

CAISL is a student-centered educational community in which we challenge ourselves and each other to do our best and to make positive contributions to our diverse and ever-changing world.

THIS BOOK BELONGS TO:

CAISL
PUBLICATIONS
2019-2020

INTRODUCTION—EDUCATIONAL PHILOSOPHY AND PROFILE OF THE LEARNER

At CAISL we take seriously our responsibility to ensure that each student is welcomed and valued, and, at the same time, challenged with a curriculum which inspires him/her to achieve. Those who achieve in any field of endeavor are those who are striving for excellence, who are always questioning and demanding the best of themselves and of those around them. It is this atmosphere of enthusiasm for and commitment to learning that we work to create.

CAISL's Core Value, also mentioned above, says "CAISL is a student-centered educational community in which we challenge ourselves and each other to do our best and to make positive contributions to our diverse and ever-changing world."

"Doing our best" requires effort and personal responsibility. Success in school as in life is not achieved without these. CAISL students are expected to exhibit these qualities. Young children will be learning them for the first time and, as students grow and mature, their levels of effort and personal responsibility grow along with their knowledge and skills. As a student nears High School Graduation, these qualities are expected to have become fundamental parts of their lives.

In general, students are excluded from programs, curricular or extracurricular, only for lack of effort and personal responsibility.

Every care has been taken to ensure that the information contained in this booklet is correct. However, changes to schedules and procedures may happen during the year. These will be announced via the weekly Elementary and Secondary newsletters and posted on the school's web site.

LEARNING
AT CAISL

ASSESSMENT AND RE-ASSESSMENT

GUIDING PRINCIPLES

Assessment of student work and the assignment and reporting of grades/achievement levels must be—and be perceived to be—accurate, fair, and as objective as humanly possible. Students and their parents will be provided with information as to how student work will be assessed and how student achievement will be reported.

ASSESSMENT—SHARED BELIEFS

- Students should be assessed using a variety of methods.
- Performance on assessment activities should be discussed with a student as soon as possible after the assessment takes place.
- Assessment should enable a teacher to measure improvement in distinct areas over time.
- Assessment should measure understanding and skills as well as knowledge.
- Assessment should occur frequently, not just on a few occasions.
- Students should be aware of the criteria and standards around which an assessment instrument is built.
- Assessment should focus on meaningful tasks.
- Assessment should provide data and commentary that is clear and direct enough to allow a student to self-assess accurately, and self-correct his/her own performance.
- Students should be assessed when they are fully prepared for the assessment.
- Self-assessment is a vital component of assessment practice.
- Assessment should allow students to demonstrate learning that may not have been anticipated by the teacher.

RE-ASSESSMENT—SHARED BELIEFS



- Re-assessment may, in some cases, promote student learning.
- As the child progresses through the grades, developing more maturity and responsibility, the initiative for re-assessment of learning, shifts from the teacher to the student.
 - In the Elementary grades, the teachers re-assess key skills on a regular basis.
 - In Middle School, for example, teachers will remind students that they would benefit from redoing a test or assignment and suggest strategies and reach out to parents if the student is not receptive. However, the teacher will not oblige the student to redo the test or assignment.
 - In High School, students are expected to take responsibility for their learning and to speak to the teacher about “redo” opportunities. While teachers are likely to suggest a redo or to remind students of the possibility, ultimately it is the student’s responsibility and decision.
- Promoting a culture in which students feel that they have the right to re-assessment regardless of circumstances is educationally unsound.
- The teacher has the responsibility and the authority to determine when, in his/her professional judgment, re-submitting an assessment will enhance student learning.

HOMEWORK

GUIDING PRINCIPLES

Homework is defined as work done outside of the supervision of the teacher. As such, most homework is for extension of the work of the class, for practicing skills learned in class, for gathering data to be used in class, or for work on long-term class projects. In general, homework is designed to help students learn, not for them to demonstrate what they have learned.

Homework that serves to reinforce or introduce concepts is not counted in the student's grade. These and other "formative" assignments help give the teachers the information they need to better support student learning. While feedback will be given on assignments of this nature, it is important to recognize that they often reflect a student's effort and work habits rather than his/her academic skills and knowledge.

Homework assignments may not be the same for all students in the class. Teachers may vary assignments based on each student's needs.

ELEMENTARY SCHOOL–EARLY CHILDHOOD

Students in our Early Childhood classes do not have regular daily homework. However, we encourage our students to take books home from the Library each week and recommend that parents read with their children on a daily basis in their native language.

