



Lancers[®]
International School
An IB World School



Cambridge Assessment
International Education
Cambridge International School

DP HANDBOOK

2026-27

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Who are we?

Lancers International School's Introduction

Over 30 Years Of History

Lancers International School is a premier school established in the city of Gurgaon. Located in the national capital region of India, the school is based on a commitment to empowering and educating 21st-century learners who are ready to thrive in a globalised and modern world. Here at Lancers, we celebrate not only a tradition of academic excellence but also an authentic learning experience that prepares students to face life's challenges and make a significant contribution to the world.

LIS VISION

Nature is the best educator. It is universal, absolute and constant. Lancerians will inherit its completeness. They will be humanitarian in their approach, adept at adaptation, innovative and resourceful in times of crisis, and international in their outlook, capable of carving out a home for themselves in any global context.

LIS MISSION

Our mission is to provide an environment that fosters lifelong learning in all Lancerians, cultivating responsible, disciplined, and ethical young men and women. Lancerians are understanding and tolerant towards people of all races and cultures.

LIS Objectives

1. To develop healthy, sensible, well-rounded and complete human beings through academic, aesthetic and athletic activities.
2. To foster a social climate in the school that promotes international understanding among those represented within the school community.
3. To develop through community service, respect for the environment, and concern for society.
4. To build self-esteem and leadership qualities.
5. To uphold an uncompromising commitment towards excellence.
6. To provide a safe and nurturing community where diversity is celebrated and mutual respect among children and adults is practised.
7. To create an environment where children are exposed to challenging, educational opportunities.
8. To create a platform where teachers, parents and children evolve together to create a new social awakening.

Celebrating Achievement: Award-Winning Campus and Recognitions

Lancers International School has been ranked No. 1 in Delhi NCR for 2025 - 2026, India's No. 2, and the School of the Year 2023. This table lists the top IB schools in the world based on their academic success in terms of average points in the IB Diploma Programme. Lancers International School, Gurugram, achieved a 100% pass rate with an overall average of 39 out of a total of 45 points.

We are proud to share that our Grade 10 students at LIS achieved the highest average IB DP score in North India for the academic year 2024–2025. The maximum possible score for the DP certificate is 56, with each required eAssessment graded on a scale of 1 to 7. Our students achieved an outstanding score of 54, with an average of 45.32, significantly

surpassing the world average of 37.52. This remarkable achievement reflects the strength of our DP implementation and the commitment of our learners. Notably, our students excelled in the IB Personal Project, earning an average score of 6.67 compared to the worldwide average of 4.23, approaching the highest possible score of 7. They also performed strongly in the Interdisciplinary Learning, with an average score of 5.77, again exceeding the global average of 4.78. These results reflect the hard work, dedication, and inquiry-driven mindset of our learners, supported by a committed team of educators and the entire LIS community.

Lancers International School takes immense pride in its achievements and recognitions. Our campus has been honoured with the prestigious Campus Architecture and Design award from Education World Magazine in both 2016 and 2021, showcasing our commitment to providing a visually appealing and functional learning environment. Furthermore, we were awarded the title of Top International School in Haryana for Individual Attention to Students by the North School Merit Awards in 2018. These accolades reflect our dedication to providing a nurturing and supportive educational experience for our students. At Lancers, we celebrate the achievements of our school community and continue to strive for excellence in all aspects of education.

Message from the DP Coordinator

Embracing Excellence at Lancers International School

Dear Parents and Students,

I extend a warm welcome to the DP handbook for Lancers International School. As the DP Coordinator, I feel privileged to be part of a school community that values holistic education and is committed to nurturing the growth and development of our students.

The DP handbook serves as a comprehensive guide, offering essential information about the DP curriculum, assessment practices, and the eight subject groups that form the core of our educational framework. It empowers parents and students with the knowledge needed to actively engage in the learning journey and make informed decisions about their education.

At Lancers International School, we consider ourselves fortunate to have dedicated parents and students who are committed to academic excellence and personal growth. The DP promotes a collaborative partnership among the school, parents, and students, fostering a nurturing environment that encourages curiosity, critical thinking, and a passion for lifelong learning.

As you explore the DP handbook, I encourage you to embrace the values of our mission and vision, as well as the IB philosophy and its associated principles. These qualities lie at the heart of the DP, guiding our students' academic and personal development.

On behalf of the DP team, I express my sincere gratitude for choosing Lancers International School as your educational partner. We look forward to embarking on this journey together, creating an enriching and transformative DP experience for each student. Welcome to a world of endless possibilities!

Warm regards,

TJ Thomas
DP Coordinator
Lancers International School

IB Diploma Programme Introduction

What is the DP?

The DP, or Diploma Programme, is an internationally recognised educational framework developed by the International Baccalaureate (IB). Designed for students aged 11 to 16, the DP provides a comprehensive and engaging curriculum that promotes holistic development across multiple domains.

At the core of the DP is a commitment to nurturing critical thinking skills, intercultural understanding, and global citizenship. Through an inquiry-based approach, students explore subjects in depth and make meaningful connections to real-world issues. The curriculum covers six disciplines including Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Art.

In addition to academic subjects, the DP places significant emphasis on developing Approaches to Learning (ATL) skills. These skills, such as research, communication, self-management, and collaboration, empower students to become effective learners and equip them with essential life skills.

Assessment in the DP is criterion-related, focusing on students' understanding, application of knowledge, and development of skills. It includes a combination of internally and externally assessed tasks, such as projects, examinations, and coursework, allowing students to demonstrate their learning in various ways.

Beyond academics, the DP is designed to foster personal and social development. It promotes the growth of learner profiles, encouraging students to be reflective, principled, caring, open-minded, and balanced individuals. By embracing international-mindedness, the DP encourages students to appreciate diverse perspectives, cultures, and global issues.

Ultimately, the DP serves as a valuable foundation for further studies, including the IB Diploma Programme, and prepares students for success in higher education and beyond by nurturing their intellectual growth, skills development, and personal attributes.

What does the DP offer?

The DP aims to develop active learners and internationally minded young people who can empathise with others and pursue lives of purpose and meaning. The programme empowers students to explore a wide range of issues and ideas of significance locally, nationally, and globally. The result is young people who are creative, critical and reflective thinkers.

Research shows that students participating in the DP:

- Build confidence in managing their learning
- Learn by doing, connecting the classroom to the larger world
- Outperform non-IB students in critical academic skills
- Consistently have greater success in IB Diploma Programme examinations
- Thrive in positive school cultures where they are engaged and motivated to excel
- Develop an understanding of global issues and a commitment to act as responsible citizens.

Learner Profiles (LP) Attributes

The IB learner profile represents ten attributes valued by IB World Schools. These attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open - Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of perspectives, and we remain open to learning from our experiences.

Caring

We show empathy, compassion and respect. We are committed to service, striving to make a positive difference in the lives of others and the world around us.

