Learn more about us.

Creating Achieving Inspiring Serving Leading

New Family Coffee
September 2019
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.
PROFILE OF THE LEARNER

The CAISL community includes everyone who shares an interest in the success of our learners. All members of the community strive to help our learners become
As a member of the CAISL Community, I will:

Be respectful, welcoming, and well-mannered to everyone.

Tell the truth and take responsibility for my actions and my inactions.

Leave the space I use better than I found it.

Return what I borrow in good condition.

Use resources mindfully.

Be on time, present, and prepared.

Give thoughtful consideration to the opinions of others.
ACCREDITATION/AUTHORIZATION

Permanent License from the Portuguese Ministry of Education to offer an American curricular program and the IB Diploma

Accredited by

• Middle States Association (MSA)
• Council of International Schools (CIS)

Authorized by the International Baccalaureate Organization to offer the IB Diploma Program (last two years of High School)

Only School in Portugal to be assisted by the US Department of State Office of Overseas Schools
HISTORY OF CAISL

Origin in 1956
St. Columban’s School
Founder: Anthony McKenna
Proprietary School

Ownership transferred in 1975 to
Smith & Co.
American International School of Lisbon (AISL)
Proprietary School
In 1994, Smith&Co. sold to the newly-created Fundação Escola Americana de Lisboa Not-for-Profit

2001

The American International School of Lisbon (AISL) added the name Carlucci

In recognition of the Portugal-USA ties

https://www.caislisbon.org/page.cfm?p=1030
ORGANIZATION OF CAISL

The Fundação Escola Americana de Lisboa (FEAL) is the supervisory body which oversees CAISL.

FEAL is governed by 2 Trustees who were part of the group which led the transition from for-profit/proprietary to the not-for-profit foundation:

The Ambassador of the United States of America to Portugal Visteon Portuguesa
ORGANIZATION OF CAISL

Fundação Escola Americana de Lisboa
Board of Trustees

Each of these Trustees appoints members to the FEAL Board of Trustees.

The FEAL Trustee Representatives (the Board of Trustees) serve on a volunteer basis, giving of their time and expertise and often money to hold the school “in trust” for future generations of students.

Representative of Visteon Portuguesa: João Paulo Ribeiro
Representatives of the US Ambassador:
  Dept. of State Diplomat assigned to Lisbon: Maurilio Rojano-Garcia
  Individual with Ties to both USA & Portugal: Michael de Mello, President
The Trustees hold the school “in trust” for future generations. As such they
• Determine policies which govern the school.
• Are responsible for long-range planning for the school, holding it “in trust” for future generations.
• Approve and supervise the annual budget and ensure sound fiscal management, legal compliance, and annual external audits.
• Hire and supervise the Director and through her delegate executive, supervisory, and instructional authority to the employees of the school.
• Appraise the results achieved by the school in light of the goals.
ORGANIZATION OF CAISL

Fundação Escola Americana de Lisboa

Board of Trustees

The Board of Trustee Policy Manual can be found on the CAISL Web site:

https://www.caislisbon.org/page.cfm?p=582
Census of Foundations in Portugal (2011/2012)
Of 190 Foundations in Portugal, FEAL ranked 8th

Information specific to FEAL can be found on the school’s home page: www.caislisbon.org
ORGANIZATION OF CAISL

Senior Management Team
Katie Morris, Elementary Principal
Nate Chapman, Secondary Principal
Paulo Parreira, Business Manager
Blannie Curtis, Director

Management Team
Vera Tamen, Information Technology Manager
Helena Madeira, Accounts Manager
Maria Barral, Development, Marketing, Communications Manager
Program Coordinators:

Helen Jenkins, Library-Media Specialist
Leslie Viveiros, Fine Arts
Gus Ferreira, Athletics
Sonia Almeida, Student Support Services
Ana Almeida, High School and IB Coordinator
David Price, Middle School Coordinator

Mariana Monteiro, Communications Coordinator
Lia Carvalho, Admissions Coordinator
CAISL’s PSG is a group of volunteer parents who organize community events to bring people together in fun activities.

Each year the Parent Group “reinvents” itself. As an international community, the membership is fluid and changes from year to year. It works as a cooperative group, with no formal hierarchy.

Annual major events which the Parents normally assume responsibility for are
• The Welcome Back Picnic/BBQ (Saturday, September 21)
• Movie Nights (the first one October 18)
USA 20%
Other English-Speaking Countries 5%
Portugal 27%
Brazil 10%
China 10%
Other 28%

- Total of 53 Nationalities
- 27% have more than one nationality
24% of the Portuguese citizens teach in the Portuguese language program.

21% of the non-American citizens were educated in American schools or taught in USA.
NOTES:
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.

ENROLLMENT HISTORY

• 18/19: 11% of applicants were successful in their application as of June 2019.

