

Cheongna Dalton School

First Program Student Handbook



344 Cheomdandong-ro, Seo-gu, Incheon, South Korea

cdsfp.weebly.com

daltonschool.kr

FP Office (032-563-0523) ext. 502

TABLE OF CONTENTS

CDS First Program Parent-School Covenant	4
What can parents expect from the CDS First Program	4
What Can the CDS First Program expect from parents	4
First Program Calendar	6
FP Special Events	6
Academic Terms & Student Assessment	7
Timetable	7
Lab	8
The Academic Program	9
History	9
Mission	9
Educational Philosophy & the ESLRs	9
Essential School-Wide Learning Results (ESLRs)	10
Character	10
Curiosity	10
Critical Thinking	10
Communication	10
Collaboration	10
Community	10
Admissions	11
Admission Conditions	11
Admission Priority	11
Learning Support	12
ELL — English Language Learner	12
Special Needs	12
Emergency Procedures	13
Medical Emergency	13
Severe Weather Emergency	13
Fire Drills	13
CDS First Program Policies	14
	1

Place of Learning	14
FP Discipline Policy	14
Philosophy:	14
First Program Expectations:	14
Classroom Expectations:	14
Consequences:	14
Minor and Major Offenses:	15
The First Program Discipline Process Summary	15
The FP Leveled Discipline Process	15
FP Dress Code / Uniform Policy	17
Arrival & Dismissal Policy	18
Attendance policy	20
Absences in Physical Education	20
Excused Absences	20
English Language Policy	21
Illness & Medication Policy	22
Illness	22
Medication	22
School Safety and Insurance Association	22
Vacations	22
Textbook Policy	22
School Bus Policy	22
Teacher Gifts policy	23
Cafeteria policy	23
Technology Policy	23
Cell Phone and Device policy	24
Personal Property policy	24
Bicycles, Skateboards, Rollerblades, etc. policy	24
Library Policies	25
Book Borrowing	25
Lost Books	25

Birthday and Snack Policy	25
Report Cards, Portfolios, Conferences	26
Report Cards	26
E-Portfolios	26
Parent Conferences	26
CDS First Program Parent-School Covenant	28

CDS encourages all First Program families to visit the school website for additional, timely information. There, you can find current information about the calendar, messages from the FP Admin, weekly cafeteria menus, links to each of the classroom websites, and more.

cdsfp.weebly.com
daltonschool.kr/homeeng

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CDS FIRST PROGRAM PARENT-SCHOOL COVENANT

The Parent School Covenant is founded on the belief that parents and school must establish and maintain a partnership in all aspects of school life, especially in the education of the students. This covenant is a binding effort designed to strengthen the relationship between parents and the school as well as between parents and their children. There is a copy of this agreement at the end of the handbook for the parent to sign and return to the school.

WHAT CAN PARENTS EXPECT FROM THE CDS FIRST PROGRAM

Parents can expect:

- that the FP, in accordance with its mission, philosophy, and ESLRs, will strive to maintain a safe, secure and welcoming environment for their children.
- regular communication about their children from the school: report cards, portfolios, parent conferences, school/classroom websites and newsletters.
- to be informed immediately if there is a serious concern regarding student behavior and/or discipline.
- timely notification of any serious concerns regarding student academic ability and/or achievement.
- that the CDS FP administration and staff will model civility and manners in all its student and parent contacts.

WHAT CAN THE CDS FIRST PROGRAM EXPECT FROM PARENTS

The First Program expects that parents or guardians:

- will support, encourage, praise, and help order the lives of their children.
- will model integrity and manners for their children
- hold their children accountable with consequences for inappropriate behavior.
- will trust and support the philosophy, mission, and ESLRs of our school; that they will attend school events and activities, including parent conferences; and that parents will support and/or be a council member of the school's P.T.A.
- will actively and regularly seek and read information from the school: report cards, portfolios, school/classroom websites and newsletters, and attend parent conferences.
- will model civility in all contact with the school, and that they will be supportive and responsive to the school's policies, and academic and disciplinary decisions.
- will register dissatisfaction and complaints in a responsible and fair way; to understand the structure of operations and management at CDS; *to use proper channels of

communication; to give others the benefit of the doubt before judgment, and to seek a collaborative solution to problems

-parents will make timely payments of tuition and other school expenses.

-parents, at the outset of the school year, convey to the FP administration, the religious and/or cultural observances that might affect a child's school experience, e.g. to not play instruments, etc. — please notify us of this and we will prepare accordingly.