Risk-takers

We approach uncertainty with forethought and determination, working independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our ideas and experiences. We strive to understand our strengths and weaknesses to support our learning and personal development.
How do teaching and learning happen in the DP?

Approaches to Teaching in IB DP

Approaches to teaching in the IB DP refer to the instructional methods and strategies employed by teachers to facilitate practical learning experiences for students. These approaches are designed to promote inquiry-based learning, critical thinking, and the development of essential skills and attitudes. At Lancers International School, following the IB DP, teachers utilise a variety of approaches, including collaborative learning, differentiated instruction, concept-based teaching, and real-world connections. They encourage students to actively engage with the curriculum, ask meaningful questions, and

explore different perspectives. By incorporating these approaches into their teaching practices, IB DP teachers aim to foster a stimulating and inclusive learning environment that empowers students to become independent, lifelong learners.

In the IB DP, the approaches to teaching encompass several key elements that guide instructional practices and support student learning. These elements include:

- **Inquiry-Based Learning:** Encouraging students to explore and investigate topics through questioning, research, and critical thinking, promoting a deeper understanding of concepts.
- **Collaborative Learning:** Promoting group work, teamwork, and cooperative learning activities to foster effective communication, collaboration, and the development of social skills.
- **Differentiated Instruction:** Adapting teaching strategies, content, and assessment methods to meet the diverse needs, learning styles, and abilities of individual students, ensuring inclusive and personalised learning experiences.
- **Concept-Based Teaching:** Emphasising the understanding of key concepts and their connections across different subject areas, promoting interdisciplinary learning and the application of knowledge in real-world contexts.
- **Authentic Assessment:** Employing various assessment strategies, such as projects, presentations, and performance-based assessments, that allow students to demonstrate their understanding and skills in meaningful and authentic ways.
- **Reflective Practice:** Encouraging students to reflect on their learning process, set goals, and evaluate their progress, fostering metacognition and self-directed learning.
- **Technology Integration:** Incorporating technology tools and resources to enhance teaching and learning experiences, promote digital literacy, and provide opportunities for creativity, collaboration, and research.

By integrating these elements into their teaching practices, IB DP educators create a dynamic and engaging learning environment that supports students' intellectual, social, and emotional growth. In the following pages, we will provide a brief explanation of how these elements of approaches to teaching are implemented at our school. Our commitment to implementing these teaching approaches ensures that our students receive a well-rounded education that prepares them for success in the DP and beyond.

Approaches to Learning (ATL skills)

Students develop skills that have relevance across the curriculum and that help them “learn how to learn”. One of the fundamental aspects of the DP is the development of Approaches to Learning (ATL) skills. These skills encompass a wide range of abilities that empower students to become effective learners. Through ATL, students learn how to inquire, think critically, communicate effectively, and manage their learning. They develop skills in research, organisation, self-reflection, and collaboration, which are essential for academic success and personal growth. By explicitly teaching and embedding ATL skills across the curriculum, the DP aims to equip students with the tools they need to navigate complex challenges, make informed decisions, and become lifelong learners. These skills not only support students in their academic pursuits but also prepare them to thrive in an ever-changing and interconnected world.

A vertical planner of ATL skills is in development for DP detailing when these skills will be introduced, taught and reinforced by each subject group.

IB DP Curriculum



DP CORE:

Made up of three required components, the DP core aims to broaden students' educational experience and challenges them to apply their knowledge and skills.

DP CORE refers to the Extended Essay, CAS- Creativity, Activity & Service and Theory of Knowledge. In these components students undertake different submissions as part of the Diploma Programme (DP) in the International Baccalaureate (IB) curriculum. These components offer students the opportunity to integrate and apply their knowledge, skills, and understanding across multiple subject areas. The DP Core is designed to be student-driven and inquiry-based, allowing students to explore their interests, engage in critical thinking, and take ownership of their learning. CAS is sometimes collaborative and often requires students to work in teams to investigate, plan, and execute their ideas. The Extended Essay is independent and Theory of Knowledge is a timetabled course with a minimum of 100 hours. The work is externally assessed, failure in any of the CORE components will result in a diploma not being awarded.

The three CORE elements are:

- **Theory of Knowledge** : in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The Extended Essay**: in which students produce an independent, self-directed piece of research, finishing with a 4,000 -words paper.
- **Creativity, Activity and Service**: in which students maintain a portfolio, complete a collaborative project and experience over 18 months.

Through the Diploma Programme CORE components, students experience the responsibility of completing a significant piece of work over an extended period. The CORE encourages students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community.

CAS experiences are student-centred, enabling students to engage in practical explorations through a cycle of inquiry, action, and reflection. Through CAS students develop essential skills such as research, communication, problem-solving, and time management. They learn to investigate real-world issues, apply their knowledge creatively, and present their findings in a meaningful and effective manner. CAS also encourages reflection, allowing students to assess their learning and growth throughout the process.

Service Learning & CAS Portfolio

Students in the Diploma Programme are required to maintain a CAS portfolio.

In the DP service involves participation in service learning. As students evolve through the service learning process, they may engage in one or more types of action.

- **Direct service**: Students interact with people, the environment, or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviours to prepare them for adoption.
- **Indirect service**: Students do not see the recipients during indirect service, but they have verified that their actions will benefit the community or environment. Examples

include redesigning an organisation's website, writing original picture books to teach a language, or raising fish to restore a stream.

- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyse data, and report on a topic of importance in influencing policy or practice. Examples include conducting environmental surveys to affect their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

