STUDENT & PARENT HANDBOOK 2026 - 2027

CEDAR INTERNATIONAL SCHOOL

For more information on any items in this documant, please refer to the full policy manual on the school website www.cedar.vg

Key Contacts

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Guiding Statements

Mission Statement
Cedar International School is committed to high quality international teaching and learning, diversity, inclusivity, community and well-being, believing that in embracing these values we are nurturing global citizens ready to positively impact society.

Vision Statement
Preparing global citizens for tomorrow's opportunities.

Definition of Global Citizenship
A global citizen is curious, observant, self-aware and values diversity. With an open-mind, they seek out opportunities and actively collaborate to bridge cultural barriers. In the midst of perceived differences, the global citizen adopts an attitude of consideration, respect, compassion, and sensitivity for the beliefs and cultures of others, while remaining committed to the objective of creating a more sustainable society for all people.

Shared Understanding of HIgh Quality Teaching and Learning

At Cedar, we believe high quality teaching and learning should be:

C – Collaborative
E – Engaging
D – Diverse
A – Authentic
R – Resilient
I – Inquiry-based
S – Student-centered

Collaborative – *captures the sense of working together in a learning community, from the importance of integrated planning at the teacher level to the collaborative nature of student learning exhibited by group work and projects to the importance of building a strong family-school partnership.*

Engaging – *captures the importance of having lessons that are engaging for students (high interest, dynamically delivered) but also the importance of engaging with the wider community to augment learning.*

Diverse – *captures the importance of differentiation to reach the diverse learners in our classroom as well as the importance of approaching topics in an inclusive way that respects and capitalizes on the diversity of our school community.*

Authentic – *captures the importance of bringing relevance into the skills and topics we are tackling in the classroom and the importance of assessing students in a way that allows them to authentically demonstrate their learning.*

Resilient – *captures our commitment to be resilient as an institution (adapting to changing circumstances to ensure a positive learning environment) while also building resilience in our students as they navigate new challenges and uncertainty.*

Inquiry-based – *captures the basic premise of inquiry-based learning that underpins an IB education and capitalizes on the natural curiosity and interests of our learners.*

Student-centered – *captures the promotion of student agency and the idea that our students and their positive development should be at the core of everything we do.*

The School Day

For primary students, the school day begins at 8:45am and ends at 3:00pm. For secondary students, the school day begins at 8:00am and ends at 3:00pm. Students arriving after 8:45/8:00 AM must report to the office before reporting to class. They will not be admitted to class without a late slip from the office.

Supervision of students is provided **starting at 7:45 AM**. Between 7:45 and 8:45 AM students must be in supervised areas. Parents arriving with students prior to that time should stay with their children until 7:45. **Supervision for EPYP1 and EPYP2 starts at 7:45am. Parents must accompany these students to the classroom and sign their children in.**

Students must be picked up promptly at the close of school. EPYP1 through PYP1 parents please pick up your children from the classroom. EPYP1 and EPYP2 must be signed out. PYP2-6 parents, please collect your child/ren from outside their classroom and ensure that they remain with you after collection. After 3:15 PM Primary students who are not in after school activities will be sent to **enrichment club or after school care** and parents will be charged accordingly. There is minimal supervision for Secondary students who are not in clubs after 3:15 and the school cannot assume responsibility for these students. They are permitted to work in the library when it is open and supervised or to sit in the atrium or at the picnic tables in the lunch area. Due to the lack of supervision and to the extensive co-curricular clubs programme, they will generally not be permitted to use the pitch, handball courts or basketball court.

Parents/guardians collecting students from school before 3:00 PM must sign them out at the front office, and sign them back in should they return.

If a student is to be picked up by someone other than a parent or guardian, the school office must be notified either through a note or a phone call by the child's parent or guardian so the information can be passed on to the teacher on duty. Children can only be dismissed with parental permission.

After School Care

After school care is available for children in grades EPYP1 to PYP6 between the hours of 3:15 PM and 5:30 PM on school days. A light snack is provided. There is a supplemental cost for this service and an additional cost for pick up after 5:30 PM.

After School Co-Curricular Clubs

Cedar provides a diverse range of after school co-curricular clubs. Each term a list will be sent out for student sign up. Please ask at the main office about after school clubs if joining the school mid-term. If a club begins later than 3:15, then students in EPYP1 through grade PYP2 go into after school care for the interim period. Students in grades PYP3 through PYP6 report to enrichment club at 3:15 PM and then move to after school care at 4:15 PM.