ELEMENTARY SCHOOL–GRADES 1-5

Most students in Grades 1 through 5 are expected to do a little homework each day. This can range from 10 minutes to an hour, depending on the grade level, plus extra time for reading. It is never the intention of the school that homework should be burdensome or negatively affect family time. If your child is spending too long completing homework, or having problems with the given tasks, please inform the teacher through the homework diary.

Homework that builds into a larger assessment (project, presentation, research paper) may be factored into the student's grade when the assessment gives the teacher a picture of what the student has learned after the completion of a unit of work.



Homework



SECONDARY SCHOOL–MIDDLE SCHOOL (GRADES 6-8)

Homework serves to reinforce or introduce concepts. Students should expect some homework each day, averaging sixty to eighty minutes per day in the Middle School. Most homework is “formative” and helps the teacher and student understand his/her progress.

SECONDARY SCHOOL HIGH SCHOOL (GRADES 9-12)

In High School, the emphasis shifts from daily home assignments to long-term projects. Daily assignments focusing on review or preview of concepts continue, but the expectations in High School require students to show more organization and planning.

Students in their last two years of High School, Grades 11 and 12, must prioritize deadlines and balance commitments at a demanding level. Homework which is intended to inform the student and teacher about the student’s progress does not factor into the academic grade.



CURRICULUM

INTRODUCTION

CAISL’s curriculum is based on the “best practice” curriculum of the USA. For English, Math, and Science, CAISL has adapted the “Common Core” and the “Next Generation Science Standards” through 10th Grade. Portuguese (Native Language) adapts the standards of the Portuguese Ministry of Education. Other curricular areas use as their base, standards published in the USA for that specific discipline. The International Baccalaureate Diploma Syllabi, forms the basis of the CAISL curriculum for IB Diploma Program courses.

The full curriculum can be found on CAISL’s web site. Curriculum Overviews for each Grade and guides to the High School Diploma Program and the IB Diploma Program are available both on the web site and in print.

CURRICULUM FORMAT

DISCIPLINE: The subject, such as English (or Math or Science or Music or Physical Education).

STRAND: The broad topic area within the discipline. *Writing* would be one of the Strands in English.

LEVEL: When students enroll in a class based on their achievement level rather than a grade/year of school, the “Level” (Beginner, Intermediate, and Advanced or 1, 2, 3, 4) to which the Performance Indicators apply precedes them.

PERFORMANCE INDICATOR: The learning objectives for a specific grade-level. A Kindergarten Performance Indicator for the Writing Strand would be “Use a combination of drawing, dictating, and writing to compose opinion pieces, in which they tell a reader the topic or the name of the book they are writing about, and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*)

REPORTING ON ACHIEVEMENT

REPORT CARDS

These are available to parents and students via the passworded online portal onPlusPortals 4 times a year, usually one week after the quarter ends. Dates are shown on the school calendar in the Parent Portal on the school’s web site.

REPORTING PROCEDURES

CAISL has two methods by which student achievement is determined:

- Standards-Based Reporting is used for Early Childhood through Middle School (EC3 - Grade 8).
- Averaging of Grades is used in Grades 9 through 12.

Each of these procedures is explained in more detailed below.

STANDARDS-BASED REPORTING (EC3 THROUGH GRADE 8)

Standards-Based Reporting is a system in which the student is assessed on individual “Performance Indicators” or, in simpler terms, “skills” and “knowledge.” Reports of student progress are focused on a collection of similar Performance Indicators within a subject, rather than one “grade” for the entire subject. The collection of similar Performance Indicators is called a Strand. Our goal in using Standards-Based Reporting is to convey accurately—through “Achievement Levels”—what the student has truly learned and what they still need to learn.

STUDENT PROGRESS IS CONVEYED THROUGH “ACHIEVEMENT LEVELS” GIVEN BY THE TEACHER FOR EACH STRAND. THE ACHIEVEMENT LEVELS ARE:

MASTERED: The Student demonstrates comprehensive knowledge of the content and the ability to apply the processes/skills accurately in different and new situations.

PROFICIENT: The Student demonstrates a solid understanding of the content and the ability to carry out processes/skills accurately.

DEVELOPING: The Student demonstrates limited understanding of content and/or emerging ability to apply processes/skills but does not have full and independent acquisition of either.