Assessment in DP

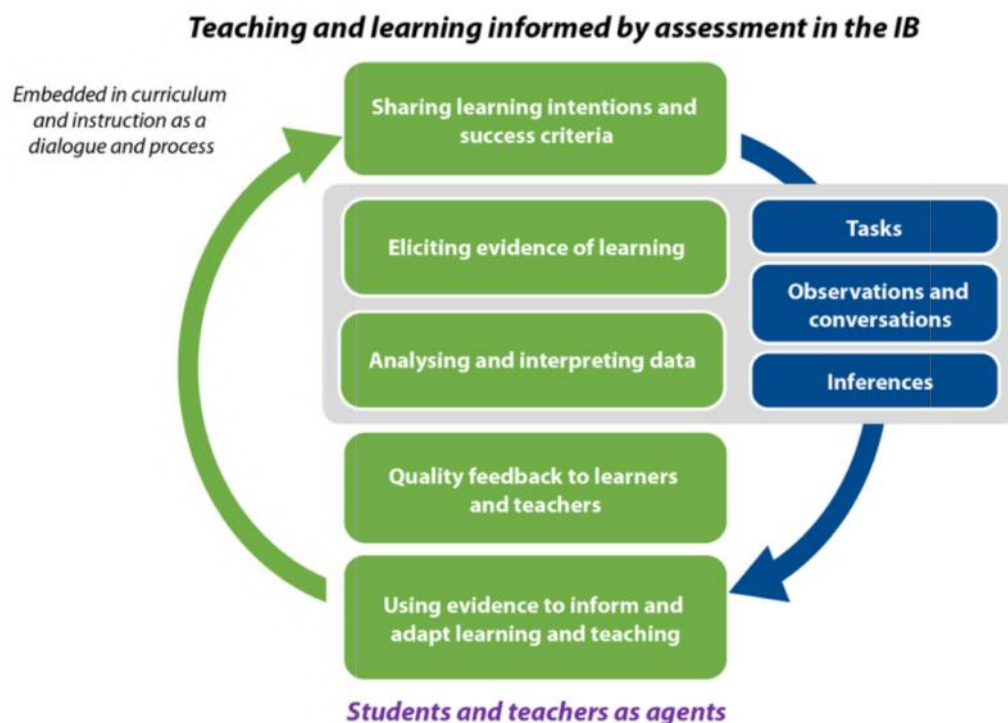


Figure 1

A model for teaching and learning informed by assessment

As seen in Figure 1, formative assessment is assessment that is embedded in curriculum and instruction, where the inferences drawn from assessment outcome “relate to the kinds of actions that would best help students learn.”

Taken from the IB’s ‘Teaching and learning in the Diploma Programme’ Lancers recognizes that formative assessments are known as assessments for learning. Below are some important understandings from IB research:

- Assessments are tasks, conversations, observations and inferences
- Quality assessments need to be embedded in curriculum and instruction
- Formative assessments are founded on research in pedagogy and learning sciences
- The key is to develop agency and assessment-capable IB learners and teachers.

Externally marked examinations form the larger share of the assessment for most subjects.

The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability and fairness are the aim of the Diploma Programme's assessment strategy.

The criteria represent areas of learning (or the learning objectives) identified for each subject.

- Each area is known as a 'criterion'.
- The IB determines the areas, or criteria, for each subject and requires that DP subject teachers use them.

Each subject area has its own set of criteria for assessing students. The criteria are contained in each DP subject guide.

Assessment Standardisation Protocol

The assessment policy guides assessments at Lancers International School.

With a strict adherence to the IB Standards (Learning (04): Approaches to Assessment 0404-03), teachers in Lancers International School standardise their assessment of student work to ensure reliable results by IB guidelines.

All the subject teachers and Department Heads share a common understanding of the DP subject criteria, strands, command terms and levels as applied to student work.

The school's standardisation protocol outlines the following objectives:

- To understand the subject objectives, criteria, the strands and grade bands/ levels
- Promote consistency in marking and build a common understanding in subject groups
- Apply a common interpretation of assessment criterion strands
- Understand that each command term has an ordinary meaning and requires a different approach and length of answers
- Ensure that all the teachers in the department understand the assessment criteria.

Grade Descriptors

Grade descriptors guide and inform predicted grades for university. Each subject group has defined grade descriptors from the IB.

Assessment Deadlines

Student Responsibilities

- Students are expected to submit all assessments by the published deadline.
- Deadlines will be communicated through ManageBac and/or by the subject teacher.
- Students should begin assignments well in advance and seek support before the deadline if difficulties arise.
- Technical issues (internet problems, printer issues, forgotten passwords, etc.) are **not** acceptable reasons for late submission.

Teacher Responsibilities

- Teachers will provide clear assessment criteria and submission instructions.

- Major assessment deadlines should be communicated in advance and coordinated, where possible, to avoid unnecessary clustering.
- Teachers will provide timely feedback in accordance with departmental expectations.

Late Submission Policy

DP1 Students

The purpose of DP1 is to develop the habits required for success in DP2.

First Late Submission

- Assessment accepted with written warning.
- Parents and Homeroom Teacher notified.

Second Late Submission

Parents notified.

Students are required to attend an academic support session or supervised study.

Reflection on time management completed.

Third and Subsequent Late Submissions

- Meeting with parents, DP Coordinator, and student.
- Students may be placed on an Academic Monitoring Plan.
- Continued late submissions will be reflected in school reports where applicable.

DP2 Students

DP2 students are preparing for external IB examinations and university expectations.

Internal School Deadlines

- Work submitted after the deadline may receive reduced formative feedback.
- Teachers are **not obligated** to provide detailed feedback on late drafts of Internal Assessments, Extended Essays, or TOK work.

Final Internal Deadlines

Work submitted after the final school deadline may **not** be accepted if doing so jeopardizes IB submission timelines.

Failure to submit required IB coursework by school deadlines may result in the school being unable to authenticate or submit the work to the IB, which could lead to **no grade being awarded for that assessment component**.

Extensions

Extensions are granted only under exceptional circumstances, including:

- Serious illness (medical documentation may be required)
- Bereavement
- Family emergency
- Other significant circumstances approved by the DP Coordinator

Requests must:

- Be made **before** the deadline whenever possible.

- Include supporting documentation if requested.
- Vacations, extracurricular commitments, university applications, heavy workload, poor planning, or technology failures are **not** normally grounds for an extension.

Missed Assessments

If a student misses an in class assignment due to an excused absence:

- The student must contact the teacher on the day they return.
- The parents must email the medical note to the coordinator with the relevant teacher in cc'
- A make-up assessment will be scheduled at the teacher's discretion.
- Unexcused absences may result in no opportunity to complete the assessment.

Internal Assessments, Extended Essay & TOK

IB Core and Internal Assessment deadlines are fixed and published well in advance.

Students should note that:

- Teachers are only required to provide feedback on drafts submitted by the published draft deadline.
- Drafts submitted after the deadline may receive minimal or no feedback.
- Final submissions must meet school deadlines to allow time for authentication, plagiarism checks, moderation, and IB submission.

Failure to meet these deadlines places the student's IB Diploma at risk.

Academic Integrity

Students may not intentionally delay submission to gain an unfair advantage or receive additional time unavailable to other students.

Late submission does not exempt students from the school's Academic Integrity Policy.

The Diploma Programme is designed to prepare students for the expectations of higher education and professional life. Meeting deadlines is an essential skill that demonstrates responsibility, resilience, and academic integrity. While the school will support students facing genuine challenges, all students are expected to take ownership of their learning and manage their time effectively.

Benefits of Assessment

- Consistent global quality assurance
- Stronger links through the IB continuum
- Recognition from accrediting bodies, governments and universities

Assessment Vocab:

- Externally marked-this will be graded by an external examiner
- Internally marked assessment-this is graded by the teacher and moderate when possible
- Formative-Assessment for learning
- Summative-Assessment of learning

The International Baccalaureate Organisation will award the final DP result with students' DP certificates.