Cancellation of School

When an emergency condition makes it necessary to cancel school, it will be announced on radio station ZBVI (780 AM) and/or sent via email directly from the school. Whenever possible, this announcement will be made before 7:30 AM.

Attendance

1. An absence, early dismissal or late arrival is considered 'excused' when caused by sickness, family emergency, medical appointment or a recognised religious holiday. If known in advance, parents should notify the Front Office when a student will be absent. Extensions of vacation trips or excursions are not considered excused absences, and parents are strongly discouraged from taking family vacations during scheduled school days.

2. It is the students' responsibility to communicate with teachers in order to make up any homework and/or tests which have been missed due to an absence.

3. If the absences of a particular student reach 10% of the semester and the student fails to complete and submit the make-up work in a timely manner, he/she may be at risk for retention.

4. Any secondary school student who misses an end of semester exam due to an absence will be charged a $50 per exam fee. This fee will cover teacher time needed to develop and proctor a separate exam for the student.

Late arrival/accumulation of absences (Secondary only)

1. Secondary students accumulating over five late arrivals to school in one semester will receive a one-hour detention. This will be accompanied by a letter home to the parent.

2. The second time such a situation occurs a meeting will be scheduled with parent(s) to discuss the causes and possible solutions to the problem.

Academic Programmes and Services

Grades EPYP1 – PYP6

Cedar is authorised to teach the **IB Primary Years Programme (PYP)**. The curriculum is organised into 6 trans disciplinary themes: Who we are, Where we are in time and place, How we express ourselves, How the world works, How we organise ourselves and Sharing the planet**.** Each year grades PYP2 to PYP6 explore units covering all of these themes (EPYP1 to PYP1 explore a minimum of 4 each year) encompassing the six subject areas: Language, Mathematics, Sciences, Social Studies, the Arts, and Personal, Social and Physical Education. The Programme of Inquiry (POI) is posted on the school's website.

For more information on the IB programmes please visit *www.ibo.org.*

Grades MYP1 - MYP5

Cedar is authorised to teach the **IB Middle Years Programme (MYP)**. Students receive instruction in the eight subject groups: Mathematics, Language A (English), Language B (Spanish), Sciences, Design, Individuals & Societies, Arts, Physical and Health Education. In MYP5, students carry out a personal project as the culminating experience of the MYP and also take externally moderated assessments to earn the IB MYP Certificate.

Grades DP1-DP2

Cedar is authorised to teach the **International Baccalaureate (IB) Diploma Programme (DP).** As such all students have the opportunity to pursue the IB Diploma in addition to their internationally-accredited Cedar High School Diploma. As an accredited diploma the Cedar High School Diploma allows for direct matriculation to universities around the world, while the IB Diploma provides an additional marker of rigor and in some cases can even lead to advanced university credit. To earn the IB Diploma students must fulfill the criteria prescribed by the IB which you can read about further here (http://cedar.vg/programs/academics/diploma-program-dp/). All students entering DP1-DP2 will meet with an advisor to help determine which courses best suit their academic and personal goals.

The Solution Studio

The Solution Studio is a resource for the full Cedar community, where teachers, parents and all students may seek support and advice for academic and social and emotional needs. As Cedar is an inclusive school, teachers are expected to provide a differentiated, inclusive curriculum that allows all students to access the learning in each and every classroom.

To facilitate inclusion and differentiation, the Solution Studio team may be proactive and lead the teaching staff and educational assistants in implementing programmes which support the inclusion of students on the TSS register while strengthening the pedagogy of differentiation in the classroom. The Solution Studio team collaborates with teachers, students and parents to offer support for individuals who need a curriculum which is additional to, or otherwise different from the educational provision made for students of the same age, beyond the boundaries of expected levels of differentiation. This may include students requiring academic or social-emotional accommodations.

The class/subject teacher remains responsible for their students' progress. A tiered approach is used to identify the required level of support based on needs of the learner. The support may include suggested differentiation and teaching strategies, additional in-class support, and/or short term intensive intervention programmes. EPs (Education Passports) are written by the Solution Studio for students on tier 2 and above which include strategies for in-class daily support from teachers and educational assistants, plus specific strategies to be applied for the individual

student. It is expected that teachers will select from these strategies as appropriate and apply during their planning and instruction, and that teachers will monitor progress and provide feedback to the Solution Studio on their effectiveness when requested.

Referrals for a student to be considered for additional support from the Solution Studio may come from teachers, parents or the student. A document titled Additional Needs and Inclusion Guidelines and Practices provides guidelines for the referral process and required documentation, and can be accessed at the link below.