NOT PROFICIENT: The Student demonstrates minimal knowledge or understanding of content and/or makes significant errors when applying processes/skills.

ALSO IN USE ARE THE CODES:

X NOT ASSESSED: This is used for Strands which have not yet been covered during the year.

IE INSUFFICIENT EVIDENCE: This is used when there is not enough data for the teacher to accurately determine an “Achievement Level.” Examples of when IE might be used would be for a student who enrolled in the class late or was absent due to illness for a lengthy period of time. It will also be used when a student has not submitted the assessments required.

The student's progress in each Performance Indicator will be determined by teacher-generated assessments. The skills-based Performance Indicators are usually written as end-of-year expectations. During the year, these will be developed through the learning objectives taught in that quarter which are components of the Performance Indicator. The Achievement Level for a quarter will indicate the student's achievement on the specific learning objective to date.

Four times a year, Teachers will determine the Achievement Level which most accurately reflects the progress of the student for the year to date, using the Achievement Levels for all of the Performance Indicators within the Strand.

The goal is for students to be "Proficient" in all strands by the end of the academic year. If a student has achievement levels of "Not Proficient" or "Developing" in any number of strands at the end of the academic year, it may indicate that he or she is not ready for the next grade.

Parent-Teacher and Student conferences are held twice a year, once in the fall and again in the spring. At the fall conference, students share their academic goals for the year with their parents. At the spring conference, parents and teachers will assess progress towards meeting those goals. Teachers also share information on students' performance in MAP tests, and look at samples of individual student's work. Major assignments, projects and tests, are usually sent home to parents after teachers have shared appropriate feedback with students.

Students who enroll between September and the 1st of December are expected to cover, and to be assessed on, the full curriculum. For students entering after December 1st the teacher will make a determination as to which Performance Indicators will be assessed for the remainder of the year.

Beginning in Middle School, students take end-of-year final exams. These provide students with an opportunity to demonstrate proficiency. As each student will have a unique set of strengths and areas for improvement at the end of the school year, the final exams for students in a standards-based system reflect this individualization. Students will answer specific questions which have been assigned to them, based on their level of performance.

CODES FOR EFFORT AND AREAS OF PERSONAL DEVELOPMENT, WORK & STUDY HABITS (THE FULL DEFINITION OF THESE CODES IS IN THE APPENDIX.)

EXC (EXCELLENT)

GOOD

NI (NEEDS IMPROVEMENT)

U (UNSATISFACTORY)

SPECIAL INFORMATION FOR EARLY CHILDHOOD

In Early Childhood classes, most performance indicators refer to very basic skills, knowledge and understanding. Although proficiency in these is the goal by the end of the year, we recognize that our youngest students are developing at their own unique pace, and that they will learn new skills when they are ready. Achievement levels of "Not Proficient" or "Developing



Proficiency” are more usual in these early stages of learning. Each child should progress at his or her own pace and without pressure.

Student progress is defined in terms of individual growth and development. Each student’s progress is assessed primarily through observation and recording at regular times. Record-keeping strategies include portfolios with samples of children’s work and observation rubrics.

Report cards include information on the developmental and academic level of the child and comments on the student’s progress and conduct.

Samples of student work are regularly sent home so that parents can see the progress their children are making in school.

PORTFOLIOS

Portfolios are collections of students’ work that illustrate their efforts, progress, and achievements. The collections display the individual nature and quality of the work and progress of each child. Portfolios emphasize what children are doing, rather than what they are not doing. Teachers ensure that the portfolio reflects all of the developmental domains, as well as the major curricular areas.

The purpose of a portfolio includes the following:

- To plan for instruction,
- To demonstrate growth,
- To show the process by which work is done, as well as the product,
- To document achievement,
- To communicate with parents,
- To communicate with the next classroom teacher, and
- To assist in program evaluation.
- The basic contents of a portfolio include:
 - Written observations recorded while the students are engaged in daily activities,
 - Checklists which are listings of specific skills or concepts that teachers identify as related to the curriculum,
 - Annotated work samples,
 - Parent information. The teachers and parents work together as partners with the education of the child becoming the responsibility of both the home and the school.

Portfolios reflect an approach to teaching and learning that emphasize a comprehensive view of the child, a cooperative style of teaching, and a partnership with parents. At the end of each year, parents will receive the work from their child’s portfolio and some samples will be kept by the school in digital format.