Nurturing Holistic Growth: Everyday Living at LIS

Facilities for Success: Empowering Students at Lancers International School

Delicious Dining: Our Cafeteria Experience

At Lancers International School, we recognise the importance of serving nutritious meals to our students. That's why we have a well-equipped cafeteria where all students are served snacks and lunch. Our cafeteria offers a diverse menu that caters to a wide range of dietary preferences and requirements. Students are also welcome to bring snacks and drinks from home or purchase food from the cafeteria. We have specific buy days for each class, ensuring a seamless and organised process. However, parental consent is always required before allowing any child to make purchases. Please note that personal snack or lunch deliveries from outside restaurants are not permitted on campus to ensure the highest standards of hygiene and safety.

Keeping Your Child Healthy: The Importance of Our Clinic

The well-being of our students is of utmost importance to us. That's why a trained nurse manages a fully equipped clinic. Our clinic treats minor injuries, allergic attacks, coughs, colds, and fevers. If a clinic visit is necessary, an infirmary report is generated to keep parents informed. We have provisions in place to consult with parents regarding severe conditions and, if required, transport the student to a nearby hospital. Parents must inform the school if their child is on medication to ensure proper care. Our nurses and homeroom teachers handle all medications, ensuring safety and adherence to protocol. Regular spot checks are conducted throughout the year, and any suspected infections are promptly communicated to parents for further consultation with a paediatrician.

Convenient Commuting: Transportation Services

To ensure a hassle-free commuting experience, Lancers International School offers bus transportation for students who wish to utilise this service. We have designated bus routes with scheduled drop-off and pick-up times, which are communicated to parents for convenience. Our priority is to ensure the safety and comfort of our students during their daily commute, allowing them to focus on their studies and extracurricular activities.

Unleashing Potential: Exceptional School Facilities

Lancers International School takes immense pride in its world-class facilities, resources, and infrastructure. Providing a conducive environment is crucial for supporting the individual pursuits of our students. From state-of-the-art sports facilities to dedicated spaces for visual arts, music, dance, and drama, our school offers a holistic approach to education. Our libraries, laboratories, and specialised classrooms empower students to acquire relevant knowledge and skills in various disciplines, including sciences and technology. Additionally, our online facilities connect us to global networks, enriching our students' inquiries and expanding their understanding of the world. At Lancers, we prioritise career counselling, individualised instruction, and unique and gifted programs to ensure that every student can achieve their full potential. Our commitment to excellence has been recognised through prestigious awards, including the Campus Architecture and Design award from Education World Magazine and the Top International School in Haryana for Individual Attention to Students by North School Merit Awards.

Sports Excellence: Professional-level Athletics Facilities

We take great pride in offering outstanding sports facilities that rival professional standards. At Lancers International School, we recognise the importance of physical education and athletics in fostering discipline, teamwork, and overall well-being. Our campus features top-notch facilities, including tennis courts, basketball courts, swimming pools, an open field, gymnastics equipment, a shooting range, a fencing corner, a boxing rink, squash courts, a skating rink, a cricket pitch, and even a mini-golf course. These facilities are managed by professional coaches who provide expert guidance and training. We encourage our students to explore their passion for sports without limitations, ensuring they can access various options. At Lancers, sports are an integral part of a well-rounded education.

Discovering the Wonders of Science: Laboratories

At Lancers International School, we believe in nurturing scientific curiosity and promoting hands-on learning experiences. Our science laboratories play a vital role in facilitating practical experiments and demonstrations. Equipped with dedicated labs for biology, chemistry, physics, and computer science, our students have access to the tools and equipment necessary to explore and understand various scientific concepts. Teachers conduct experiments and use the labs for demonstration classes, ensuring a comprehensive understanding of scientific principles. Our laboratories inspire students to continue their pursuit of knowledge and develop essential skills in the sciences and technology. With state-of-the-art facilities, we encourage students to unleash their scientific potential and become critical thinkers and problem solvers.

Supporting Every Student: Career Counselling and Special Programs

At Lancers International School, we are committed to providing comprehensive support to every student. Our dedicated career counselling services help students make informed decisions about their future education and career paths. Our experienced counsellors guide students and parents through the college and university selection process, offering guidance on international or country-specific requirements and assisting with the filing and submission of student applications. We maintain and store records to ensure a seamless transition to higher education. Additionally, we offer individualised instruction and specialised programs to cater to the unique needs of students, including those with special talents or gifts. We aim to empower every student to reach their full potential and excel in their chosen fields.

Versatile Spaces for Events and Exhibitions

Our school offers versatile spaces that cater to a wide range of events and exhibitions. The foyer and auditorium serve as vibrant venues for various occasions. These spaces host exhibitions for TOK (Theory of Knowledge), EE (Extended Essay), and CAS (Creativity, Activity, Service), allowing students to showcase their academic pursuits. Our MYP (Middle Years Programme) Personal Project exhibitions and PYP (Primary Years Programme)

Exhibitions are also held here, allowing students to share their learning and accomplishments. Additionally, our spaces accommodate co-curricular exhibitions, university fairs, book fairs, science exhibitions, and even carnivals. Through these events,

we encourage the active participation and engagement of students, parents, and the wider community.

Unleashing Creativity: Performing Arts Facilities

Lancers International School is dedicated to nurturing artistic talents and providing exceptional facilities for the performing arts. Our school's auditorium, dance rooms, music rooms (with soundproofing and individual practice cubicles), and drama room create an environment conducive to artistic expression and performance. These facilities enable specialised instruction in the arts, allowing students to explore their talents in music, dance, and drama. Whether it's a captivating musical performance, an enthralling dance routine, or a mesmerising theatrical production, our performing arts facilities provide a platform for students to showcase their creativity and captivate audiences.

Connecting and Collaborating: AV Halls and School Wi-Fi

At Lancers International School, we recognise the importance of technology in education. That's why we have AV halls equipped with the latest audiovisual equipment. These spacious halls serve as venues for university sessions, small class assemblies, parent-teacher meetings, and other small-group events and conferences. Our school Wi-Fi enables seamless connectivity, allowing students and teachers to access online resources, collaborate on projects, and connect with global networks. With these technological resources, we enhance the learning experience and empower our students to explore the world of knowledge.

Student Wellbeing

Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development. It contributes to an understanding of oneself, the development and maintenance of relationships with others, and participation in an active, healthy lifestyle.

Lancers International School has adopted CASEL's five interrelated cognitive, affective and behavioural competencies. The definitions of the five competency clusters for students are:

Self Awareness: The ability to accurately recognise one's emotions and thoughts and their influence on behaviour. This includes accurately assessing one's strengths and limitations and possessing well-grounded confidence and optimism.

Self-Management: The ability to effectively regulate emotions, thoughts, and behaviours in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working towards achieving personal and academic goals.

Social Awareness: The ability to take the perspective of and empathise with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour, and to recognise family, school, and community resources and support.

Relationship Skills: Establishing and maintaining healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help.

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Pastoral Care

Pastoral care is essential to our school, and we take great pride in nurturing our students. Our students can be more enterprising and thriving in a supportive, optimistic and encouraging environment.