All teachers with a student on the Solution Studio register are expected to contribute regularly to observation and monitoring records each semester, in order to closely monitor and adapt the suggested strategies, interventions and/or modifications outlined in the student's EP. This may occur either via an electronically shared document, through periodic discussions or observations with the Solution Studio team.

All student diagnoses and/or EP's should be kept confidential amongst the appropriate stakeholders. If teachers need to discuss a child with a stakeholder the conversation should take place in a private setting.

For further information on structure, roles and responsibilities as well as documents used in the referral process and planning for individual provision, please refer to the Additional Needs and Inclusion Guidelines and Practises document at the attached link: http:// cedar.vg/programs/academics/learning-support/

Support for Bilingual or Multilingual Learners

Support is available for any student entering the school whose home language ("mother tongue" or first language) is not English. As a bilingual or multilingual learner (BML), the student will be assessed to gauge his/her proficiency in English and then a tailor-made plan will be designed in collaboration with the student, his/her family and teachers. The plan will provide for collaborative planning with and support for the class/subject teachers to enable the student to access the curriculum effectively. It may also include some in-class support from a tutor, and/

or one-on-one or small group teaching and learning, in order to focus specifically on building proficiency in academic English.

Multilingual Learning Support also encompasses making the most of the student's background, including cultural knowledge and academic skills acquired through his/her home language. Thus, students will be encouraged to use their home languages when helpful to access content (through resources to be identified as needed), make notes and even produce work in their own languages when appropriate. Families will be encouraged to support the maintenance and development of any home languages. Home language support at school might include helping identify resources, asking for information about and contributions in class in students' home languages, and providing extension for any language in which the school has a current capacity.

Security, Health and Safety

Car Park Safety

All vehicles are to enter the parking area from the East side and exit from the West side. Please take extra care when entering and exiting the parking area. Parents are asked to park within the marked spaces. Parking is prohibited in the crosswalk area in front of the atrium entrance. Students and parents should also take care when walking from their vehicles to the atrium entrance and should never walk behind parked vehicles.

Guidelines for Car Park Safety

- Whenever possible, park in a designated parking space when dropping off or picking up your children
- Do not leave your vehicle unattended or sit idle for long periods of time if it is not in a designated parking space. Doing so blocks traffic and creates hazards
- Do not stop your vehicle in the crosswalk in front of the gate for any reason

Cedar is a closed campus. **Students may not leave campus during the day unless accompanied by their parent or other adult designated by their parent.**

Visitors

Visitation by parents and other interested community members is encouraged. Visits to individual classrooms must be arranged in advance by contacting the office to schedule a visit. Please do not ask a teacher to have a discussion with you when he/she is on duty or is supposed to be teaching class. This puts the children's safety at risk and/or takes away valuable instructional time.

Students wishing to have visitors need to complete a **Student Visitor Form** and have it signed by the appropriate school personnel at least 24 hours in advance.

With the Division Head's permission (at least 24 hours in advance), prospective students may visit a classroom. These visits will be arranged by the appropriate administrator.

All visitors are required to register at the front office as soon as they arrive on campus. Visitor badges should be worn at all times while on campus, and should be returned to the front office when leaving the premises.

Emergency Contact Forms

Emergency Contact forms must be submitted before the student starts school. Failure to do so will result in the student being excluded from school until such time as the completed form has been submitted. This is for the safety and security of your child. **When changes occur in your contact information, please advise the school immediately.**

Child Protection Policy

At Cedar, child protection is a priority and the responsibility of every member of our community. A brief summary of Child Protection procedures appears below, but all parents and staff should familiarize themselves with the full Child Protection Policy located here: https://cedar.vg/resources. Referral forms can be located in appendix 2 of the policy document.

SCHOOL STAFF ARE MANDATED REPORTERS

Mandated reporters must report when a parent or legal guardian states from personal knowledge facts, conditions, or circumstances that would appear that a child has been abused.

