



Approved: January 21st 2025

Purpose

- Promote Positive Behaviour: Encourage students to develop respect, responsibility, and empathy
- Establish Clear Expectations: Provide a unified framework for behavioural standards.

Sustainability Policy, Cultural Consideration Policy, and Values and Ethics Policy. The Student Code of Conduct reflects the expectations for all students to contribute to the school community positively and responsibly.

Student Code of Conduct

The CIS Student Code of Conduct outlines the foundational principles for positive behaviour, ensuring alignment with ADEK policies and creating a supportive environment for students and staff. The Code emphasizes the following actions:

1. Demonstrating Care and Respect

Students are expected to show due care and respect for the school, its staff, students, themselves, and the wider community by:

- Adhering to all school rules and policies
- Behaving safely and responsibly to ensure the welfare of oneself and others
- Respecting and caring for school property, facilities, and the belongings of others

2. Promoting a Positive School Image

Students should represent the school proudly by:

- Acting as ambassadors for CIS and maintaining its positive reputation
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individual privacy, promotes ethical behaviour, and supports a harmonious school environment.

Students must:

- **Refrain from using social media during school hours.**

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Corrective measures are applied with the intent of guiding students to better choices in the future, including verbal or written reminders, behavioural counselling, and parental involvement.

Restorative Justice

Key components of restorative justice in the context of a student behaviour policy include:

- **Facilitated discussions:** Structured dialogues between students, teachers, and other affected parties allowing individuals to express their feelings, share perspectives, and collaboratively find solutions to conflicts or incidents
- **Written reflections:** Students are encouraged to reflect on their actions through writing, considering the impact of their behaviour on others and identifying steps to improve or make amends
- **Opportunities to make amends:** Students take responsibility for their actions by actively repairing harm caused, whether through apologies, community service, or other restorative actions
- **Focus on learning and growth:** Restorative practices emphasize the development of empathy, emotional intelligence, and problem-solving skills, fostering a sense of responsibility and accountability in students

Access to Support Services

At CIS, the safety and well-being of every student are of paramount importance. To ensure a supportive and nurturing environment, all students have access to the following resources at any given time:

1. **School Counsellor:** Available to provide social-emotional support, guidance, and strategies for managing challenges both inside and outside the classroom.
2. **Child Protection Officer/Child Protection Coordinator:** Dedicated to safeguarding the rights and safety of every student, ensuring concerns about safety or well-being are addressed promptly and appropriately.
3. **Divisional Heads of School:** Serving as key points of contact for their respective divisions, they offer guidance, oversight, and additional layers of support tailored to the specific needs of students at each educational stage.

These resources are integral to creating a safe and inclusive environment where all students feel valued, respected, and empowered to seek help when needed. By ensuring the availability of these support mechanisms, CIS reaffirms its commitment to the holistic

Academic Dishonesty

Developing and maintaining the knowledge and skills required to perform curricular and extracurricular work with integrity is essential to meeting students' educational needs. The Canadian International School Academic Integrity Policy 2024 emphasizes the importance of supporting students in developing strategies and skills to navigate information from a variety of sources, evaluate their reliability, and effectively incorporate and reference them to produce authentic work.

Teachers and staff at CIS ensure that students have opportunities to explore ideas and make their thinking visible while fostering a commitment to ethical academic practices. Authentic work at CIS is defined as work that is based on the candidate's individual and original ideas, presented in their own words and style, and demonstrates respect for other people's time and effort.

It fully and appropriately acknowledges all sources consulted, is completed and submitted on time according to the teacher's requirements and is written and submitted solely by the student who completed the work. This framework ensures that students develop not only the skills to achieve academic success but also the integrity and responsibility essential to becoming ethical global citizens. (Canadian International School.

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Consequences for Academic Dishonesty

Academic dishonesty will not be tolerated in any form. To ensure that student work is original and that standards of academic integrity are upheld and ingrained, students and staff will adhere to the following:

1. In the first instance of documented academic dishonesty, the teacher will notify the student and parents, log the incident in PowerSchool, and the student will receive an opportunity to complete a replacement assignment under supervision. (If the teacher notifies parents by email, and the parents have not responded within 3 days, a follow up phone call is required to confirm notification.) Administration is notified.

2. In the second instance of documented academic dishonesty, the teacher will log the incident into PowerSchool and notify the student and parents, confirming receipt of notification within 3 days. The student will receive a zero on the assessment without the opportunity to

3. In the third instance of academic dishonesty, the teacher will log the incident in PowerSchool and notify administration. The student will receive a zero on the assignment with no opportunity to rewrite or replace the assessment and may also be subject to further consequences. Administration will meet with students and their parents to discuss steps forward.

4. Continued academic dishonesty is an administrative matter and may impact a student's eligibility for re-enrollment, the ability to secure character references for post-secondary and may result in disciplinary action which may include suspension and in extreme cases expulsion.

Academic Dishonesty in Major Assessments:

Academic dishonesty during **midterm exams, final exams, PATs, and diploma examinations** will be treated with the utmost severity. Any form of cheating, plagiarism, collusion, or other dishonest conduct during these assessments will result in an **automatic grade of zero** for the exam, without the possibility of a rewrite or alternative assessment. Such actions compromise the integrity of these high-stakes evaluations and undermine the standards of academic excellence upheld at CIS. The incident will be logged in PowerSchool, and parents will be notified immediately. Administration will convene with the student and their parents to address the gravity of the situation, and additional disciplinary actions may be taken. This strict policy reflects the school's unwavering commitment to maintaining the highest standards of academic integrity.

Staging of Disciplinary Procedures

The following outlines the progressive disciplinary actions at CIS, based on the frequency and severity of misconduct. This structured approach ensures that each incident is addressed fairly, with increasing levels of intervention and support to prevent recurrence. In all situations and responses to presenting behavioural concerns, the additional learning needs (ALN) of a student are considered in decision-making processes.

Level of Misconduct	Occurrence (repeated behaviour)			
	First Time	Second Time	Third Time	More than Three Times
Level 1				

	Record it in PowerSchool.	<p>Committee to agree to a set of strategies in order to improve the student's behaviour.</p> <p>The parents are required to sign an undertaking to support the agreed strategy.</p>	The parents are required to sign an undertaking to support the agreed strategy.	ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behaviour strategy.
Level 3 Severe	<div style="display: flex; justify-content: space-between;"> First Time Second Time Third Time </div>			<p>Offsite Suspension</p> <p>Immediately suspend the student for a</p>

Critical	<p>Offsite Suspension</p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</p>	<p>Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behaviour strategy.</p>
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*Where disciplinary procedures are being exercised in relation to students with additional learning needs, the Head of Inclusion shall be consulted to determine appropriate disciplinary action.

Appeals Procedure

At CIS, we are committed to ensuring fairness and transparency in all disciplinary actions. To this end, an Appeals Procedure has been established to provide parents the opportunity to contest decisions made by the Behavioural Management Committee.

The procedure is as follows:

3. Appeals Committee:

- An appeals Committee will be formed to review all appeals. This committee will consist of members who were not involved in the original decision-making process, ensuring impartiality

4. Final Decision on Appeals:

- After reviewing the appeal and consulting relevant stakeholders (e.g.,

Closing

While CIS strives to adhere to ADEK guidelines and the school's policies in ensuring the safety, well-