As a pioneering institution, we provide a healthy and conducive atmosphere which supports our students and enables their development of character and well-being. We ensure that our students know they are valued as individuals with unique needs, strengths and potential, making them more eager to engage with the world around them. As a result, our students are intellectually competent and emotionally intelligent thinkers who are sensitive to the needs and beliefs of others, yet hold strong views and values of their own.

The responsibility for administering student discipline lies with the Head of the School, assisted by the Pastoral Team. The Pastoral Team at LIS consists of Principals, Coordinators, Teachers and Counsellors. This team works together to ensure that we maintain a healthy, disciplined and happy environment in the School. The Students Council works with the Pastoral Team in this endeavour.

The Homeroom Teacher

The Homeroom Teacher is the cornerstone of Pastoral care, and each teacher is responsible for the students in their class. The HRT will be familiar with each of their classes and keep parents informed of the student's progress in school. The HRT is the student's first point of contact in the school, should they face any difficulty or problem. The HRT is there to guide, encourage, support, and admonish the group, ensuring they are happy, efficient, and productive members of the LIS community.

When a student faces difficulties, it is appropriate for Tutors to discuss the student's problems with parents, suggest solutions, and work with the parents to support the student. These interactions will be recorded, along with the main points and conclusions, and placed in the student's file.

School Activities at LIS

At Lancers International School, our commitment to fostering holistic growth is evident through our diverse range of vibrant school activities. We believe in an integrated learning environment that encourages students to thrive academically, excel in physical performance, prioritise general fitness, and cultivate health awareness. Through a carefully designed and balanced program, we aim to nurture the overall development of our learners. Our school activities provide ample opportunities for students to engage in various experiences, including sports, arts, community service, and wellness initiatives. By actively participating in these activities, students enhance their academic achievements and develop essential life skills, character traits, and a sense of well-being. At Lancers International School, we are committed to fostering a supportive and enriching environment that empowers our students to become well-rounded individuals, prepared for success in an ever-evolving world.

ABLE Club

ACHIEVE. BELIEVE. LEARN. EMPOWER.

ABLE clubs are patterned after design thinking, pioneered at d.school, Stanford University. Design thinking is a creative approach to problem-solving. Creativity is harnessed through continued practice and the provision of opportunities to apply it. We believe that by introducing design thinking at the school, we can harness our students' creativity and equip them with the ability to think beyond adapting to regular routines and ordinary thinking practices.

Design thinking starts with people. It's about putting human needs at the centre of what we do. It's about simple mindset shifts and new ways of looking at problems through Empathy and Collaboration. For an idea to be meaningful and successful, our students would explore their surroundings with empathy, ideation, prototyping, and application, while also considering feasibility, desirability, and viability. As they navigate this path, children can naturally develop processes that will improve lives for the entire human race. The design thinking skills will help students tackle the most significant challenges and build their creative competence with the support of caring and creative mentors. The Design Thinking practice at the school is embedded in the Co-Curricular activities and timetabled classes. Students, along with their interest groups, explore the various phases of design thinking and develop creative solutions to problems they are passionate about. Below are the various interest groups called ABLE Clubs:

Leadership Club: Being a leader is not an easy task. This quality in a person requires various other skills. To develop the skills of being a good leader, children learn through practical projects. Students examine the personalities of famous leaders around the world and the principles that led them to become such great leaders. Lastly, this club facilitates the practical application of these skills as students organise various events to execute ideas and bring them to reality.

Visual Art: Young painters and artists have the choice between mindful abstract and landscape art forms. Moreover, exceptional paintings are honoured to be adorned on school walls.

Dance and Drama: Expressing one's emotions is essential for growth and development. Children have this opportunity through drama plays and dancing.

Inter House Events

Inter-house events are a significant part of the co-curricular activities at Lancers International School. These events enable students to showcase their talents, develop teamwork and leadership skills, and foster a sense of healthy competition among peers. Inter-house events provide an excellent platform for students to interact with their peers and develop social skills. They learn to communicate, cooperate, and work with others from diverse backgrounds while developing international mindedness, one of the key pillars of the International Baccalaureate program. Inter-house events provide a platform for students to showcase their talents in various fields, including arts, music, dance, designing, public speaking and more. It helps students explore their interests and further develop their skills.

LIS Annual Inter-School Festival

LIS Fest is an annual event held at Lancers International School for students in grades PYP to DP. The fest celebrates learning and creativity, encouraging students to showcase their talents and abilities through various activities. The festival offers a diverse range of activities, including media, storytelling, drama, a science symposium, a Western choir. Students can participate in activities that align with their interests and passions, allowing them to explore and develop their skills. The event is a testament to the school's commitment to providing its students with a holistic and well-rounded education.

IB and LIS Policies

Admission Policy

Lancers International School (LIS) is an inclusive and diverse learning community. As a community, we celebrate diversity and personalise learning as we progress in holistic development. This extends far beyond tolerance to the recognition of the enormous educational opportunity that full diversity presents.

The main principle governing the school's admissions policy is whether or not each child would flourish within its curricular programmes.

Students of all ages can apply to Lancers International School at any time of the year. The admission process helps us to ensure we have the right match between what you are looking for in a school and what we hope for in a student.

Families can begin the application process by completing the registration form. Our method of admission involves an informal interview between the student, their family, and members of our Admissions Team, during which the availability of a place will be discussed. Prior school reports and any supporting documentation should be brought to the admissions interview. Students must demonstrate their English language competency before a place is confirmed.

Academic Integrity Policy

An academic honesty policy is a document that clearly states the expected conduct and consequences for academic misconduct. At Lancers, we promote responsible action within and beyond the school community. Our school has developed and implemented an academic honesty policy consistent with IB expectations. The written curriculum integrates the policies developed by the school to support the programme. Teaching and learning promote the understanding and practice of academic honesty.

In early and mid-adolescence, many students experience increasing personal, family and peer pressure to achieve and perform. In this context, discussions about academic honesty are best viewed as part of a broader concern for developing individual values and good citizenship. At LIS, it is good practice to foster academic honesty in positive ways that emphasise the importance of both respecting others' ideas and recognising the shared benefits of creative inquiry. Academic honesty in the DP is closely connected with developing teaching and learning skills, especially those that enable students to understand and respect intellectual property rights, create references and citations, and use footnotes or endnotes.

Assessment Policy

The Assessment Policy of Lancers International School (LIS) is aligned with that of the International Baccalaureate (IB). It is designed to be a statement of intent and action

describing principles and practices for achieving educational goals relating to all aspects of assessment. The assessment processes are effectively linked to learning and teaching, and assessment informs and influences learning and teaching in turn.

At Lancers International School, we administer ongoing assessments co-constructed with the students. Teachers and students use various assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time.