IF IN DOUBT, REPORT IT

Any parent or staff member who receives a disclosure of abuse, allegation or suspects abuse may have occurred will report it immediately to the lead or deputy Child Protection Officer (CPO)

- Director - Scott Crawford, Lead CPO
- School Counselor - Kate Mallin
- Head of Secondary - Zach Pascoe
- Head of Primary - Gemma Restell

If receiving disclosure;

- Listen to the child. Allow the child to tell what has happened in their own way, and at their own pace. Do not interrupt a child who is freely recalling significant events
- Remain calm. Be reassuring and supportive but endeavour to not respond emotionally
- Don't ask leading questions. Parents and staff are reminded to ask questions only when seeking clarification about something the child may have said. Use TED; Tell, Explain, Describe
- Make an accurate record of what they have seen/heard using the schools record keeping processes, recording; people, times, dates or locations mentioned, using as many words and expressions used by the child as possible. Do not substitute anatomically correct names for body part names used by the child. Spell any words which are unclear phonetically
- Reassure the child that they did the right thing in telling someone; reassure the child that they have not done anything wrong. Explain to the child what will happen next and the need for the information to be shared with the CPO

Procedure for parents or staff expressing concerns or receiving disclosure:

1) Ensure child is in a safe place to receive support if necessary.

2) Initial report orally communicated to CPO comprising of a factual account (in child's own words verbatim) of incident and followed up with a referral form.

3) Immediately give the form to CPO by hand, signed and dated. All allegations of child abuse should be made by the CPO to Royal Virgin Islands Police Force within 24 hours of initial report.

Parents or staff cannot promise a child to keep secrets which might compromise the child's safety. Do not attempt to investigate the allegation. All matters relating to child protection are to be treated as highly confidential, including within school staff.

Photographs and Videos

If a parent prefers that he/she or his/her child NOT be shown in any photo or video for media use or informative and promotional materials, communications or publications, written notice must be provided to the school administration.

Food and Drink

In this climate, students need a lot to drink. Please send a large container of water daily.

Cedar is currently a 'nut free zone' due to students with severe allergies. Please bear this in mind when sending snacks and packed lunch.

Cedar students have the option of buying a hot lunch on campus or packing a lunch from home. Students who bring packed lunches should bring nutritional foods and drinks. Food and drink with high sugar and fat content not only impact learning in the short term but can cause serious health problems in the long term. **For this reason, such foods are not allowed in student lunches or snacks. Exceptions will be made for class parties, bake sales, and PTA events.**

Illness

No student is to attend school with an infectious disease or fever. A **normal temperature** is considered to be between the ranges of 36.5 – 37.2 Centigrade or 97.7 – 99 Fahrenheit. When a fever is present, this often marks the onset of an infectious disease. It is usually very difficult to determine exactly what that disease or illness is until hours after, when other symptoms have manifested themselves. Since so many illnesses are at their most infectious stage before other symptoms appear, we ask that you consider this before sending your child to school with a

fever. We will contact parents when a child reports to the infirmary with an elevated temperature to ensure their well being and for the safety of others.

Please note the following conditions that warrant keeping your child home from school:

- Fever within the past twenty-four hours, including a fever that requires control with medications, such as Tylenol or Advil
- Diarrhoea and/or vomiting within the previous 24 hours
- Sore throat that is severe, accompanied by fever and/or feeling ill, or after known exposure to a confirmed case of Streptococcal throat infection
- Impetigo (honey-crusted sores around the nose, mouth or body) until treated with antibiotic medicine for 24 hours
- Undiagnosed rash or spots
- Conjunctivitis (pink eye, watery or pussy) until treatment has been in effect for 24 hours
- Untreated head lice. Your child should be treated with a proven hair treatment and report to the office with the lid of the box the day of return

Absence caused by a suspected or diagnosed communicable disease or parasite should be called into the school immediately. After having been sick, students should not return to classes until at least 24 hours after the last fever.

Medication

We ask parents to administer medication outside of school hours if at all possible. All medication administered in school, including prescription medicine, over the counter medicine, alternative medicine and supplements, must be appropriately labelled, brought to the school by the student's parent/legal guardian and accompanied by written instructions describing the medicine, dosage, storage instructions and time for it to be administered. All medication must be administered by an adult in the front office.

Field Trips

Field trips will happen throughout the year and parents will be required to sign the necessary permission slip. No student will be allowed off campus during the school day without signed parental consent. For field trips, students are often transported

in private vehicles. When transporting Cedar students for a school sponsored field trip, vehicles will not be over-loaded beyond the manufacturers' stipulated capacity of passengers and seat belts will be worn.

Computer Usage

Students must follow the Acceptable Use Policy outlining computer usage. This policy is sent home to be signed during the first week of school and students who do not return a signed form will not have computer privileges until the signed form is returned. Any computer/electronic communications misuse, including any unauthorised use of computer, software, or internet/email; accessing inappropriate websites; or any other violation of the school's acceptable use policy, is prohibited and will result in sanctions.