*contact is to be made with the school regarding the majority of student/classroom concerns through the proper channels and succession: classroom teacher >>> FP Director

- For updated information about special events and non-school days, please regularly visit the CDS FP homepage at
 - <http://cdsfp.weebly.com/calendar.html>

FP SPECIAL EVENTS

(organized alphabetically)

- **Arch Day:** A tradition at CDS celebrating a successful academic year and looking ahead to future challenges in the next grade and beyond.
- **Back to School Parent Assembly:** an important ritual marking the beginning of the new school year. Parents can meet each of their child's teachers, school administrators, and other CDS faculty members. Teachers explain their curriculum and goals for classes. Teachers also share information about their teaching style and methodology. It's one of the best ways to begin building an all-important home-school connection.
- **Book Week:** Learn to read — read to learn. This special week is devoted to the wonder of reading. Special themes occur such as dressing up as your favorite character and recognizing our favorite authors. We aim to have one of the two annual Book Fairs to coincide with this week, and often have an author visit during this week.
- **Camping:** each year, Grade 3 and Grade 4 students are introduced to camping and outdoor education. A favorite with students, this event is packed with collaborative activities and serves as an introduction into the experiences, trips and tours that CDS students will embark upon in middle and high school.
- **Fall Fest — Annual First Program Welcome:** parents visit the school, are welcomed by the FP Admin., and their classroom teachers. All parents, students and teachers are encouraged to participate together in fun sports games and challenges. The themes are community and collaboration — all members of the CDS community coming together, making new introductions and friendships, and promoting physical activity and health while doing so.
- **Jeopar-Bee:** Vocabulary Jeopardy + Spelling Bee = Jeopar-Bee these events are directly connected to the vocabulary students are studying in school. They showcase the students' vocabulary efforts and public speaking in a fun-filled event. This occurs twice each year (JeoparBee and Final JeoparBee).
- **Jog-A-Thon:** This event is a fun and healthy activity focusing on community and collaboration. Our goal is to raise health awareness and ability while also raising funds to support others who are less fortunate.
- **Jumping for Healthy Hearts:** students learn about health and nutrition and have fun-filled team events focused on health, skipping, community, and fundraising.
- **Library Day:** this occurs twice per year and is an afternoon full of events to celebrate literacy with students and their families.
- **New Parent Orientation:** new families are welcomed into the CDS community. Shared on this day are expectations of the school, how to prepare for the first day of school, how to have a successful experience at CDS, and an opportunity for families to ask questions. The FP teachers are introduced.
- **Parent/Teacher Conference:** This is a time set aside for communication and is one of the methods utilized to report student progress. These can center on the student

portfolios and/or the student report cards. It is *strongly* encouraged for at least one parent to attend these two conferences.

- **Silent Art Auction:** each year the students use their artistic talents to raise money for charity.
- **Spirit Week:** This is a fun-filled week with such gems as Twin Day, Color Day, Wacky Wednesday, Trick or Treating, and, of course, the FP Haunted House.
- **Sports Day** (full day): The spotlight is on the students demonstrating their physical abilities through games and challenges. The theme of this event is character, specifically sportsmanship.
- **Swimming:** for recreation, health, sport and safety — swimming is taught in the FP as part of the PE program. Swimming is taught to all grades, K–4. Each grade swims for approximately one term of the school year.
- **Assemblies:** Parents are invited to share in student recognition, student performances, and recollections of what occurred during the term. Students play a large role in running assemblies, from emceeing the event to students running sound, lights, and the projector from the booth.
- **Uniform-Free Fridays:** on the last Friday of most months, students have the *option* to not wear the uniform to school. If they choose to do this, they donate 1000 won, each time. These funds will be donated to charity. Community and collaboration are two of the ESLRs that are the focus for this monthly event.

ACADEMIC TERMS & STUDENT ASSESSMENT

CDS utilizes a five-term academic cycle. Each term consists of approximately seven weeks of instructional class time.

Student progress is reported via reports cards, e-portfolios, and parent-teacher conferences. Report cards are shared twice via the Report Card 1, Report Card 2. There are also two Parent Teacher Conferences — the first is in the fall and the second is in the spring.

Student progress is constantly being reported and shared via the student's e-portfolio, and parents are to regularly access these for current information.