• 19/20: 20% of applicants have been successful in their application so far

* This data will only be complete in June 2020. The value on it is ‘to date’.
USA: Columbia, Brown, Duke, NYU and Swarthmore
UK: Cambridge, St. Andrews, London School of Economics, Imperial College, Lancaster, Bath and UCL
PT: Instituto Superior Técnico, Universidade Nova de Lisboa and Universidade Católica
  5 entered Portuguese University with their High School Diplomas (one into an English-language program)
  3 entered Portuguese University with their IB Diplomas
Other: The Netherlands, France, Spain, Italy and Switzerland
Communication is only productive when it is

• Addressed directly to the proper person, the one who is most likely to be able to answer the question, provide the insight, or correct the problem.

• Assumes good intentions and good will on all sides

• Is at all times courteous and polite

COMMUNICATION AT CAISL
www.caislisbon.org/communication
CHANNLES OF COMMUNICATION AT CAISL

PARENT or STUDENT

Class Teacher or Subject Teacher
Or Middle School Advisor

Middle School Coordinator

Division Principal

Director

Board of Trustees (via Director)

Elementary or Secondary Guidance/Personal Counselors

Student Support Services Coordinator
CHANNELS OF COMMUNICATION AT CAISL
IN PERSON

Open Houses in September—next week
Tuesday, September 24: Grades 1-12 (7pm)
Thursday, September 26: Early Childhood (08h30)

Parent-Teacher Conferences (PTC)
Elementary—Wednesday, October 9
Elementary & Secondary “Overflow”: Afternoon of Wednesday, October 16
Secondary—Wednesday, October 23

All-School—Wednesday, March 11
CHANNELS OF COMMUNICATION AT CAISL

Other Meetings:

• Arranged individually by either Parents or School
• Meetings related to specific programs (IB, Gredos trips, University Applications)
• Open Forums
CHANNELS OF COMMUNICATION AT CAISL

IN PRINT
Elementary Friday folders (Early Childhood and Elementary)
Elementary Planners (Grades 3, 4, and 5)

ELECTRONICALLY
Email
Weekly newsletters
from Elementary Principal and Secondary Principal
SMS (text) messaging in emergencies
TeacherPlus Portal
Moodle (online learning platform)
Website: www.caislisbon.org
CAISL’S HOME PAGE

For Child Protection, CAISL has no pictures of children on its public site. We respect children’s privacy rights and comply with the data protection laws of Europe in this regard. We have also chosen not to buy commercially-produced pictures of children as we want our site to be a genuine picture of CAISL and our community and choose not to present material which is not truly “us.”
SOCIAL MEDIA AND MESSAGING APPS

AGE OF “DIGITAL MAJORITY” IN PORTUGAL IS 13
CONTACTING YOUR CHILD DURING THE SCHOOL DAY

Student Use of Cell Phones

Should a parent need to get an urgent message to their child, please call the Elementary or Secondary Offices. The Division Assistants will relay the message at their first opportunity, avoiding interrupting classes in all cases, except genuine and immediate emergency.

Elementary:  Ms. Ana Maria Gorito (21-923-9833)
Secondary:  Mr. Jorge Garcia (21-923-9816)
SCHOOL WIFI

Parents who wish the WiFi log-in/password for their own use while they are on campus may get it from Lucy Figueiras at the Reception Desk Jorge Garcia (Secondary Office) Ana Maria Gorito (Elementary Office), the IT Office.

If you get the school Wifi, please do not share it with others including students.

We change the password periodically!
CAISL’s Core Value

“(…)we challenge ourselves and each other to do our best(...)”

How do we create a climate that really lets children know we value “doing our best” over “getting a good grade”?
Not being defeated by setbacks.

Growth vs Fixed Mindset

From the work of Carol S. Dweck, currently at Stanford University


www.mindsetonline.com
What is a Mindset?

A Mindset is the way you approach learning.

Growth Mindset: The goal is Learning

“It’s much more important for me to learn things in my classes than it is to get the best grades.”

Fixed Mindset: The goal is Performance.

“The main thing I want when I do my school work is to show how good I am at it.”
Mindset is Revealed by One’s Beliefs about the role of Effort

Growth Mindset - Effort is positive:
“The harder you work at something, the better you’ll be at it.”

Fixed Mindset - Effort is negative:
“To tell the truth, when I work hard at my school work it makes me feel like I’m not very smart.”
Effect of Types of Feedback on 7th Grade Math Students (Carol Dweck)

![Graph showing the effect of different types of feedback on math students. The graph compares the performance of students based on the type of praise they receive: Effort Praise, Control Praise, and Intelligence Praise. The trials are labeled as Trial 1 and Trial 3.]
False Growth Mindset

Praising effort which does not result in progress sends the signal “that’s the best you can do.”

Effort is a major but not the only factor in success.
A student’s skills and knowledge are tested to

1. Determine what they know and can do so that teachers can adapt instruction to serve the needs of the student better and so that parents can provide home support in critical areas. (These are called *formative*.)

2. Provide a final record to indicate the level at which a student learned the expected skills and knowledge. (These are called *summative*.)
Understanding each student’s academic level gives teachers the power to help them excel.

MAP computerized adaptive assessments are tools that assist teachers, providing them with the detailed information they need to meet their students’ needs, one child at a time.

www.nwea.org
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