AVERAGING OF HIGH SCHOOL GRADES (9TH THROUGH 12TH)

CAISL’s High School (Grades 9 through 12) operates on a continuous year-long reporting system except for those classes which are only one-semester long. Quarterly report cards are emailed to both students and parents. To derive the grade for the year, each semester is weighted evenly (40% each) and a final exam (20%) completes the course grade. Student behavior and work habits are also assessed separately on the report card. Late work and academic malpractice will negatively impact on the academic grade. The grading scale used by the CAISL Secondary School for Grades 9-12 is shown on the right side.

ACADEMIC INTEGRITY

%	Grade	GPA
100	A+	4.33
99		
98		
97	A	4.00
96		
95		
94	A-	3.66
93		
92		
91	B+	3.33
90		
89		
88	B	3.00
87		
86		
85	B-	2.66
84		
83		
82	C+	2.33
81		
80		
79	C	2.00
78		
77		
76	C-	1.66
75		
74		
73	D+	1.33
72		
71		
70	D	1.00
69		
68		
67	F	0.00
66		
65		
64		
63		
62		
61		
60		
59 & under		

Work submitted must accurately reflect student learning. Any action which leads to a misrepresentation of a student's true skills and understanding is malpractice.

Examples of academic malpractice include, but are not limited to the following:

- No evidence of effort to cite a source,
- Collaboration on independent work,
- Plagiarism (not giving credit for another's idea),
- Cheating on non-graded assignments,
- Plagiarism (direct "copy/paste"),
- Cheating on tests or other graded assignments.

A score of zero is entered in the teacher's grade book until the student has demonstrated learning through an alternative assessment. This would include either a recorded oral assessment, a second version of the assessment or another method as determined by the teacher and the Secondary School Principal. The two assessments will be averaged together and recorded.

LATE WORK

Late assignments will have a deduction of one letter grade for each calendar day that the assignment is late, including weekends and holidays. Assignments more than three calendar days late will not be accepted. Students will have a supplemental assessment given at a date and time, outside of class time, at the determination of the teacher. This assessment will be scored and three letter grades will be deducted. Teacher judgment may alter this timing if the assignment cannot be turned in electronically.

STUDENTS ENTERING AFTER THE BEGINNING OF THE YEAR (GRADES 9-12)

For students who enter at the beginning or early in 2nd semester, the course grade for the 2nd semester will be weighted 80% and the weight of the final exam will be 20%.

GPA REPORTING, RANKING AND WEIGHTING (GRADES 9-12)

CAISL does not report class rank. Data on overall class achievement may be made available upon request. CAISL's High School GPA operates on a "4-point scale". "A" equates to a 4.0. Each subsequent letter drops one point (B=3, C=2, D=1, F=0). Courses are averaged to produce a Grade Point Average (GPA).

PROMOTION

GUIDING PRINCIPLES

The general policy of CAISL, is to encourage and assist each student to progress along a continuous growth pattern of academic achievement, in harmony with his/her normal social and emotional development.

In arriving at a decision for the acceleration or retention of a student, the combined views of the Teachers, Principal and Counselor, are taken into consideration along with those of the student and his/her parents. The results obtained from standardized tests, class work, assignments, and accumulated credits will be important factors in the decision. The



guiding philosophy for determining acceleration, promotion, or retention will be what is in the best interest of the student. The ultimate decision lies within the realm of the Division Principal.

EARLY CHILDHOOD

Performance indicators at Early Childhood focus on developmentally appropriate skills, knowledge and understanding. Students frequently achieve readiness to learn at different times, and for this reason we do not normally retain students who are showing growth and progress during the three years of early childhood classes. To be properly prepared for first grade, students should be proficient in the academic curriculum by the end of Kindergarten. When students are not proficient or still developing skills in academic areas, then they are subject to retention in Kindergarten. Your child's teachers will contact you in a timely manner if your child is at risk of retention based on his/her academic performance.

ELEMENTARY SCHOOL

In order to proceed to the next grade in Elementary School, a child should show readiness in each of the three main areas:

- 1) Academic Performance
- 2) Behavior
- 3) Social and Emotional Maturity

Retention may be suggested as appropriate for any student at any grade, based on teacher or parental concerns in any of these three areas. To be properly prepared for the following grade, students should be proficient in the academic curriculum. When students are not proficient or still developing skills in academic areas, then they are subject to retention. Your child's teachers will contact you if your child is at risk of retention based on his/her academic performance.