Term 1

Term 2 - Report Card 1

Term 3

Term 4

Term 5 - Report Card 2

TIMETABLE

First Program Timetable

- For updated information about the timetable, please regularly visit the CDS FP homepage at
 - <http://cdsfp.weebly.com/calendar.html>

Grades 1–4, (approx.) classes per week

Language Arts	9 x 50min.	Lab	4 x 50min.
Drama	.8 x 50min.	Korean/KLL	3 x 50min.
Math	3.2 x 50min.	Music	2 x 50min.
Social Studies	2.5 x 50min.	Art	2 x 50min.
Science	2.5 x 50min.	PE	3 x 50min.
Library	1 x 50min.	SEL	1 x 50m

LAB

Throughout students' time at CDS, they gradually have more independence regarding their education. This allows students the opportunity to take initiative in determining what they want to focus on regarding academics and co-curricular activities. Through Lab, First Program students are introduced to the choosing of co-curricular activities based on individual interests.

All First Program students will have two different Labs each week for a total of four periods per week. There are three Lab seasons: Fall, Winter, and Spring. Students can choose up to six different Labs each year. For example, in the first season, a student might be in ceramics on Mon./Wed. and basketball on Tues./Thurs., and new Labs could be chosen in the following seasons.

Labs are chosen at school by students, three times per year. Parents are encouraged to communicate with their children about their choices, but value is focused on *student interest* and *student choice*.

Every effort is made to provide students their first choice, but space can be limited. The array of what is offered in Lab is broad and differs in each of the three seasons, e.g. musical, artistic or physical activity classes; Chinese, Spanish, ELL; and several more interesting possibilities.

THE ACADEMIC PROGRAM

HISTORY

Madame Bongduk Lee, the creator of the Bongduk Education Foundation, founded Cheongna Dalton School (CDS). The Bongduk Education Foundation oversees several schools in Seoul, Republic of Korea. CDS plans to build and expand on the Dalton Plan developed by Helen Parkhurst in the early 20th century. CDS is committed to providing an education of excellence that meets students' interests, abilities, and needs.

MISSION

Cheongna Dalton School pioneers to develop global citizens who will engage in a diverse and changing world with creativity and compassion. Building on the foundation of the Dalton Plan, our mission is to empower students with the habits of mind necessary to lead fulfilling and ethically responsible lives.

EDUCATIONAL PHILOSOPHY & THE ESLRs

Cheongna Dalton School (CDS) provides an academically rigorous, progressive educational environment that promotes active inquiry. A student who graduates from CDS is not only academically capable but a person with character and curiosity. CDS seeks to develop well-rounded students who can become global leaders in the world today. CDS students are taught how to be intelligent, independent, and responsible so that they may be successful adults in the global world.

The program is designed to offer our students opportunities to acquire content knowledge, critical thinking skills, and collaboration skills through inquiry, experimentation, and research and analysis.

Students who graduate from the CDS First Program will embody certain qualities:

A High School graduate of CDS shall embody certain traits and virtues — the High School Essential School-wide Learning Results. The High School ESLRs are complex and require maturity to attain. As such, the First Program has its own, simplified ESLRs — the First Program ESLRs. Two focuses were that these are *understandable* and *achievable* by the elementary student. These have been abridged into goals that are attainable by the elementary school student upon graduation of the First Program.

CHARACTER

CDS students develop their beliefs about what is good and right by:

- Respecting themselves
- Respecting others

CURIOSITY

CDS students show an interest in learning about the world around them by:

- Asking questions about what they are learning
- Showing enthusiasm for learning independently

CRITICAL THINKING

CDS students view and manage their world by:

- Recognizing problems
- Finding solutions
- Being reflective while they are learning

COMMUNICATION

CDS students effectively communicate by:

- Communicating politely
- Speaking sensibly and Listening actively
- Learning other languages

COLLABORATION

CDS students work well with others by:

- Working together efficiently
- Working together in a balanced and fair way

COMMUNITY

CDS students make the world a better place by:

- Showing respect for their neighborhood
- Being environmentally responsible
- Helping others in their community

ADMISSIONS

ADMISSION CONDITIONS

Students are accepted by the First Program under the following conditions:

- the student meets eligibility requirements pertaining to time lived abroad or parent citizenship
- there is space available
- *the school meets the needs of the student
- **the proper application process has been followed:
 - application fee has been paid
 - completed application documents and pictures have been submitted
 - completed medical documents have been submitted
 - completion of a successful interview between the FP administration and the student and his or her parent(s).

The First Program accepts students at the beginning of each of the five academic terms. This minimizes disruption in the classroom, sets up the student, the family, and the teachers for success, and eases the students' transition into a new school. Exceptions can be made under special circumstances with permission from the Director.

