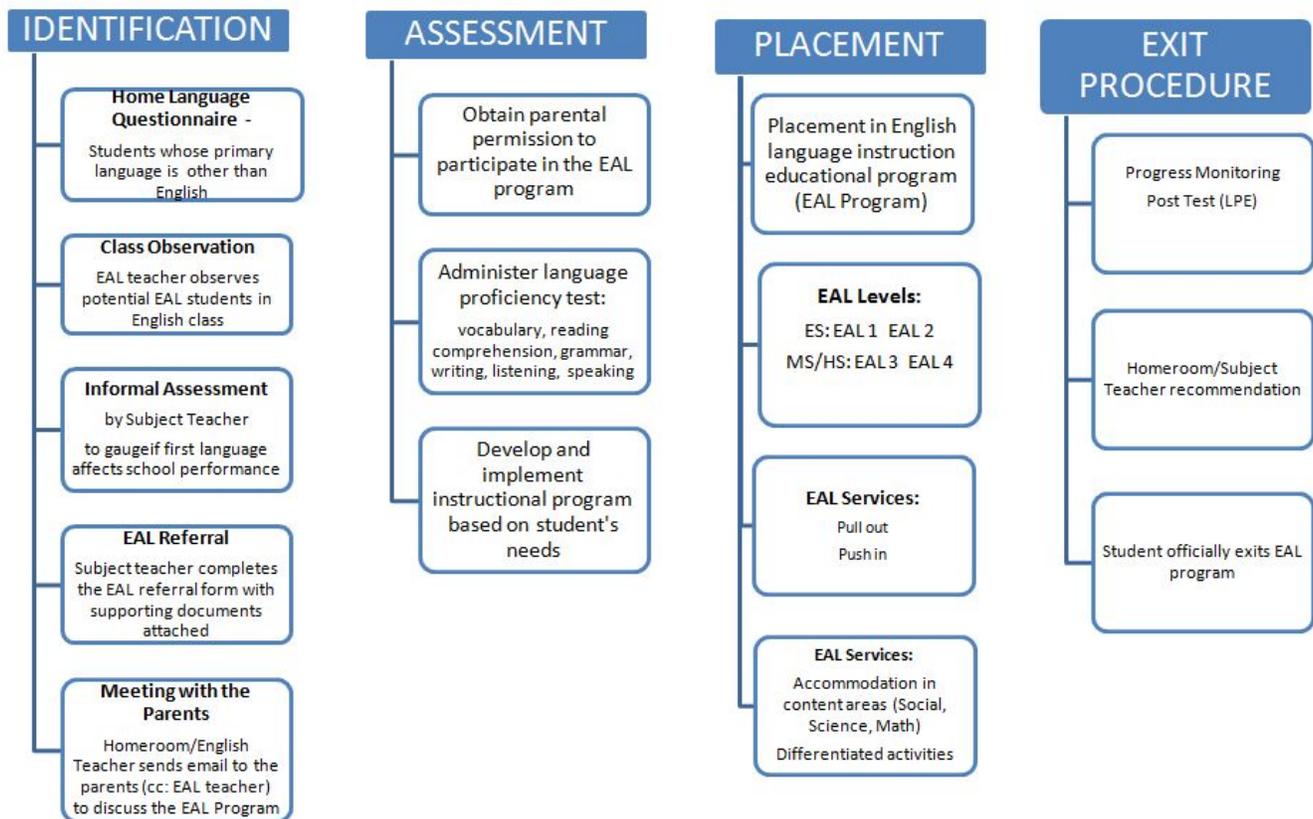
ENGLISH AS AN ADDITIONAL LANGUAGE

English language learners, often referred to as EAL students, are those whose primary language or languages at the home are other than English. For this reason, they require additional services in order to develop their individual potential to be successful.

The school offers the English as an Additional Language (EAL) Program as part of its commitment to provide equitable learning opportunities to students from Grades 2 onwards with various cultural beginnings. The program requires an additional fee and aims to prepare the non-English speaking students for entry into the regular school curriculum and provide the educational opportunities that will enable them to be independent learners who are successful in the classroom.

Below is the referral process:

EAL FLOWCHART



Service Learning

The CISM program integrates active and engaged involvement, learning, and development in meaningful service that meets the authentic needs of the community and achieves curricular objectives. Proactive and responsible interaction with partner organizations such as MoveEd (www.moved.org.ph) and Tetra Pak Philippines (www.tetrapak.com/ph) enhances the students' capacities to be analytical, critical, reflective, and creative thinkers and doers. CISM students tap into their interests, skills, and talents to investigate relevant community issues. The dynamic process leads them to prepare, plan, take action, collaborate, demonstrate, then reflect on the results and outcomes of their hard work.

