



Lancers[®]
International School
An IB World School



Cambridge Assessment
International Education
Cambridge International School

PYP HANDBOOK

2026-27

LIS Vision and Mission

Vision

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

Mission

Our mission is to provide an environment in which all Lancerians will become lifelong learners, who are responsible, disciplined, and ethical young men and women. Lancerians are understanding and tolerant towards peoples of all races and cultures.

Objectives

1. To develop healthy, sensible, well rounded and complete human beings through academic, aesthetic and athletic activities.
2. To encourage a social climate in the school that creates international understanding amongst 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.

The Lancers International School (LIS) mission statement is the foundation for our learning support handbook. With the increase of inclusive practices and a growing awareness of the rights of students and parents, perceptions of learning support are changing in the wider community and in education in particular. In line with current practice, learning support most often occurs in an inclusive manner.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right¹.

¹ <http://www.ibo.org>

IB Learner Profile Attributes

Inquirer - 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 in 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 points of view, and we are willing to grow from the experience.

Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers - We approach uncertainty with forethought and determination; we work 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 own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development[#].

Daily Schedule

The school gates open at 7:30am, teachers are on duty to receive students from 7:45am.

The school day begins at 8:00am, the first 20 minutes are dedicated to arrivals, settling in and taking attendance. Students are issued late slips if they are not on campus by 8:15am (these are recorded as Tardies on Managebac.)

The school day is divided into 20/40 minute slots, some subject areas are doubles of 80 minutes each.

Dispersal

1. All students leave the homeroom on time. Assigned Teachers dismiss the students punctually at the dispersal points.
 - a. Children will be grouped into four (4) at 3.45 pm: Gate 1, Gate 2, Gate 3, siblings/staff and transport groups the designated classrooms in the grade level.
 - b. Teachers reach the gate on designated timings. Little ABLE disperses first followed by Grade 1, and so on.
 - c. Students on school transport (transport group) should leave the building only by 3.55 pm.
 - d. Staff children will be picked up by their parents by 3.55 pm.
2. During dismissal at the gates, the teacher checks that the person receiving the student is authorized to receive the child. Those without exit cards or without prior information through email will be asked to wait.
 - a. The teacher has to confirm with the parent before allowing the child to leave the school premises with someone else. Teachers can ask the school office to call the parents.
 - b. No child will go home with a sibling or another adult apart from the parent without prior information from the parent of the child on an official email addressed to the school office.
 - c. This practice is strictly observed.
3. During bus dispersal, teachers need to ensure that the students are sitting with their seatbelts on the correct buses. Teachers will be assigned to monitor bus routes and are expected to ensure that young students are attended to and managed well. When needed, Teachers on the bus will remind children to adhere to the bus essential agreements.
4. Early Release
 - a. We discourage early dispersals unless emailed 24 hours in advance by the parent.
 - b. In case of emergency and if early releases cannot be avoided, Homeroom Teachers are required to organise the early release slip from the school office only after receiving an email from parents. The guards can allow students to leave the school premises only with early release slip.
 - c. No student is allowed to leave the school premises without parent confirmation and a valid exit card or parent ID. When in doubt, teachers inform the school office to get a second confirmation from the parents before sending any child home.

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- d. The teacher then escorts the child and delivers the child to the designated parent/guardian at the gates or reception area. It is important to ask for an exit card before turning over the child to the fetcher.