*Conditional/Probationary Acceptance may be offered in a written agreement to a student who has a special concern or need, e.g. age, deficiency in English, special needs, etc. After the duration of the agreement, it will then be decided by the FP administration whether to continue to allow the student acceptance at CDS.

**If at any time it is discovered that falsified or misleading documents were submitted, or records were intentionally withheld, the student can be expelled from CDS. No refund of application fees or tuition will be given under these circumstances. If it is discovered that there was no intent to mislead the school, no penalties will be incurred and fees and tuition will be subject to normal regulation related to returned funds.

ADMISSION PRIORITY

Priority admission is offered to:

1. returning students in good standing academically, behaviorally, and financially
2. children of CDS personnel
3. new students who have met the aforementioned 'admissions conditions' and are siblings of current students
4. new students who have met the aforementioned 'admissions conditions'

The “normal student” is a mythical average from which all students deviate to some degree. We aim to challenge students at every level and ability, and this is what is often referred to as learning support. Students are only accepted to the First Program if we are confident that we can meet their needs.

ELL — ENGLISH LANGUAGE LEARNER

The purpose of ELL is to provide students with additional support with the English language so that they may have more success at CDS and beyond. Determination of who receives this support and for how long is a collaborative decision among the teachers and administration; it is led by the ELL teacher and the child's homeroom teacher.

SPECIAL NEEDS

A special needs student is described by CDS as one who requires assistance for disabilities that may be medical, physical, or psychological. Determination of the school's ability to meet the needs of the student—to function in the mainstream classroom—will be based on one or more of the following:

- Recommendations made by a qualified professional
- CDS teacher and administration observations and recommendations
- Observations and recommendations of previous educators
- Previous academic records

Parents may be requested to provide documentation of diagnostic assessment results obtained from consultations with a qualified educational psychologist. Such assessments would be at the expense of the family.

EMERGENCY PROCEDURES

MEDICAL EMERGENCY

If a student has a medical issue the nurse or FP administrator will contact a family member to discuss how to proceed. If it is a medical *emergency*, an ambulance will be called. Parents will be notified as soon as possible.

SEVERE WEATHER EMERGENCY

A school closure is possible if there is severe weather. On such days, notice will be given to the PTA as early as possible.

FIRE DRILLS

Fire Drills are performed regularly throughout the year.

CDS FIRST PROGRAM POLICIES

PLACE OF LEARNING

All students and parents who are enrolled at CDS automatically consent to obey and abide by school expectations. As members of the CDS community, it is the students and parents' responsibility to read and understand all policies written in the handbook before the start of their academic career at CDS.

FP DISCIPLINE POLICY

PHILOSOPHY:

All members of the Dalton community have a right to learn in a safe and supportive environment.

We believe that home and school must share the responsibility for teaching and modeling children appropriate behavior. By working together, we can increase the probability that students will learn responsibility, and respect for others.

The First Program has adopted a discipline process which we believe will reflect the above philosophy. Most students behave responsibly most of the time. Everyone makes mistakes, and learning from those mistakes are opportunities to improve ourselves. Some students will err in their judgment of what is acceptable behavior. The discipline policy is designed to help students understand that they have chosen to behave inappropriately and to encourage them to acquire and apply more acceptable alternatives.

FIRST PROGRAM EXPECTATIONS:

Students are expected to respect themselves and others: staff, students, and visitors.

Behavior that disrupts the learning experience is unacceptable.

The school supports the principles of mutual respect, citizenship, character, tolerance, and integrity.

As students and representatives of CDS, the school expects off-campus behavior to reflect the values of the CDS community.

CLASSROOM EXPECTATIONS:

Each classroom is unique and each teacher individually governs his or her classroom with clear and reasonable expectations, incentives, and consequences. Students will be treated fairly by teachers while maintaining a safe environment that is conducive to learning.

CONSEQUENCES:

Teachers will ensure that positive behavior is given recognition and praise. Students will be informed when they have chosen behavior that is unacceptable. Our goal is to help

students see that they are responsible for their behavior and in control of themselves. The choice is always with the student.

MINOR AND MAJOR OFFENSES:

There is a general process that the FP teachers and administration follow regarding student discipline and responding to behavioral concerns. These responses are separated into ten levels. Commonly, the first six are applied by the teacher, and this covers the overwhelming majority of all discipline issues.