After-School Activities and Clubs

The school provides opportunities for students to engage in safe and fun recreational activities that extend their educational experience

After-School Activities and Clubs (ASAC) meet from 2:30 PM onwards and are open to students from Nursery to Grade 5. Each semester, a list of clubs is sent out to parents, and slots are reserved on a first-come, first-served basis. For paid clubs, parents can reserve once payment is made through the school cashier. Clubs that do not meet the minimum number of participants will not push through, and parents will be notified.

Sports clubs are only offered to children from Kindergarten to Grade 5.

It is the student's responsibility to proceed to the venue and/or classroom as soon as class is dismissed. Only Nursery to Grade 1 students are escorted by an adult. **Students with no club or after school activity should be picked up at dismissal. They are not allowed to loiter in the hallways, classrooms, and common areas like the gym.**

General Information

BIRTHDAY CELEBRATIONS

Birthday celebrations at school are optional. For those wishing to celebrate their birthdays in school, parties should be held in the classroom and coordinated at least one (1) week in advance with the homeroom teacher. Lunch schedules are used for birthday celebrations, which include setting up, eating, any other special activities, and cleaning up. Parents or guardians are welcome to assist and should be mindful of allergies, during the celebration. **In order to maximize your child's time for learning, no academic blocks may be used for the celebration.**

Helium balloons, face-painting, and magic shows are **not** allowed in school.

CAR STICKERS

Every year, each student is entitled to two (2) car stickers which can be collected from the Operations Office. These car stickers, when attached to the windshield, entitle the bearer to enter the school premises. Only vehicles with CISM car stickers may enter the campus.

CHANGE OF CONTACT DETAILS

Parents need to inform the school of any change(s) in the following: residential address; parent or guardian contact numbers; email address; all other information pertinent to parent and school communication. Demographic information may be updated in the PowerSchool Parent Portal. Additionally, an Update Form is available at the Admissions and Advancement Office.

CLINIC

The school clinic recognizes that promoting the health of our students requires close coordination and collaboration with their parents, doctor(s), and teachers. Parents are responsible for providing and furnishing the clinic with necessary information and updated documentation that will help in addressing the health/emergency needs of their children.

Parents are advised to keep their children at home if they are sick. The following conditions serve as additional guidelines for keeping them at home:

- contagious disease (**return to school with medical clearance**)
- diarrhea
- fever of 37.8°C or above before medication is taken

- persistent cough
- persistent pain (head, stomach, tooth, etc.)
- pink eye or conjunctivitis (**return to school with medical clearance**)
- runny nose
- skin rash (**return to school with medical clearance**)
- sore throat
- vomiting

EMERGENCY PROCEDURES

The school carries out emergency drills every year to familiarize and train the students with procedures in cases of emergencies such as fire, earthquake, lockdown and evacuation.

GADGETS, TOYS, AND OTHER PERSONAL BELONGINGS

Students are not allowed to bring their gadgets (cellphones, iPads, electronic/entertainment devices, laptops, etc.), toys, money, and valuable jewelry to school. Any other personal belongings that they bring to school should be clearly labeled with their first and last names. Uniforms are advised to be labeled as well. Parents who need to contact their child(ren) during the school day may do so by calling the Admissions and Advancement Office. The school will not be responsible for the loss of these items.

PLAYGROUND USE AFTER SCHOOL

The playground is only available after school to students who are accompanied by a parent or guardian. After school faculty supervisors are positioned on the ground floor hallway and cafeteria only.

SNACKS AND LUNCH

Students may buy breakfast, snack and lunch in the school cafeteria from 7:00 AM until 4:00 PM. The most efficient way to avail of cafeteria food is through its pre-pay system, whereby parents load an amount of money with the cafeteria. Deductions are made based on the student's purchases. For those bringing snacks/lunch from home, parents are requested to pack **healthy** meals. Sharing is discouraged due to some child(ren)'s allergies, dietary restrictions, cultural and/or religious requirements.

VISITORS

Visitors should make an appointment with the Admissions and Advancement Office prior to the visit. Once in school, they will be asked to surrender some form of identification which will be exchanged for a “visitor” pass for the duration of the visit.

WITHDRAWING FROM SCHOOL

Parents need to notify the Admissions and Advancement Office and fill out a Withdrawal Slip. Minimum processing time for the Capital Development Fee (CDF) is one month. Once appropriate clearance is granted from the various departments, students may pick up their academic records. Students who wish to transfer to another school, and who need a copy of their Transcript of Records may apply for an official transcript, provided that their account with the school is in good standing and that the request is made at least one week in advance. A fee is charged for each additional copy after the first.