If, in this case, the Division Principal, after consultation with the educational team and the parents, decides that it is more appropriate, for social and emotional reasons, for the student to progress to the next grade level, then the student may be "placed in" the following grade rather than "promoted". At CAISL it is rare to "place" a student in the next grade level for two consecutive years. If similar academic concerns prevail in the future, the student will most likely be retained or may not be invited to return to CAISL for the next school year.

Behavioral concerns about students, or concerns about social and emotional immaturity, are rarely used as the sole reason for retention in grade, although they may factor into the decisions made about retention in the current grade or placement in the next. A student with serious behavioral issues is likely to disrupt the learning of others. While we aim to work in partnership with parents to reverse or change poor behavior in students, those who cause disruption to learning may not be invited back to CAISL for the following academic year.



The change in academic expectations, culture and environment from Grade 5 to 6 is sometimes a challenge that 5th graders are unable to meet successfully. To be promoted to Middle School, a student needs to have attained academic levels and behavioral levels which will allow him/her to be successful. Acceptance of a student into the Elementary School does not guarantee promotion to Middle School.

SECONDARY – MIDDLE SCHOOL

Retention may be suggested as appropriate for any student at any grade, based on teacher or parental concerns. To be properly prepared for the following grade, students should be proficient in all areas of the academic curriculum. When students are not proficient or still developing skills in academic areas, then they are subject to retention. Your child's teachers will contact you if your child is at risk of not passing his/her class or the Division Principal if retention in grade is a possibility.

If the end-of-year Achievement in two or more Strands in any academic subject is a Not Proficient or if a student is still "Developing" in three or more Strands in academic subjects, the student is subject to retention.

The final decision on promotion or retention rests with the Division Principal who, after consultation with the educational team and the parents, will decide the student's most appropriate grade-placement for the next school year. In rare cases, it may be more appropriate, for social and emotional reasons, for the student to progress to the next grade level even if he/she has not met the criteria for promotion. In these cases, the student may be "placed in" the following grade rather than "promoted". At CAISL it is rare to "place" a student in the next grade level for two years during his/her time at CAISL. If similar academic concerns prevail in the future, the student will most likely be retained or may not be invited to return to CAISL for the next school year.

SECONDARY – HIGH SCHOOL

Promotion from grade to grade in the High School is based on a combination of credits earned, the distribution of credits earned, and the overall Grade Point Average.

Students who end the course with a "D" in both English and Math or in any three or more of the core subjects (defined as those subjects which give a final exam) are subject to retention, even if they meet all of the criteria below, at the discretion of the Secondary Principal.

PROMOTION TO:	CREDITS EARNED (MINIMUM)	DISTRIBUTION OF CREDITS EARNED	GRADE POINT AVERAGE - GPA (MINIMUM)
SOPHOMORE (Grade 10)	6	Must have earned 1 credit in English and 2 credits from among Math, Science, or Social Studies .	2.0
JUNIOR (Grade 11)	12	Must need to earn no more than 2 credits in any discipline	2.0
SENIOR (Grade 12)	19	Must need to earn no more than 1 credit in any discipline	2.0



ENGLISH AS THE LANGUAGE OF INSTRUCTION

GUIDING PRINCIPLES

At CAISL, all our classes are taught in English, with the obvious exception of Portuguese Native Language and Portuguese as a Foreign Language, offered throughout the grades, as well as other Modern Language courses offered in the Secondary School. In the classrooms, teachers and students speak with each other in English (or in the language of instruction). English is the “common ground” for everyone at CAISL, and, in all but PNL and World Language classes, students are expected to speak English at all times.

EARLY CHILDHOOD

In each of our Early Childhood classrooms, we have at least two teachers.

One of these will be a fluent speaker of English, while the other will be a fluent speaker of Portuguese. Most of the time, both teachers are fluent in both languages.

Many students who join us in our Early Childhood classes are not native speakers of English. For this reason, during the first quarter of the academic year, they will usually hear basic instructions in both English and Portuguese, so that they become familiar with spoken English. Although our English teachers in the Early Childhood program are frequently also fluent speakers of Portuguese, they will always speak English with their students and encourage the students to speak English with them.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESL)

GUIDING PRINCIPLES

As English is the language of instruction and a major unifying characteristic of CAISL’s faculty and student body, it is vital that we give each of our students who are not native English speakers the support they need to become confident and fluent in

English as soon as possible. CAISL's program of English for Speakers of other Languages (ESL) is designed to provide special English instruction to non-native speakers.