THE FIRST PROGRAM DISCIPLINE PROCESS SUMMARY

The teacher will:

- Use low key responses and winning-over techniques in the classroom

If this is not sufficient

- Match the student's level of defiance with an appropriate level of assertiveness

If this is not sufficient

- Use logical consequences — usually applied by giving students either/or options or informal contracts

If this is not sufficient

- Involve the school administration and the parents. All parties including the student can sign a formal contract specifying the consequences for continued behavioral concerns which can include suspension or expulsion.

THE FP LEVELED DISCIPLINE PROCESS

Level 1: Low Key, Implicit Response, Invisible Discipline

- e.g. Simply moving near a student can change the behavior

Level 2: Clear, Explicit Response, Visible Discipline

- e.g. Please continue working on your project, thank you.

Level 3: Give Choices

- e.g. Either work on your project without disrupting your neighbors, or move your seat to another area of the classroom, away from others. Please choose.

Level 4: Implied Choice

- e.g. You are continuing to disrupt those around you, so your actions tell me you have chosen to have your seat moved. Please move now.

Level 5: Power Attempt

- e.g. Student continues to disrupt others *because* the teacher asked him not to. Teacher says, "I asked you to stop, and you didn't. How should we deal with this situation...?" The onus is now on the student to assume responsibility.

*from level 6 and beyond, and occasionally sooner, parents are contacted and communicated to about the issue

Level 6: Informal Contract

- Define the problem
- Generate alternatives
- Agree upon the solutions

Level 7: Formal Contract

Level 8: In-school Suspension

Level 9: Out-of-school Suspension

Level 10: Expulsion

Generally, the last four levels, 7–10, are utilized by the Director, in conjunction with the teacher and the student's parents. These last four levels are seldom needed.

There are several variables that will be taken into consideration that affect the response to *all* behavioral concerns:

- Past behavior of the student
- Severity of the behavioral concerns
- Frequency of the behavioral concerns
- Duration between behavioral concerns
- Importance of the lesson
- School discipline policy
- Student's life at home
- Student's respect for the teacher
- Peers' reaction to the behavioral concerns

Links for ordering uniforms can be found through cdsfp.weebly.com

The First Program requires students to wear the school uniform. CDS has the right to regulate student dress if it interrupts the school's learning environment. In addition, students attending a school function must be properly attired as determined by the supervising teacher(s) and/or administrator(s).

Students have a regular uniform and a PE uniform. The PE uniform is worn to school (on PE days) and worn the whole day. FP students do not change into and out of PE uniforms at school. Students should prepare for school before school hours using these guidelines:

*note that Kindergarten students wear the PE uniform every day, therefore they do not wear the "regular" school uniform.

- **The regular school uniform, above the waist**, consists of a polo, hoodie, and/or cardigan. These must be purchased through the school uniform supplier(s).
 - The students have some choice in what they may wear, in terms of layering or combinations:
 - CDS white polo shirt (long or short sleeved) — this is worn on days when the student does *not* have PE class
 - CDS hoodie/jacket (& polo shirt underneath); there are several versions of hoodies/jackets from which to choose: blue, grey, winter zipped, summer zipped, no zip...
 - CDS cardigan (& polo shirt underneath) —the *formal uniform*—to be worn to events such as assemblies, arch day, candle lighting, etc.
 - If the hoodie, jacket or cardigan is worn, students must wear either the CDS polo or PE shirt underneath. This way, if the student takes off the hoodie, he or she is still wearing the school uniform.
- **The regular school uniform, below the waist**, consists of khakis, capris, skorts, or shorts. Shorts and skorts should be cut at the knee or longer. These items must be tan or beige in color. These are worn on days when the student does *not* have PE class.
 - Khakis are the *kind* of pants to be worn and should *not* have cargo pockets on the sides. Khakis are available in many colors — please only choose tan or beige. These can be purchased from our uniform supplier, or parents can purchase something similar from their own choice of store.
 - Students should have indoor shoes/slippers and outdoor shoes. Closed-toed shoes must be worn at all times.
- **The PE uniform, above the waist:** the FP PE shirt and/or hoodie (the PE shirt must be worn underneath when wearing a hoodie/jacket)
- **The PE uniform, below the waist:** the FP PE shorts or the CDS navy blue sweatpants.
 - This may only be worn on days when the student has PE class, or when asked by the teacher or administrator, e.g. for Sports Day.
- The PE uniform offers some choice; from the items listed below, students can choose what to wear depending on the weather.
 - Warmer weather:
 - FP PE shirt and FP PE shorts
 - Colder weather:
 - FP PE shirt and CDS hoodie; navy blue CDS PE sweatpants
 - Suitable footwear for PE class is necessary, i.e. *not* sandals, *not* barefoot.