At LIS, assessment is an integral part of the teaching and learning process. It is embedded in everyday activities, is ongoing and provides information about the whole student. The assessment processes and practices at Lancers International aim to enhance students' learning experiences in various ways, tailored to learner variability. Both digital and paper-and-pencil assessments are scheduled regularly to allow teachers and educators to support and improve student learning, thereby facilitating lifelong learning and critical thinking. LIS believes in continuously improving student achievement through self-reflection, feedback, and skill acquisition, leading students to become agentic learners. The school conducts assessments consistently, fairly, inclusively, and transparently. Teachers regularly communicate assessment reports and feedback to students, parents, and the school community. Formative assessments are designed keeping the guidelines of UDL (Universal Design for Learning)

Inclusion Policy

The policy explains how all students—including those with special educational needs (SEN) or learning diversity needs—can access teaching and learning and have equitable experiences within the programme. The school strongly encourages participation for all students. The school has developed and implemented an inclusive/special educational needs policy that is consistent with IB expectations and the school's admissions policy. Our school offers support to students with learning and special educational needs, as well as to their teachers. Teaching and learning differentiate instruction to meet students' learning needs and styles. In DP at LIS, we use various strategies and tools to assess student learning.

Language Policy

A language policy is a concrete expression of a school's language philosophy. It outlines language teaching and learning goals for all student language profiles in the school community. It usually evolves, and the school revises the policy to address the changing student populations.

In LIS, language policy aligns with IB expectations and is integrated into the written curriculum. LIS emphasises language learning, including the mother tongue, the host country's language, and other languages. Teaching and learning demonstrate that all teachers are responsible for students' language development.

Discipline Policy

The most effective forms of discipline are setting an example, consistently high expectations, and a firm insistence on good behaviour. We value honesty, politeness, respect for others, international mindedness, good manners, tidiness in appearance and how we work, punctuality and genuine hard work in all we do.

Behavioral Expectations

To foster a conducive educational environment, students are expected to adhere to the following norms of social behaviour:

Respect: Students should demonstrate manners and be courteous in their interactions with school officials, faculty members, staff, fellow students, and visitors. This includes offering proper greetings and providing assistance when needed.

Cooperation: Students are expected to actively participate and cooperate fully in class and school activities, striving to perform to the best of their abilities.

Self-Management: Diploma Programme students are expected to demonstrate self-management, self-discipline, and personal responsibility at all times. This includes conducting themselves respectfully, making responsible choices, and contributing positively to the learning environment. Students should move around the school in an orderly manner, respect shared learning spaces, and use school facilities appropriately. Privileges, such as access to the DP Lounge, are earned through responsible behaviour and may be withdrawn if students do not consistently meet these expectations.

Care of School Property: Students are responsible for handling classroom equipment and furniture carefully. Any damaged or lost items should be promptly replaced at the student's expense.

Classroom Boundaries at Break Time: During recess, lunchtime, and after class hours, unless authorised and accompanied by the homeroom teacher, students should not enter classrooms. The classroom doors should remain locked during break periods.

Respect for Fellow Students' Property: Students should come prepared with all necessary belongings for their subjects and take responsibility for their personal belongings. The elementary secretary should hand out lost and found items for safekeeping and claims. Unclaimed items after one semester will be donated to charity.

By adhering to these guidelines, students contribute to a harmonious and respectful school environment that supports effective learning and personal growth.

Rules for Everyday Living at LIS

The regulations below enable students to live together, promoting good behaviour and discouraging bad behaviour. Lancers International School aims to cultivate both ethical development and moral sense, in addition to academic development.

LIS students wear their school uniform, which is clean, tidy and complete. They are polite inside and outside the school. They will make an earnest effort in class and complete homework assignments to the best of their ability. These attributes are expected and insisted upon. Parents' cooperation is expected in helping the student fulfil these obligations.

1. School uniform
 - a. Students should come to school wearing the prescribed school uniform in a neat and tidy manner.
 - b. Skirts must be at an appropriate length.
 - c. Students with long hair should keep it neatly tied back.
 - d. Nail polish, henna, and other hair colouring products should be natural.
2. The use or carrying of cigarettes, e-cigarettes, prohibited drugs or alcohol in the school is not allowed.
3. Bullying, either in physical, written or verbal form, is not accepted.
4. Use of offensive and racist language is not condoned in any situation.
5. Students must not bring or burst crackers to school. Holi colours are forbidden, as are any objectionable literature or other similar material.
6. Magazines, periodicals, mobiles, pictures, video, other electronic devices and audio equipment must not be brought to school unless required for class. If confiscated, such items will not be returned, and no appeal will be entertained.
7. Chewing gum is not allowed anywhere in school.
8. Students are not allowed to leave the school premises without obtaining a gate pass, which must be duly signed by the coordinator.
9. The school resources are shared for student learning and are under the care of each student. Damage to school property, however minor, will result in disciplinary action.
10. The school is not responsible for goods lost, though every endeavour will be made to find lost articles. It is, therefore, inadvisable to bring valuable articles to school, such as expensive stationery materials, ornaments, friendship bands or any other articles that may be popular from time to time. Students should not bring cash to school. Students are advised to take care of their belongings and not leave them unattended.
11. Students are expected to behave with decorum whilst moving around the school as classes are ongoing. No running in corridors or staircases is allowed. Always keep to the left, walk smartly from place to place, and only whisper.
12. Students must not enter classrooms, offices and other specialised rooms without authorisation or permission. The lifts are only used by those who have specific permission or in the event of an emergency.
13. Student behaviour at school functions should be proper. Students are expected to come on time and remain seated until the intermission or the end of the programme. Appropriate applause is welcome, but "wolf-whistles" or other raucous responses are not allowed.
14. Food or drinks are not allowed anywhere except in the school cafeteria.
15. During the teacher's absence from class, students must obey the class prefect,

monitor or class representatives appointed to look after the class.

16. Loitering on the way to and from school is not allowed. Promptness is a distinctive characteristic of a true Lancerian.
17. We need to keep the school campus clean and tidy. Students use the litter bins and waste paper baskets provided for this purpose. Students clean up after themselves. Graffiti is strictly forbidden.
18. Students are answerable to the school authorities for their behaviour both inside and outside the school. Thus, misbehaviour in public places justifies the same sanctions as misbehaviour in school. The conduct of its students reflects the quality of a school, and all Lancerians are expected to behave appropriately at all times.
19. Students are expected to greet teachers and visitors to the school when they meet them. Teachers should also be greeted when they meet you outside the school. Teachers will return your greetings.
20. Dishonesty, irregular attendance, habitual idleness, disobedience, objectionable moral behaviour, and disrespect to teachers are sufficient causes for dismissal from school.
21. Public display of affection is not permitted on the school campus or by students off campus when on an official school trip or in uniform.
22. Weapons such as slingshots, firearms, knives and any other apparatus that could cause harm to others are forbidden.
23. Students are expected to attend all classes. Students found missing classes for any unexcused reason may be given a failing grade for any work done during that class. This grade will be included in the student's average grade for that subject.
24. Students are expected to treat everyone with respect, regardless of their status, gender, age, or other characteristics.
25. All students are expected to arrive at the school premises by 7:55 am, but no earlier than 7:40 am. Late arrival after 8:00 a.m. is not permitted; students will be sent back home if they arrive after 8:10 a.m. In an emergency, a written request from the parent is required to allow the child to join school late.
26. School ends at 4:00 p.m. students should leave the premises unless they have a special reason to stay behind.