CAISL's Foundations of English Program is designed to support students in Grades 1 through 8 who are learning English, from Beginner level until they are mainstreamed and assessed with their classmates.

Placement in the Foundations program is based on previous academic records and/or testing when the student begins classes. Occasionally, teachers may feel that a student who is not initially placed in Foundations on admission may benefit from further English support. In this case, they will refer the student to the Tracking Team so that the necessary schedule changes can be effected and parents informed.

EARLY CHILDHOOD

In the Early Childhood classes, students generally learn English through immersion in the classroom environment. While both teachers in the class will be fluent in English, one of them will take primary responsibility for the children's English language development. Through daily interactions, stories and play, very young children acquire English skills in much the same way as they learn in their native language. Typically, young children will be quicker to understand spoken English than they will be to speak it themselves. Just as in their native language, they will make grammatical errors in their early attempts, and these will be gently corrected as the children are encouraged to experiment first speaking, then reading and writing in English.

ELEMENTARY SCHOOL – GRADES 1-5

Students who join CAISL in Elementary School with limited English proficiency will receive specialized support in English at the appropriate skill level through the Foundations program. This program adapts the Performance Indicators and achievement expectations for each student at a level individualized for him/her until such time as the student can be assessed with mainstream students at grade level.

Students in the Foundations of English class will, for a time, also take Science (ESL) and Social Studies (ESL) and receive Pass/Fail grades until they are linguistically able to be assessed with their peers.

The majority of students spend two academic years in the Foundations of English program before being assessed on the full Language Arts curriculum. They may be eligible for assessments which are adapted to their language ability in their other core subjects while they remain in the Foundations of English program. Generally, ESL students who are not native speakers of Portuguese, do not study Portuguese as a Foreign Language in the early stages of their English language learning. Exceptions may be made in the case of students whose native language is of Latin origin.

MIDDLE SCHOOL

Students in Grades 6 through 8 who join CAISL with little or no English are taught through the Foundations of English program. Depending on the student's linguistic background and need, they may receive in-class or out-of-class support and/or adapted assessments. These students may be eligible for assessments which are adapted to their language ability in a Transitional Science and/or Transitional Social Studies class while they remain in the Foundations of English program.

When they successfully complete the Foundations of English program, they may be with their classmates in English Language Arts classes in Transitional English. Once they are deemed to be linguistically fluent enough, they will be assessed the same as their mainstream English classmates. The time it takes for each student to move from Foundations of English to mainstream English depends on the background of the student, his/her motivation, and the pace of his/her language acquisition.

Generally, ESL students who are not native speakers of Portuguese, do not study an additional language in the early stages of their English language learning. Native speakers of Portuguese continue to take Portuguese classes.

HIGH SCHOOL

Students identified with a mother tongue other than English, and without formal education in an English-speaking school, will be tested by CAISL prior to admission for Grades 9-12. For admission to Grade 9, a student must have conversational proficiency. For entry to Grade 10, a student must demonstrate a command of English which indicates that a year of instruction at CAISL will result in readiness for Grade 11. ESL student levels in High School are Intermediate and Advanced. The time it takes for each student to move from ESL to mainstream English depends on the background of the student, his/her motivation, and the pace of his/her language acquisition.

In Grade 9, ESL students may, depending on their level, be eligible for transitional grading in their other core subjects, as long as they remain in ESL or in a transitional English course. Once they are assessed as no longer in need of transitional English, they will join the mainstream English class

Students in Grade 10 Advanced ESL are expected to access the full academic program.

There is no ESL program in Grades 11 and 12.



PORTUGUESE AS A FOREIGN LANGUAGE (PFL) AND PORTUGUESE NATIVE LANGUAGE (PNL)

GUIDING PRINCIPLES

As Portuguese is the language of the host country, CAISL offers Portuguese to both native speakers and those who are new to the language. Portuguese is required of all students through Grade 9, the exception being students who are in the early stages of English language development (as referenced in the ESL section above).

It is expected that students who complete the PFL program through the Advanced level will move to PNL. During the transitional year, students will typically receive pass-fail, sheltered grading or similar accommodations.