*please note that the Middle/High School PE uniforms (grey t-shirts and sweatshirts) are *not* to be worn by FP students

- Please refrain from wearing jewelry as it is not conducive to success in PE and recess time. Permissible jewelry such as watches, earrings, etc. must not be distracting. Earrings should be small, modest, and safe, i.e. no hoops or jingles.
- Perming and dying hair is not encouraged by the FP. Please consider the health, emotional and social concerns when considering changing the semi-permanent appearance of your child.
- Extreme weather:
 - Hats, hoods, nor sunglasses are allowed *indoors*, but they are encouraged to be worn *outdoors* in extreme weather for protection from the elements.
 - Appropriate additional clothing should be worn to school and *during recess* in the winter (FP Winter Season): jackets, boots, gloves, hats, scarves, etc.
 - Personal blankets, pillows, neck-pillows, etc. are not to be brought to school
- **Outerwear** (jackets, parkas, etc.)
 - Personal outerwear such as winter jackets may be worn to and from school during cold weather (the FP Winter Season), but should not be worn indoors. In warmer weather (the FP Fall Season and Spring Season), personal jackets, sweaters, etc. should not be worn once on campus.
- Please write the student's name on all school uniform items.
- School uniforms should be worn at all times while at school and at school related excursions. All school attire should be neat and clean. Failure to do so will result in disciplinary action. Uniform Policy adherence will be recorded on the report card.

ARRIVAL & DISMISSAL POLICY

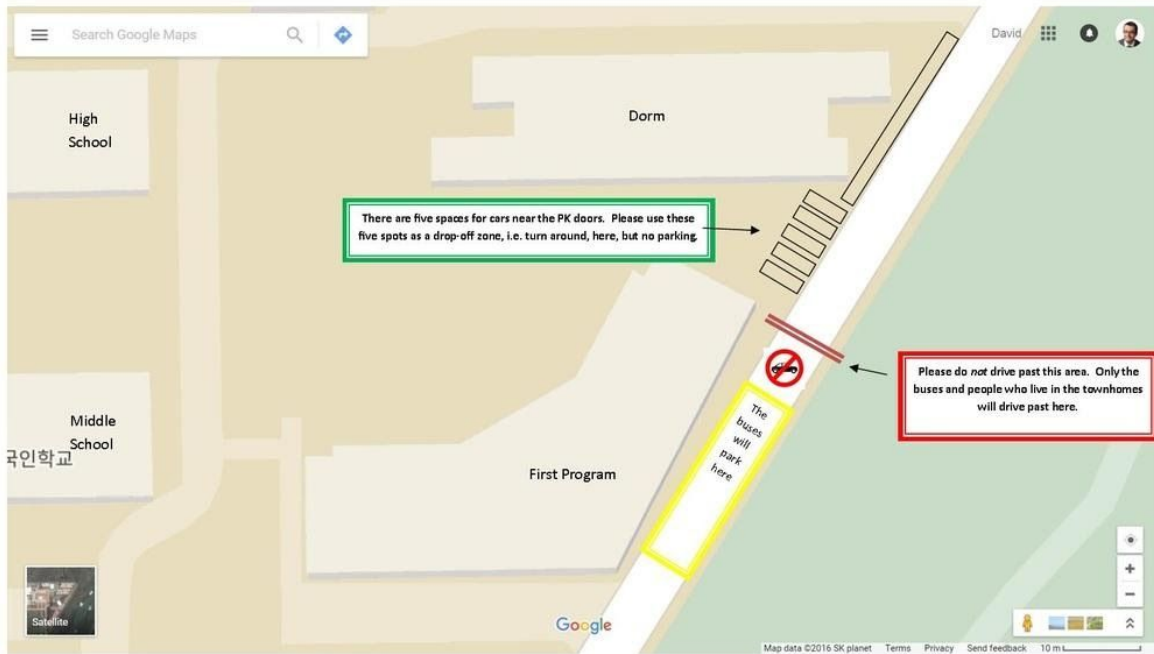
Please contact the FP office to notify us that the student will be late to arrive in the morning or late to be picked up in the afternoon: (032) 563 0523, choose language, ext. 502.