Categories of offences

Level A	Response
Rough or boisterous behaviour, including running, shoving, pushing, and shouting	1st – Verbal and written warning
Causing a disturbance in a classroom (behaviour that interferes with teaching and learning)	
Failure to complete an assignment	
Failure to follow a direction by a teacher or other authorised staff member	
Lateness to class, school or activity (after the second bell)	
Graffiti: The repair costs are to be paid by the parents.	2nd – After school detention
Violation of the LIS uniform policy	

After-school detention is held on Wednesdays and Fridays from 4:15 to 5:15 p.m. The parent and student would be notified a day in advance of the detention, and they must arrange transportation. Regular detention is typically imposed for Level A and B offences.

Level B	Response
The commission of a third-level A offence within the quarter	A student who commits a Level B Offence will receive two regular detentions.
Third unexcused lateness to school within the quarter	
Profanity or other abusive language - not directed at the administrator, teacher, or other staff members	
Causing a disturbance in a hallway, lobby, lavatory, or other common areas (including lawns, sidewalks, and playgrounds)	
Unauthorised use and possession of mobile phones, electronic recorders or players, cameras, video cameras, computers, cell phones or other similar devices Electronic gadgets will be confiscated for the entire quarter. Additional fines can be charged. Parents will be required to collect confiscated gadgets from the school office. *Failure to turn over cell phones to a staff member will result in a Level C offence.	
Loitering in bathrooms, hallways, lobbies, offices or other common areas	
Failure to serve a detention.	
The unauthorised access or use of another person's account or files. Sending an email using someone else's name	
Misuse of IT facilities	

Level C	Response
The commission of a second B offence within a quarter	A student will be placed in Saturday Detention from 8:00 am – 12:00 pm
Bullying or harassment	
Throwing food or other objects	
Failure to serve detention	
Fighting - no punches thrown or no apparent injury	
Misbehaviour on transportation Discipline may include loss of transport service)	
Fourth unexcused lateness to school within a quarter	
Vandalism can be cleaned and requires no expense for replacement or repair.	
Cutting class (absence from class, study hall, lunch, or activity for ten minutes or more) Work due during the period will be given a '0'	
Leaving class or an assigned activity without permission	
Inappropriate PDA	
Breaking bounds	
Visiting Pornographic/derogatory and other prohibited websites	

Level D	Response
The commission of any Level A, B or C Offence when a student has committed a Level C Offence within a school year	A student who commits a Level D offence will be placed on Probation for a quarter. One to three days' suspension. Each teacher must sign the behavioural form at the end of the period. Removal from school teams or representative positions.
Disrespect of an administrator, teacher, or other staff member	
Vandalism causing damage that can be repaired for \$100/ Rs. 10,000 or less. The repair or cleaning costs are to be paid by the parents.	
Possession or use of firecrackers, lighters or matches	
Fifth unexcused lateness to school within a semester	
Leaving the building or grounds without permission	
Forging notes, excuses, or early dismissal slips or altering school-related documents	
Mooning, depantsing, or making obscene gestures	
Damaging a person's property or violating a person's right to privacy	
Gambling (participating in any game or activity involving chance and the payment of money)	
Sharing or discussing inappropriate content on social media	
Harassment/Bullying, not including physical contact or threats of harm or sexual harassment	
Violation of academic honesty guidelines	
Unauthorised use of school communications systems	
False accusations	

Level E	Response
The commission of any level A, B, C, or D offence when a student has committed a Level D offence within a school year	A student who commits a Level E offence will receive a suspension from school for at least three days. Any student who commits a Level E Offence within the last twenty days of school may be subject to loss of the privilege to participate in any school activity before the end of the year (including field trips, week-without-walls or any other social activity). The student would also be placed on Probation for the quarter, during which he would be required to attend a minimum of two Saturday detentions per month. Discipline may include an informal hearing with a student's parents and the school coordinator.
Fighting punches thrown, kicking, slapping or apparent injury	
Possession or use of alcohol, cigarettes, including e-cigarettes or any other kind of substance abuse	
Theft	
Derogatory remarks against someone's race, ethnicity or religion	
Harassment/Bullying involving physical contact or threats of harm or sexual harassment	
Extortion (obtaining or attempting to get something of value from another by force or intimidation, or forcing or trying to force another to take action or not take action).	
Failure to serve a Saturday detention	
Six or more unexcused latenesses to school within a quarter.	
Failure to follow the directions of an administrator	
Profanity or other abusive language directed at an administrator, teacher, or other staff member	
Possession, distribution, or exhibition of sexually provocative materials	

**Details will be recorded in the student's records and may be included in official references.

Level D	Response
The commission of any Level A, B, C, D or E offence when a student has committed a Level E offence within a school year.	A student who commits a Level F offence will be excluded from the school and, at a minimum, suspended for ten days. After completing the suspension period, the student would be placed on Probation for a quarter, during which they would be required to attend a minimum of two Saturday detentions. Additionally, the administration may seek a student's expulsion at the discretion of the Head of the School.
Possession or use of weapons or hazardous chemicals	
Setting off a false fire alarm	
Failure to cooperate with a search	
Striking or assaulting a teacher, administrator or other staff member	
Vandalism causing damage over \$100 or Rs 10,000 <i>The repair or cleaning costs are to be paid by the parents.</i>	
Bullying (second offence)	
Theft (second offence)	

The school has final authority and responsibility to determine suspension and expulsion consequences for any behaviours listed and not listed herein.

Sanctions

The school rules are designed to teach these values to the students. Should the rules be broken, the sanctions reinforce the message given in the previous section regarding the guidelines for student behaviour. The following section outlines the possible path the school will follow if students repeatedly challenge school rules.

Corporal punishment of any kind is not adhered to at LIS. This includes any physical gesture or contact that the student may perceive as aggressive, as well as inappropriate language used to lower the student's self-esteem in front of their classmates or label them derogatorily.

In the classroom or other location where a teacher has direct responsibility for a student, the teacher concerned will deal with any inappropriate behaviour by the student. Sanctions can include counselling, reprimand, placing on report, extra work, and detention after school and on Saturdays. The sanction chosen will depend on the extent of the problem and reflect the severity and frequency of the lapse. Students are expected to respond positively and consciously change their behaviour. Repeated misbehaviour, which has not responded to any of these, will be referred to the Principal. In situations where the student is not the direct responsibility of any particular teacher, any teacher observing the misdemeanour will deal with the problem on the spot and give an appropriate sanction. The student's homeroom teacher will be informed of the incident.