Student Property

Bringing personal, nonessential belongings to school is discouraged. These items include toys, video games, cameras, and other items that may become easily lost and/or disrupt the educational environment. Any personal items brought into school are not the responsibility of the school or the teachers. Anything that becomes a distraction to the learning environment may be confiscated at the school's discretion.

Cellular phones should be switched off and stored securely away at all times during school hours, as there is no need for students to make or receive phone calls or send texts during this time. Students caught using or displaying a cell phone during school hours may have it confiscated for an appropriate period of time and may also suffer disciplinary consequences. Taking and/or transmitting photographs, video or audio files of others without their permission, with a cell phone or any other device, is an invasion of privacy and may also result in sanctions.

Headphones cannot be worn (nor be visible, hanging around the neck, etc.) by students at any time on campus, unless instructed by a teacher.

Lost and Found

Please label all personal items, including clothing with the student's name. If items are found in school, they will be placed in the lost and found baskets in front of room 253. Items unclaimed for one month will be given to charity.

Communication

School News & Parent Bulletins

The school posts regular updates including news, calendar events and other significant information on its website www.cedar.vg. It also makes frequent announcements via email and social media including Facebook, Twitter and Instagram. There will be other communications from the Director, Teachers, and Division Heads. Please contact the Communications Office if you experience difficulty or if you are not receiving messages.

School Calendar and Policies

All current information can be viewed on the school website www.cedar.vg

Assessment and Reporting

Primary School: The academic calendar is divided into two semesters each year. Families will receive regular updates on their child's progress throughout the year. These reporting opportunities will generally coincide with the completion of a PYP Unit of Inquiry, so dates may vary slightly from classroom to classroom. In October, parents and students will be invited to participate in a goal-setting conference. Written reports will be shared at the end of each semester. Throughout the remainder of the year, parents will also have opportunities to view their child's learning through a student-led conference, class presentation, or digital portfolio. At any point during the academic year, you are welcome to schedule a meeting with any of your child's teachers. Please make appointments in advance by contacting the relevant teacher. Your child's homeroom teacher will also be in regular contact with you throughout the year.

Secondary School: The academic calendar is divided into two semesters per year. Parents will receive a mid-term report and a final report on their child's progress each semester. It should be noted, however, that each student's academic progress is available to parents at all times by accessing ManageBac, the school's online information management system. At the mid-term of each semester, parents will be encouraged to schedule a conference with their child's teachers. Additionally,

both parents and teachers are free to call conferences at any time during the year to discuss student progress. Appointments should be made in advance. All students will sit formal **examinations in June**. In addition to internal assessment, external assessment is required for certain IB Diploma Programme courses and in the MYP5.

The Solution Studio:
Education Passports (EPs) are formally reviewed with all stakeholders, including the student, class teacher, parents and TSS staff, at the end each semester. A written report of progress towards the targets will be shared and new targets agreed upon. These form the basis for the revised EP. Progress towards agreed targets outlined on EPs is under constant assessment and new targets may be set at an earlier date if achieved earlier than formal review date. For DP and MYP exam access arrangements, an application must be submitted to IB for approval prior to exams, accommodations may include extra time if entitled by the students' Education Passport accommodations and medical evaluations. At PYP assessment activities should be modified and accommodations made to allow the student to demonstrate their knowledge and/or skill of the objective or skill being assessed.

Communication with Faculty, Administration and the Board of Trustees

We strive to encourage open communication between parents and teachers, administrators and Board members. Please follow the guidelines below to determine with whom you should discuss your concerns:

If you have a concern regarding	Please contact
Your child's performance or a classroom issue	The teacher in question
The academic programme(s)	Ms. Lesley Bayles (PYP) Ms. Enrica Rymer (MYP) Mr. Derek Matthews (DP)
Disciplinary procedures, a specific teacher, or an issue affecting one of the two Divisions of the school	Mrs. Gemma Restell (Primary) Mr. Zach Pascoe (Secondary)
Learning support	Mrs. Victoria Ghiorse
A school-wide issue, or a concern about an administrator	Mr. Scott Crawford

If you have a concern regarding	Please contact
A financial matter	Ms. Micah De Afria
An issue concerning the board or school director	Ms. Vanessa King

Teachers are often very busy before school and during the day. If you need to discuss an issue with your child's teacher, it is important that you make an appointment, preferably by email. Teachers will not answer phone calls whilst they are teaching. If an emergency situation arises, please contact reception by calling 494 5262.