All FP students are expected to be accompanied by a parent or guardian to and from school. Any deviation from this must be communicated to the FP in advance. If it is not to be a regular occurrence, a phone call will suffice. If it is to be a regular occurrence, it is asked to be communicated in writing and approved by the FP administration by completing an [Arrival and Dismissal Policy Exception Waiver](#). Examples of this are if students are riding their bikes to school, commuting via public transportation, or being accompanied home by an older sibling, etc.

Students arriving to school in the morning are to be dropped off in the FP playground between the times of 7:45–8:00, at which time, they will be supervised. If there is severe weather or significantly poor air quality, students will be ushered into the FP building. Please see the picture below denoting where vehicles may be driven during drop-off and pick-up times.

Students are to be picked up from the FP playground within 10 minutes of dismissal, e.g. 3:55–4:05, Monday–Thursday, and 2:35–2:45 Fridays.

If the student has not been picked up within 10 minutes of school ending, and the FP office has not received any special request, the student will be supervised by CDS staff, and the parents will be contacted. The student may be enrolled in the After School Program, and **a late-fee per occurrence per student may be implemented**. If this happens frequently, expect to be contacted by the First Program administration, and a meeting to follow to resolve the situation.



ATTENDANCE POLICY

"Attendance" is defined as a student's presence both in school and in the classroom to which the student is assigned at all scheduled instruction and activity times. Attendance is critical to academic success in CDS. Parent(s) or guardian(s) are expected to ensure regular attendance for their children. Students should attend school every day and attend every class.

Attendance is taken daily in each homeroom, as the school day commences.

Please contact the FP office to report absences, lateness, early dismissal, or any message pertaining to a student missing school for any reason. Dial (032) 563-0523, choose language, ext. 502. Students are expected to be punctual to school. This includes but is not limited to the following:

- Classes
- Field Trips
- Special School Events

Contact with the school regarding attendance can be made by phoning the FP office, or by sending a note or email. As much notice prior to the absence is appreciated.

If no notice has been given, and a student is late or absent, the FP administration will try to contact a parent/guardian. If the administration cannot contact a parent/guardian, the emergency contact will be notified. It is imperative for the family to make every effort to communicate with the school regarding lateness and absences in an effort to prevent unnecessarily worrying the emergency contacts.

Any student anticipating an excused absence of more than three days must refer his or her instance to the First Program Director.

Attendance Policy adherence will be recorded on the report card. Choosing to not attend a part of a school day will result in either a half or full day recorded absence.

ABSENCES IN PHYSICAL EDUCATION

If a student is not able to participate in P.E. classes for a medical reason, the student's parent(s) or guardian(s) must provide a doctor's note explaining that the student is unable to participate. This includes the mandatory swimming unit in the PE program. **Students who are ill will be expected to stay at home until they are better, or expected to come to school and participate fully in all subjects and Labs.**

EXCUSED ABSENCES

An "excused absence" is a student's absence from a part of the school day or the entire school day for one or more of the following reasons:

- a) Illness of the student with a doctor's note,
- b) Illness or death of a family member,

- c) CDS-approved educational activity,
- d) CDS-excused religious observance,
- e) Visa or license examination or procedure,
- f) Unavoidable medical or dental procedure that cannot be scheduled at any time other than during the school day.

A student who has been absent from class is responsible for the work missed, including homework during the absence. It is not the teacher's responsibility to replicate the missed lesson, though faculty will work with prepared students who take the initiative to assimilate missed work. Furthermore, students who miss any kind of assessment will be offered a chance to re-take that assessment or take an alternate one, at the discretion of his or her teacher(s).

In cases of anticipated absences of days, the parent(s) or guardian(s) must notify the First Program office. This should be done as soon as possible but must be received no later than one week ahead of the absence so that CDS can assist in preparing make-up work for the student. Teachers should cooperate with students who anticipate long excused absences by preparing assignments. Nevertheless, parent(s), guardian(s), or students must request these assignments from each teacher in advance of the absence.

ENGLISH LANGUAGE POLICY

CDS's official language is English. The language in which the students are primarily taught, and the primary language of communication between the school and the student's family is English.

The First Program teachers and administration are aware of the students' varied ability to speak English. The expectation is that each student will communicate in English *to the best of his/her ability*. Critical thinking by the student must be utilized when choosing what to speak and when, i.e. the right time and/or place. The following expectations apply to First Program students.

- All students must speak English to the best of his or her ability while at school or school related excursions. Students should also exercise self-control in continuing to use English outside of school: after school, weekends and holidays.
- Students for whom speaking a language other than English, such that it is deemed problematic by teachers and/or administration, and willing recipients to whom they speak, may be subject to discipline by teachers and/or administration.
- Likewise, students are to employ critical thinking when determining when and where to speak their *World Languages*, e.g. during Foreign Language Exploratory classes.