Code of Conduct

Student Routines

1. Students set essential agreements (i.e., behavior in the class, fieldtrip, along the hallways, specialist classrooms, cafeteria, laboratories, transport facilities, playgrounds, etc.). Each child is governed by the attributes of the learner profile.
2. Students are taught and encouraged to be independent (e.g., going to toilets, wearing their clothes, shoes, eating by themselves, tidying up, moving in between classes, packing their bags, lining up, entrance and exit during assemblies, etc.).
3. Students leave any area/location clean and ready for the next class (i.e., tables are cleared, chairs are pushed in, resources are returned to their proper places, lights and air-conditioning turned off, etc.).
4. All students are trained to use the toilets correctly. This includes throwing the tissue in the bin, sitting at the toilet bowls correctly, standing at the boys' toilets correctly, flushing and washing their hands. The toilets must be kept dry all the time.
5. All students maintain a high-level of regard for their own belongings and school property.
 - a. All resources are clearly labeled.
 - b. All teachers check the completeness of the school uniform and resources religiously.
 - c. All first-day-packs must be submitted and organised in the classroom.
 - d. New students entering in the middle of the academic session must submit complete resources as per first-day pack. Refer to New Student Orientation checklist for new student onboarding procedure.
 - e. Students are not allowed to bring mobile phones or other electronic gadgets not necessary in the lesson
6. Students follow the school uniform schedule. All ties must be worn properly (i.e. tight enough at the neck and not loose like a scarf). Formal shirts are clean and tucked in at all times. Students wear black shoes. When in doubt of school uniform, the teacher sends the student to the team leader.
7. Early Years students (i.e. Start Up to Kindergarten) bring a spare shirt, short pants and face towel in their bags daily. It is highly recommended for students in the Little ABLE to bring toothbrush and paste for their after lunch routine.
8. Found items are submitted to the school office. Students claim their lost and found items during break times only. Unclaimed lost and found items are donated to less-fortunate people at the end of each academic year.
9. All students maintain a high-level of self-management everywhere in the school.

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- a. At the cafeteria, students queue to the buffet table, walk carefully to their designated tables, finish their food and place their empty plates, spoon, fork and bowls at the dishwashing corner.
 - b. Teacher supervisors are expected to encourage children to eat a balanced meal and finish their food.
 - c. Students are not allowed to run or play in the cafeteria to prevent accidents.
 - d. Homeroom Teachers are recommended to speak to the students about the school menu and describe the options for informed choices.
10. All students walk in an orderly manner while on transit.
- a. Teachers stop at specific points (e.g. outside a room, at a corner, at the bottom of the stairs, at the top of the stairs, etc.) to monitor if all students are still with the group while on transit. Incidents have happened where some students at the back of the line were left unattended and wandered off in another area of the school.
 - b. "Keep Right" rule is followed when using staircases.

Checkpoints are a helpful routine especially during emergencies.

- a. Students don't speak to each other during transit around the school so as not to disrupt other classes. If a discussion is needed in the hallways, a teacher facilitates it.
2. Students use a hall pass when they wish to go to the washroom, the school office, other classroom or the clinic during a class. The hall pass is used as a permission for a child to be unattended by a teacher. Only ONE hall pass is issued per class/teacher as only one child (with a buddy) is allowed to be outside the class at any given time. Any child/ren without a hall pass will be considered loitering or bunking classes.
3. Routines should be established in the first month of the year, for a smoother school year. If necessary, the entire class revisits the class routines and essential agreements throughout the year.
4. All teachers understand the components of the parent handbook to implement student leadership well. Teachers need to ensure students understand the various policies (i.e. discipline, attendance, etc.) in the parent handbook.

Duty of Care

1. Homeroom Teachers inform parents to notify the school if the child will be absent from school. However, when a child is not in school and no information is provided beforehand, the teacher must contact the parent as soon as possible. A report of this incident must be submitted to the primary office.
2. A care email must be sent to absent students to know the reason for the child's absence. Teachers need to notify the primary principal if any child has been absent for more than a week. Teachers constantly follow up with the parents of children who have been absent from school.

3. Children who are sick should be sent home immediately.

- a. The school office should call parents and ask them to take the child home as soon as possible. The child should be separated from the rest of the class until he/she is picked up.
- b. Children with coughs and colds should be sent home unless the parents present a doctor's certificate stating that the cough/cold is due to an allergy.
- c. No medicine will be administered to the child at the school without parent consent. The primary office contacts the parent in cooperation with the school nurse.
- d. The nurse completes the infirmary slip documenting a child's visit to the clinic. This slip is sent home.