Right for Search

The school reserves the right to search any student, their person, belongings, bag or locker who is suspected of carrying forbidden items or substances to school; such searches will be conducted by a member of the teaching staff, one other adult and a student council member. These searches are carried out with the approval of the administration.

Random searches of a student's or a group of students' belongings are conducted as part of general measures to keep dangerous items or substances off the school campus. They may be performed with or without any concrete suspicion. Teachers or other school staff members may recommend such a search to a member of the SMT, who will inform the Head of the School. Once approval is obtained, at least two staff members and one student council member will search. More extensive searches would include more searchers from both categories.

Should an investigation need to be carried out immediately, the teacher or staff member who instigates the search should call an additional staff member to assist, and the Head of School should be informed immediately after the search, regardless of the outcome.

Fostering Effective Parent Communication Strengthening the Parent-School Partnership at LIS

At Lancers International School, we strive to ensure seamless and transparent communication among all stakeholders. We highly value parent communication as it enhances our processes and educational experience. We provide various channels through which parents can easily communicate with us. A strong partnership between parents and the school, working together with the child's best interests in mind, fosters a positive attitude towards school and learning. If you have any concerns or issues, we encourage you to initially approach the respective homeroom teacher or the DP coordinator for resolution. If a satisfactory solution is not reached, parents can escalate the matter to the Senior School Principal or the Head of School, if necessary. By maintaining open lines of communication, we strive to foster a supportive and collaborative environment that promotes the holistic development and success of every student.

The following channels of communication have been established to facilitate interaction between parents and the school:

- School website www.lis.ac.in
- Managebac <https://www.managebac.com/>
- Emails :
 - [Senior Principal](#)
 - [TJ Thomas](#)
 - seniorschooloffice@lis.ac.in
- Telephone 0124 417 1900



School Calendar (Senior School) 2026-2027

21	- New Staff Induction	July 2026							January 2027							11	- Qtr 2 PTM for Grades 6-10	
22-25	- INSET	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	12	- Qtr 2 PTM for Grades 11-12	
27	- New Parent Orientation (Onsite)				1	2	3	4						1	2	13	- INSET	
28	- Returning Parent Orientation (Online)	5	6	7	8	9	10	11	3	4	5	6	7	8	9	14	- 3rd Qtr begins	
29	- School Reopens, 1st Qtr begins	12	13	14	15	16	17	18	10	11	12	13	14	15	16	15	- Professional Development Day	
		19	20	21	22	23	24	25	17	18	19	20	21	22	23	25-28	- LIS Cup (Inter-school sports)	
		26	27	28	29	30	31		24	25	26	27	28	29	30	26	- Republic Day	
									31							29	- Scholar Awards Ceremony	
15	- Independence Day	August 2026							February 2027							8	- Personal Project Exhibition	
22	- Professional Development Day	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	11	- DP/CP Core Exhibition	
25	- Scholar Awards Ceremony							1		1	2	3	4	5	6	12	- Senior Sports Day	
26	- Eid-e-Milad*	2	3	4	5	6	7	8	7	8	9	10	11	12	13	16	- Rich Language Gala	
28	- Rakshabandhan	9	10	11	12	13	14	15	14	15	16	17	18	19	20	20	- Professional Development Day	
31	- Investiture Ceremony	16	17	18	19	20	21	22	21	22	23	24	25	26	27	22	- Japanese Festival	
		23	24	25	26	27	28	29	28							25	- 10 & 12 Mock Exams Begin	
		30	31													26	- Science Fair	
4	- Janmashtami	September 2026							March 2027							12	- Mock exams end	
14	- Hindi Diwas	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	5	- TOK Exhibition	
15-18	- STEM Week			1	2	3	4	5		1	2	3	4	5	6	6	- Mahashivratri / SAT Exam	
19	- Professional Development Day	6	7	8	9	10	11	12	7	8	9	10	11	12	13	10	- Eid-UI-Fitr*	
23	- Shaheed Divas	13	14	15	16	17	18	19	14	15	16	17	18	19	20	15-19	- Maths Week	
		20	21	22	23	24	25	26	21	22	23	24	25	26	27	19	- Qtr 3 PTM for Grades 6-10	
		27	28	29	30				28	29	30	31				20	- Qtr 3 PTM for Grades 11-12	
																22	- Holi	
																23	- 4th Qtr begins	
																25	- International Day	
																26	- Good Friday	
1	- Qtr 1 PTM for Grades 6-10	October 2026							April 2027							3	- Graduation Day	
2	- Mahatma Gandhi Jayanti	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	6	- Community Project Exhibition	
3	- SAT Exam						1	2	3					1	2	3	12	- Korean Festival
5	- 2nd Qtr begins	4	5	6	7	8	9	10	4	5	6	7	8	9	10	14	- Ambedkar Jayanti	
5-7	- LIS Fest (Inter-school)	11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	- Ram Navami	
8-9	- Global University Fair	18	19	20	21	22	23	24	18	19	20	21	22	23	24	19	- Mahavir Jayanti	
17	- Qtr 1 PTM Grade 11-12	25	26	27	28	29	30	31	25	26	27	28	29	30		23	- Orchestra and Choir Performance	
17-24	- Week Without Walls															23	- DP/CP Final Exam Begins	
20	- Dussehra															24	- IGCSE Final Exam Begins*	
26	- Valmiki Jayanti																- Professional Development Day	
6	- Indian Festival/Diwali Carnival	November 2026							May 2027							3-14	- MYP eAssessment	
9-13	- Diwali break	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	3-19	- LIS Yearly Exams	
16	- Literature Day	1	2	3	4	5	6	7							1	8	- Parashuram Jayanti	
16-20	- Library Week	8	9	10	11	12	13	14	2	3	4	5	6	7	8	17	- Eid-ul-Zuha*	
21	- Professional Development Day	15	16	17	18	19	20	21	9	10	11	12	13	14	15	22	- DP/CP Final Exams End	
24	- Guru Nanak Jayanti	22	23	24	25	26	27	28	16	17	18	19	20	21	22	22	- Professional Development Day	
		29	30						23	24	25	26	27	28	29	31	- ABLE Exhibition	
									30	31								
5	- SAT Exam	December 2026							June 2027							4	- Qtr 4 PTM for Grades 11	
7-18	- Half Yearly & Mock Exams	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	5	- Qtr 4 PTM for Grades 6-10	
19	- Christmas Carnival			1	2	3	4	5			1	2	3	4	5	10	- IGCSE Final Exams End*	
21	- Winter break	6	7	8	9	10	11	12	6	7	8	9	10	11	12	15	- Muharram*	
25	- Christmas	13	14	15	16	17	18	19	13	14	15	16	17	18	19			
		20	21	22	23	24	25	26	20	21	22	23	24	25	26			
		27	28	29	30	31			27	28	29	30						

*Dates are subject to change

Student related

Teacher related

School Exam

School Holiday/festival