Please note that it is unprofessional when parents make comments to a teacher about another teacher, administrator, or member of staff. These concerns are best directed to the appropriate Division Head or the Director. In addition, please keep in mind that the Board of Trustees does not deal with operational issues of the school.

We will always strive to respond to your concerns in a professional manner and to offer you the solution(s) and guidance needed to work through difficulties. **Every problem is an opportunity to learn something** about communication, understanding others, understanding ourselves and coping with frustration. The parent-teacher relationship is a vital part of your investment in your child's education.

Changes in Family Circumstance

Parents are encouraged to contact the school regarding changes that may affect their child's performance or social/emotional adjustment to school. Such changes may include death, divorce, remarriage, new sibling, hospitalisation, illness, etc.

Behaviour

Our goal is to help students become responsible young adults who regulate their own behaviour and who respond positively to situations in which they have not behaved well. We will point out poor behaviour when we see it, will offer counsel when asked, and will try to provide guidance in helping students learn how to respond constructively to difficulties.

At Cedar International School, teachers work with students to make good choices and build understanding of how the IB Leaner Profile attributes are the basis for our common expectations of behaviour in our school:

- **Be Respectful**
  - Communicate using polite language
  - Show empathy by respecting your own and other's feelings, bodies and possessions
  - Treat Cedar's property with care
  - Be open-minded to the beliefs and ideas of others
  - Show cooperation by sharing resources and space
- **Be Responsible**
  - Think about the consequences of your actions
  - Be enthusiastic and prepared for class
  - Listen actively and follow instructions
  - Share resources and space
  - Walk sensibly and quietly when moving around the school
  - Wash hands after the bathroom and before eating

What Does Expected Behaviour Look Like?

Ways students can demonstrate the IB Learner Profile attributes (*principled, open-minded, caring, balanced, thinker, reflective, communicator, knowledgeable, inquirer, risk-taker):*

- Being inclusive – letting someone else join your group
- Being respectful of yourself – making good judgments about what you eat, how you conduct yourself and how you fulfill your responsibilities
- Being compassionate – making sure you help someone who has had an accident or has been hurt or upset

- Being responsible – taking care of your belongings
- Being respectful and appreciative of your environment – making good decisions about minimising waste
- Showing integrity by being honest – even if it means you have to accept consequences for your actions
- Being principled and fair – doing your share in a group situation
- Being respectful of others – being kind, polite and using 'please' and 'thank you.'
- It is all of this and much more!

Primary School

Minor Rule Infractions

The teacher will speak with the student about such incidents and keep track of each student's general pattern of behaviour, attitude and effort; concerns will be communicated to parents as needed. A teacher may use his or her professional discretion in assigning a reasonable consequence and/or support plan.

Repeated and/or Serious Infractions

Students with consistent behavioural challenges are encouraged to take ownership of their actions and the impact on those around them. They will be asked to complete a behaviour reflection sheet. Students identify the problem behaviour, actions proceeding the event and the resulting consequences or impact on themselves and others. Students then decide on an alternate plan of action should this problem arise again, setting their own appropriate consequences should they choose to ignore their agreed upon plan of action in the future. At times, students may be asked to share this form with parents. Parents should sign and return the form to the classroom teacher the next day.

Serious behavioural infringements such as fighting, swearing, biting or threatening behaviour will be referred to the Primary Head for appropriate action. The above process will be followed. Repeated severe behaviour will involve a four way meeting with the parent(s), the student, the teacher and the Primary Head and will result in sanctions ranging from the development of a behaviour contract to exclusion from school for a period of time.

Secondary School

Student Responsibilities:

1) Accepting responsibility for his her/actions and contributing toward establishing and maintaining an atmosphere that demonstrates *what expected behaviour looks like.*

2) Respecting the rights of others to have a school environment that encourages learning by not interfering with the orderly conduct of classes, and not violating the rights of other students.

3) Being familiar with and abiding by all school policies, rules, and regulations.

4) Demonstrating what expected behaviour looks like when participating in or attending school-sponsored events.

5) Working to the best of his/her ability in all academic and curricular pursuits.

6) Obeying the directions of all school personnel.

7) Respecting the race, culture, gender, ethnicity of others.

Student misbehaviour in the classroom is managed using the following warning/ consequence system:

1) **Verbal Warning –** Issuing of a verbal disciplinary warning. This warning will act as the first and may act as the last action a teacher takes before taking greater forms of action in accordance with the level of the conduct violation. After a warning is given if a student continues to violate the code of conduct, then the instructor may assign an appropriate consequence.

2) **C1: (consequence 1)** Student is requested to stop misbehaviour.