4. Any untoward accident that occurs within the school premises must be dealt with extreme importance.

- a. If this happens during single-subject classes, teachers must seek help from any adult around to inform the school office/class teacher as soon as possible.
- b. Teachers must report the incident to the primary principal before contacting the parent.

5. For any infectious diseases that the child may have contracted (i.e. measles, mumps, Hand-Foot-Mouth Disease or HFMD, etc.) the child will be allowed to re-join class only with a clearance letter from a certified doctor, stating the child is free of the infection.

Facilities

1. Cafeteria

- a. The school offers food for all students at the school cafeteria. Students at LIS have different schedules for snacks and lunch.
- b. Students may be allowed to bring food from home only if there are special medical provisions or allergies.
 - i. Students may purchase a special menu at the cafeteria paid counters. PYP teachers may provide "Buy" days for the class.
 - ii. Grade 1: Mondays
 - iii. Grade 2: Tuesdays
 - iv. Grade 3: Wednesdays
 - v. Grade 4: Thursdays
 - vi. Grade 5: Wednesdays and Fridays
- c. All food items must be consumed in the cafeteria only. All students must strictly adhere to this.

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- d. The cafeteria usually requires payment through the child's contingency fund deposited into the child's school account. Parents are required to approve all purchases and teachers must ensure this.

2. Book store

- a. Students may purchase additional stationery materials or books from the school's bookstore.
- b. Students must only go to the bookstore during their break times (i.e. snack, lunch or dispersal time).
- c. Students fill-in a bookstore slip before they are allowed to go to the bookstore. This can be taken from the school office after an email confirmation from parents.
- d. The bookstore usually requires payment through the child's contingency fund deposited into the child's school accounts.

3. School Transport

- a. The school offers bus transport facilities to all LIS students.
- b. Parents who are interested to enroll in the transport services must contact the school office.
- c. Parents are expected to send a three-month notice if they wish to withdraw from the transport facility. Updates to the monthly notice can be confirmed with the school office.

4. School Clinic

- a. The school clinic is located at the ground floor of the dorm building. A resident nurse manages the school clinic and she reports to the school administrator.
- b. Teachers may send abled children from Grades 3 – 5 to the clinic. They must carry a clinic slip with them.
- c. A teacher or a Didi must accompany young children (Startup to Grade 1) to the clinic. The child must also bring a slip before going to the clinic.
- d. Teachers are requested to train their children not to take any medication or topical solutions from anyone including the nurse without their parent's approval or consent.
- e. If medicine is required, the school nurse or the school office will need to call the parent to seek permission before administering any medication to the child.
- f. Teachers must be fully aware of any situation that arises involving their homeroom students. All medical slips must be sent home for parent information.
- g. If a child requires hospitalisation, the primary principal or the head of school's permission must be sought before sending the child to the nearest hospital. The school administrator and school office must be contacted to arrange for transport. Teachers are expected to contact the child's parents as soon as possible.

5. School Boarding

- a. Some students stay in the school accommodation and are managed by dorm parents.
- b. Every employee in the school is expected to extend an extra hand to all dorm children in the school if needed. Extra homework may be required for all dorm kids.

Student Support Services

- 1. Any unusual behavioural characteristics/ learning difficulties noticed in a student are reported to the Homeroom Teacher, if observed by a specialist; or the Team Leader, if observed by a Homeroom Teacher. Refer to School Support to know more information regarding this matter.**
- 2. Students at LIS receive additional support for learning if needed. The support may be in the form of Special Education (SPEED), counseling support(academic or behavioral); and/or English as an Additional Language (EAL).**

- a. SPEED and EAL programmes are paid programmes and should be managed only through a specific process as below.