LEARNING SUPPORT PROGRAM

GUIDING PRINCIPLES

CAISL provides a Learning Support Program for students who have mild to moderate learning difficulties or attention disorders. It is the philosophy and practice of CAISL to ensure that these students have the support they need to allow them to be successful within a classroom with their peers. The Learning Support Teachers, using the educational-psychological testing provided by the parents, and with input from parents and teachers, may design an “Individualized Educational Program” (IEP) or an “Accommodation Plan” (AP) to guide the academic work and assessment of the child.

Placement in the Learning Support Program is for students who have been diagnosed with mild to moderate cognitive learning disabilities or attention disorders. Those with cognitive learning disabilities may be provided with an IEP. Those with attention disorders will normally receive an Accommodation Plan; some students may receive both, depending on their diagnosis.

At times, teachers will recommend that CAISL students be tested by an educational psychologist and receive Learning Support while the testing is in progress. Although it is the desire of CAISL to support as wide a spectrum of special needs as possible, the school does not support the full range of special needs nor significant special behavioral or physical needs. Note that as children move through the grades, their continuing admission to CAISL is regularly reassessed to ensure that a student can succeed in CAISL’s program.

EARLY CHILDHOOD

It is unusual for a child to enter the Early Childhood program already with a special needs diagnosis. It is during these early learning years, that students may begin demonstrating special challenges which need further investigation. There are times when external testing may be recommended to provide the teachers with more specific analysis than can be done by classroom assessment or observations. This can only be to the benefit of the child, as the more information teachers have at this early age, the better we are able to determine if our programs are appropriate for the child’s needs.



ELEMENTARY AND MIDDLE SCHOOL (GRADES 1-8)

Students receiving support from the Learning Support Teachers, are taught in a variety of ways and there is no pre-determined “program” for all students. The needs of the individual students are assessed, as indicated above, and the Learning Support Teacher, with the guidance of the Student Support Services Coordinator, determines the best methods of support. This may be adult support within the classroom, work within a small group with the Learning Support Teachers, or, at times, one-on-one instruction targeted to specific areas of learning.

HIGH SCHOOL

Students admitted to the High School Program must be able to complete the 4-year requirements for the High School Diploma program. Students admitted to the High School with mild-to-moderate academic or attention special needs, receive support from the Learning Support Teachers.



CONDUCT-EFFORT RUBRIC

EFFORT	EXC (Excellent)	Good	NI (Needs Improvement)	U (Unsatisfactory)
PUNCTUALITY	Always on time for class.	Usually on time for class.	Inconsistently on time for class.	Rarely or never on time for class.
PREPAREDNESS	Always prepared for class.	Usually prepared for class.	Inconsistently prepared for class.	Rarely or never prepared for class.
WORK COMPLETION <i>Includes classwork, homework and make-up work</i>	Always completes work on time and is on-task during class activities.	Usually completes work on time and is on-task during class activities.	Inconsistently completes work on time and is on-task during class activities.	Rarely or never completes work on time and is on-task during class activities.
TIME MANAGEMENT	Always manages time well and is able to work without direct supervision.	Usually manages time well and is able to work without direct supervision.	Inconsistently manages time well; occasionally requires direct supervision.	Rarely or never manages time well and often requires direct supervision.

CONDUCT	EXC (Excellent)	Good	NI (Needs Improvement)	U (Unsatisfactory)
ENGAGEMENT <i>Includes staying on task and seeking extra help when needed</i>	Always demonstrates interest in learning. Always makes positive contributions.	Usually demonstrates interest in learning. Usually makes positive contributions.	Inconsistently demonstrates interest in learning. Inconsistently makes positive contributions.	Rarely or never demonstrates interest in learning. Rarely or never makes positive contributions.
RESPECT FOR LEARNING ENVIRONMENT	Always follows instructions and takes pride in their work.	Usually follows instructions and takes pride in their work.	Inconsistently follows instructions and takes pride in their work.	Rarely or never follows instructions and takes pride in their work.
INITIATIVE <i>Includes academic risk-taking, reflecting, goal-setting and analyzing learning style</i>	Always accepts challenges. Always recognizes the importance of making and learning from mistakes.	Usually accepts challenges. Usually recognizes the importance of making and learning from mistakes.	Inconsistently accepts challenges. Inconsistently recognizes the importance of making and learning from mistakes.	Rarely or never accepts challenges. Rarely recognizes the importance of making and learning from mistakes.
COLLECTIVE EXCELLENCE <i>Includes team work and showing respect for others</i>	Always works well with and encourages others.	Usually works well with and supports others.	Inconsistently works well with or supports others.	Rarely or never works well with or supports others.