3) **C2:** Student is warned again and may be moved to an alternate seat.

4) **C3**: Head of Secondary informed, one hour detention assigned.

5) **C4:** Head of Secondary immediately informed, appropriate consequence assigned. This may include a temporary exclusion from school.

It is possible for students to receive an **automatic C3 or C4 if the offence involves serious misconduct**, such as any form of physical or verbal abuse of another student or a teacher or the use of sexually or racially abusive language.

Major or Chronic Rule Infractions

Students, who are guilty of major rule infractions, or of chronic rule infractions, will be referred to the Head of Secondary and assigned a consequence appropriate to the nature of the offence.

Students whose behaviour indicates that they do not wish to be a positive member of our school community may be suspended internally or externally. Examples of behaviours that may lead to suspensions include cheating, being off-campus without permission, physical aggression, bullying and possession and/or use of cigarettes, alcohol or any other harmful substances.

What is a:	Explanation	Example
Verbal warning	Your teacher gives you a warning by talking to you, clearly stating that you have been warned about your behavior. If you continue to misbehave a C1 will be given.	Examples include any disrespectful behaviour, talking out of turn, unsportsmanlike conduct on the pitch, specific classroom or lab expectations (anything that varies from ***'what expected behaviour looks like'***)
C1	C1 is a request to stop the behavior.	Any repeat of the above-mentioned behaviour, also to include uniform violations.
C2	A C2 is given to demand the student stop the behavior. They will be moved to an alternate seat in the classroom.	A further repeat of the above-mentioned behaviour.

C3	Head of Secondary is informed of the misbehavior. A mandatory detention is assigned. In this case, a C3 will automatically disqualify the student from any rewards.	A third repeat of the above-mentioned behavior. **Also, the first instance of particularly egregious or extreme behaviors**.
C4	Head of Secondary is informed. Appropriate consequences will be given. This may include temporary suspension from the school. It is possible to earn an immediate C3 or C4 if the offence is serious. Such as in the case of physical or verbal abuse of another student or teacher, or the use of sexually or racially abusive language or any form of 'bullying'.	A further repeat of the above-mentioned behavior, including egregious or extreme behaviors.
Special Note:	Daily consequences will be cumulative and the consequences listed above will be enforced. Weekly consequences will be cumulative and the consequences listed above will be enforced.	As an example, if you receive three C1's in a day/week, you will receive the consequence for a C3, the same can be said if you receive a C2 and then another C1 throughout the day/ week.

	REWARDS & Consequences
0 - 2:	Free dress day pass
3, 4, or 5	Intervention with Lifeskills Teacher and Head of Secondary
6 , 7 or 8	You go onto a behaviour report for 2 weeks. Possible loss of privileges.
9 and above	You go onto a behaviour report for 2 weeks & a letter of concern is sent home. Loss of privileges.
C3 and/ or C4	Consequences to be determined by Head of Secondary (detention, suspension (In-school or out of school), parental notification, meeting with parents, etc.)

Special Section: Bullying

Bullying threatens students' physical and emotional safety at school and negatively impacts their ability to learn, bullying disintegrates the fabric of our school culture. Bullying can lead to school violence, a more negative school climate, and many other repercussions. It is essential that our school promotes and provides a supportive learning community where all students feel that they are safe. Students have a fundamental right to learn in a safe, supportive environment and to be treated with respect.

We take 'bullying' very seriously and a student found to be bullying another student will be addressed in a timely manner with appropriate measures.

Definition of Bullying:

The term "bullying" means an act which occurs on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system, that is:

(1) Any wilful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;

(2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or

(3) Any intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:

(A) Causes another person substantial physical harm

(B) Has the effect of substantially interfering with a student's education;

(C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

(D) Has the effect of substantially disrupting the orderly operation of the school

Note: The complete Policy Manual and Anti Bullying Contract are available on Cedar's website and should be reviewed thoroughly by students and parents.

School Uniform

As part of the Cedar International School identity, all students are required to wear a school uniform as clarified below. Failure to comply with the uniform policy and dress code is considered a disciplinary infraction and will result in consequences according to the disciplinary code.

Uniforms are available online from Land's End, and Cedar polo shirts are available locally from J&C Trading. Cedar's 'Land's End Preferred School No' is 900041328. Visit www.landsend.com
Please label uniform items with your child's name.

Please note that hats must be worn by students from EPYP - PYP6 when in the sun, for long-term safety reasons. Hats should be removed when inside the building, even on Free Dress Days.