3. For Special Education (SPEED)

- a. When a teacher observes a child who may seem to need additional support, the teacher writes an anecdotal record of the child for about a week at school. If a Single-Subject Teacher (SST) observes this, the teacher submits his/her anecdotal record to the homeroom teacher.
- b. The homeroom teacher submits the anecdotal record (summary) to the PYP coordinator for initial feedback. The coordinator provides the class teacher tips to improve on the child's performance. No parent is involved at this point.
- c. If the child needs more support than the tips provided, the PYP coordinator seeks another observation from the school counselor and SPEED teacher. They observe the child for a week more and submit a recommendation to the PYP coordinator. An action plan is drafted and approval is taken from the primary principal.
- d. Parents are invited by the homeroom teacher to discuss the action plan. At this point, the discussion is only between the parent and the homeroom teacher.
- e. A second meeting with the parent will be set up by the class teacher with the school counselor and/or SPEED teacher if required.
- f. Only the school accounts department informs the parent of the financial responsibility for this additional programme. Every month, the SPEED teacher sends the register to the accounts team for verification/attestation.
- g. This additional support runs throughout the child's life at school unless the learning support head promotes the child to the mainstream classes at the end of each academic year.
- h. Due to the sensitivity of the situation, all persons involved are required not to divulge any information to anyone not concerned in this process.

4. For English as an Additional Language (EAL)

- a. English is the main language of instruction at LIS. The EAL support programme is mandatory to children who qualify for it.
- b. During admissions, the primary principal usually enrolls the student directly into EAL. Teachers who observe students who cannot speak English or who seem to not have the basics of reading and writing in English get recommended to enroll in EAL.
- c. The process for recommending children to EAL is enumerated below.

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- i. HRTs provide a written language assessment to the child who they propose to enroll in EAL. The EAL teacher designs this written assessment.
 - ii. If the child's result is valid, the HRT submits a recommendation to the primary principal for the child's enrolment to EAL. Once approved, the HRT meets with the parent to inform him/her about the child's progress and that EAL is required to assist the child further. No decision is expected to be taken at this point.
 - iii. A meeting with the EAL teacher will be arranged by the HRT. In this second meeting, the EAL teacher will provide the parents with the details regarding the programme.
 - iv. Only the school accounts department informs the parent of the financial responsibility for this additional programme.
 - v. Every month, the EAL teacher sends the register to the accounts team for verification/attestation.
- d. The EAL programme runs throughout the child's life at school unless the EAL teacher promotes the child to the mainstream classes at the end of each academic year. The promotion will be done after a test administered by the EAL teacher.
 - e. Students accessing the EAL programme will NOT do an Additional Language (Hindi, Spanish, German, French) until they have attained a level of competence in Academic English allowing them to independently engage with core subject learning without support.

5. Response to Intervention (RTI)

- a. Students who require learning and behavioural support and intervention will undergo a Response to Intervention programme. The primary principal usually organises this with the parent after a thorough evaluation with the HRT.
- b. RTI is a targeted approach focusing on rapid and targeted upskilling of a specific skill like foundational understanding in Math, reading or social skills only. It usually runs for 1 month, 3 months or a semester only. Children who do not qualify for SPEED or EAL usually undergo through the RTI to reduce learning gaps.
- c. The primary principal assigns an expert teacher who manages this pull-out programme within the school timetable.
 - i. The curriculum is designed specific to the targeted skill.
 - ii. The assigned teacher designs a short 20-30 minute daily intervention with assessment and homework. The teacher emails the parent and the principal daily updates throughout the RTI to ensure rapid progress.

Parent Communication

- 1. Parents are important members of the school community. They are highly focused on enhancing learning for their own child and are utilized as a valuable resource for units of inquiry. Teachers are requested to take time to know the specialization of their student's parents and invite anyone who can be guest speakers and a valuable source of information. Parents can also provide suggestions for field trips and other school-related events.