Uniform Tops
Type: Short-sleeved polo shirt with embroidered Cedar logo
Colour: Evergreen in Primary, White or Evergreen in Secondary

Uniform Bottoms
Type (girls): Skorts, Chino-style Shorts, Chino-style Long Pants, A-line Skirts
Type (boys): Chino-style Shorts, Chino-style Long Pants
Color: Khaki

Skirts/pants must be worn on the waist. Skirts/shorts must not be shorter than mid thigh.

Cargo-style, painters'-style or oversized trousers or shorts are not acceptable. Neither are tight-fitting trousers, shorts, or leggings.

Sweaters/Jumpers
Any grey Cedar branded approved top available from the school shop on Lands' End

Shoes
Closed-toe shoes only. For safety concerns, heels higher than two inches must not be worn. No crocs or other similar footwear deemed inappropriate by the Director will be permitted.

Hats
Students in EPYP1 through PYP6 must wear hats while on the field or playground. Secondary students in MYP1 to DP2 are encouraged to wear hats for sun protection.

P.E. Uniform is available for purchase directly through Cedar. Students who do not wear an appropriate PE uniform will not be permitted to participate in class and there are natural consequences for not participating if out of uniform.

Shirt:	Cedar Branded PE Uniform top
Shorts:	Cedar Branded or plain grey shorts or leggings
Shoes:	Closed-toe sneakers/trainers

DP2 Student Dress Code

DP2 students are exempt from the uniform requirements set out in the school uniform policy, providing the following dress code is adhered to:

1. No muscle shirts (sleeveless men's shirts);
2. No spaghetti straps or tank tops;
3. No cut-off or ripped jeans;
4. Midriffs must be covered;
5. No see-through clothing;
6. No offensive logos or slogans; and
7. Skirt and short length must not be any shorter than mid-thigh.
8. No over-sized or tight-fitting trousers or shorts. (Leggings are permitted).

With respect to footwear, school uniform requirements should be followed with the exception that crocs are permitted in DP2. Students will however need to wear appropriate close-toed athletic footwear to play sports on the hard court or on the pitch.

Free Dress Days

The last Friday of every month is a 'Free Dress Day'. Student attire should follow the DP2 Student Dress Code on *all* Free Dress Days. Closed-toe shoes or crocs only. If students wear crocs on Free Dress days they will need to bring appropriate close-toed athletic footwear and change into them to play sports.

Commitment to Sustainability

"To foster a true commitment to sustainability in students, a school must lead by example."

At Cedar, we spend a good deal of time teaching students about sustainability, but we must be just as passionate about modeling it. We cannot hope to foster thoughtful global citizens if we are not ourselves committed to modeling behaviors that contribute to a healthier, greener planet.

Some of these projects, such as converting to alternative energy or higher efficiency AC units, require considerable planning and resources to put in place, and so will take some time to come to fruition. Other behaviors are quite easy to put in place, however, and through cooperation across our school community can have a considerable impact.

Please help us model sustainable behaviors by adhering to the following policies and reinforcing them with students.

1. **No bottled water on campus.** Plastic from bottled water is a major pollutant of our oceans and landfills, and on Cedar's campus they are wholly unnecessary. All students should have refillable water bottles, which they can fill up for free throughout the day at water stations placed around campus.
2. **No Styrofoam/Polystyrene on campus.** For its events (including PTA events), Cedar sources coffee cups, paper plates and cutlery that are biodegradable and made from post- consumer recycled material. We also have reusable plastic cups for beverages, again, made out of post-consumer recycled material. Please do

not send styrofoam products to school for lunch, birthday parties, or any other occasions, as greener options are readily available.

3. **Reduce waste.** Please consider the packaging you use for snacks or school lunches. Wherever possible, avoid "single use" plastics, such as ziplock bags, opting instead for reusable containers which greatly cut down on waste. We also encourage you to not send drinks requiring plastic straws to school, as plastic straws are a serious hazard to ocean health.

In addition to these policies, Cedar has implemented or will soon implement the following changes to increase efficiency, reduce waste and/or promote healthy living:

- Use reusable plates and cutlery rather than disposable products for lunch service from "The Lunch Box."

- In the process of converting to LED lighting in all classrooms and offices

- Incorporated several garden spaces (the main garden, kindy garden, early childhood sensory garden, the Green Space, and the Solution Studio garden) into classroom and extracurricular learning to promote healthy lifestyles

- Established a recycling collection center in the Cedar car park

The path to sustainability is an ongoing journey, so look for more improvements to come. We thank you for being partners on that journey.