Welcome

2. On the first day of school, a welcome letter/email has to be sent to parents, every new child has to receive a welcome letter/email whether they start at the beginning of the session or not. This email must include, A brief intro about Lancers International School, A brief intro about the homeroom teacher and contact details, Important things to consider (parent communication, stationery, packed clothes, upcoming events, etc.), Communication agreement including emergency procedure.
3. All new parents receive a Welcome Pack on their child's first week at school. Contents of the Parent Welcome pack to be arranged by the HRTs: welcome letter, PYP basis for practice, programme of inquiry, class timetable, calendar of events, parent handbook, communication agreement including emergency procedure, academic offerings, stationery and other requirements.
 - All parents will sit for the parent orientation scheduled on the first week of each semester. Any parent who joins in the middle of the semester will sit for a one-on-one parent orientation on the first days at school. The homeroom teacher arranges this.
 - Parents must sign a confirmation letter stating they read and understood the handbook.

Student Updates

4. Updates on class activities must be given to the parents. Teachers must reduce paper by using online tools (e.g. the school software Managebac, emails, blogs, class sites like edmodo, weebly, wikispaces, etc.). Class websites must be password protected or by invitation only. Teachers are discouraged from using Facebook due to its public platform.
 - Teachers send updates with at least three class photo highlights.
 - Teachers post one portfolio post per child for each subject at least once a month.
 - Single Subject Teachers send quarterly assessment results with photos.
5. A unit newsletter must be emailed/uploaded on class sites/online software for all parents at the beginning of each unit. The PYP coordinator must check all newsletters before they are shared to parents. This newsletter must include basic information about the unit of inquiry (i.e. central idea, lines of inquiry, essential questions, key and related concepts, summative task, etc.), Curriculum expectations for all the subject disciplines, Assessment schedule, Dates to remember , and if applicable, photo updates of class activities. All newsletters are sent to the PYP coordinator for approval before distribution.
6. Teachers are discouraged from sharing their mobile numbers to parents. No communication to parents must be done via private whatsapp / SMS / phone calls. All communication must be documented through email. Phone calls must be documented through an email summary of the conversation, emailed to parents.
7. All class-wise broadcast mails must be sent through the school office.
8. Teachers are expected to be grammatically and structurally correct in their communication to parents. PYP coordinator/primary principal may be consulted to check all email communication to parents.
 - Parents are required to seek prior appointment or invitation.

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- Send the entry link yms.lis.ac.in so parents can book their entry. Parents are required to show the QR code received upon entry and exit.
 - Confirm your parent appointments a day before, through a google calendar entry shared with the school office. Indicate the name, time and date of entry.
 - Send a written summary of the discussion to the parents for official records, bcc the school coordinators.
 - Ensure that you ESCORT the guests out of the academic building as we are required to monitor their movement. If you already have a timetabled duty, ensure that your students are covered. You may transfer the responsibility on to another teacher in the grade level or to the school office but ensure that your guest leaves the school after the meeting.
9. Any activities or events requiring parent involvement must be informed to parents a week in advance. Refer to Special Events form (can be accessed via the google doc templates) for the procedure on how to organize events. Parents must be notified of any cancelled school activity as soon as possible.
- Information sent over a week in advance may be forgotten.
 - Information sent less than a week is short notice and can invite unnecessary parent complaints.
10. Parents are not recommended to accompany the class during field trips.
11. Any untoward incident must be reported to the parent as soon as possible. Before speaking to the parent, teachers must report the incident to the primary principal first.

Parent Feedback and Complaints

All student specific communication should be addressed with the class teacher or Single Subject Specialist first. Only if the parent is not satisfied with the outcome of this meeting does the complaint move on to the Primary Principal or PYP Co-ordinator

Assistance from Primary School Office: primaryoffice@lis.ac.in

Policy and Procedure: chantal.theron@lis.ac.in

Curriculum: pypcoordinator@lis.ac.in

Teachers are recommended to pull feedback to help them gauge parent engagement. This can be done during parent-teacher meetings.

- The HOS office sends annual surveys on overall school performance.
- The PYP coordinator sends quarterly surveys on academic and overall programme implementation.