ILLNESS & MEDICATION POLICY

ILLNESS

It is in the best interests of the child and school for parents to *keep students at home when ill*. Students coming to school sick, risk prolonging their own illness and risk getting other students and teachers sick. Students coming to school ill are expected to fully participate in all classes, or will be sent home or to the nurse's office.

Any sickness or condition deemed contagious by the school will require the student to return home until normal health is restored or the child brings a re-admittance slip from his or her physician.

MEDICATION

Any student bringing medication to school is to leave the medication with the school nurse. A note from parents should accompany the medication, which includes complete instructions for dosage and times. It is the responsibility of the student to be aware of the times the medication is to be taken and to visit the nurse at such times.

SCHOOL SAFETY AND INSURANCE ASSOCIATION

In the event that your child is injured during school hours, you or your child must report the injury to the school nurse within three days to be eligible for any coverage that may apply through the Incheon School Safety and Insurance Association.

VACATIONS

Our vacations are of sufficient duration and are published far enough in advance to allow families to plan accordingly.

If a student misses classes because of an extended vacation period, she or he may be excluded from materials and experiences which are an integral part of the curriculum and cannot be made up. We recognize the value of students spending time with family; we value the educational rewards of travel — but we cannot assess this, and students will be marked as absent.

TEXTBOOK POLICY

Resources and textbooks are included as part of the tuition in the First Program. Students are to treat the books with respect and care. Normal wear and tear is acceptable, but significant damage to or loss of the book will require the student to purchase a replacement plus shipping through the school.

SCHOOL BUS POLICY

Students must be on time for the bus. While on the bus, students must act in a safe manner, and respect the bus personnel's directions. Students should be courteous to the personnel and fellow students and follow the school expectations.

Riding the school bus is a privilege. Any student reported to the administration for a violation of the Discipline Policy is subject to disciplinary action, including the loss of bus privileges. Parents will be responsible for the transportation of any pupils who have lost bus privileges.

TEACHER GIFTS POLICY

Parents and students appreciate teachers and they express this sometimes by offering gifts to teachers. At CDS, teachers are prohibited from accepting gifts from parents and students.

CAFETERIA POLICY

Lunch is served daily. Each week's lunch menu is posted on the CDS website. Students may bring a healthy lunch from home, if they want.

Students should demonstrate manners when in the cafeteria, including self-discipline e.g. chewing with one's mouth closed; and politeness to others e.g. please and thank you. This constitutes part of the CDS ESLRs. If students are lacking in basic manners, improvement throughout the year is expected, as is support from home.

Students are expected to use trays and clean up after themselves. Students should only take what they expect to eat. Healthy eating habits are encouraged including reasonable portions of meals and sampling a variety of foods, e.g. all students are served at least a minimal amount of salad.

TECHNOLOGY POLICY

Technology is a vital tool in the learning process at CDS. It enriches the educational experience and as such, CDS provides these technological services such as wireless internet and Chromebooks. These resources are viewed as part of the physical environment at CDS and are a privilege given to each student. Students must treat devices, software, and fellow users with proper care and respect.

The following are guidelines for using electronic resources at CDS. Students who do not follow these guidelines will be subject to disciplinary action as outlined in the Student Code of Conduct.

General Expectations

Students may use and access the school's electronic resources for educational purposes only. Acceptable use includes classroom activities, curriculum driven research and may involve electronic communication, as designated by the school. Students are expected to follow the expectations of personal conduct outlined in the student handbook, as well as abide by all local and federal laws in the use of the school's electronic resources.

Parents/guardians are warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While it is the school's intent to provide appropriate electronic resources to enhance the curriculum, students may find ways to access other materials as well through the school's network. CDS believes the benefits students receive by having access to electronic

resources (e.g. information gathering, creative production, and opportunities for collaboration) exceed the potential disadvantages. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using electronic resources.

Information on Google Apps for Education & Internet Services

Students have access to Google Apps for Education accounts as well as access to other Internet services and applications. Google Apps for Education includes free, web-based programs like email, document creation tools, shared calendars, and collaboration tools. These tools are available to students at school and at home online, and some tools may be used offline. Students can use these tools on almost any type of computer or mobile device. These tools help keep students organized, prevent lost homework, and allow students to work individually or collaboratively on school assignments.

Google Apps for Education runs on an Internet domain purchased and owned by the school and is intended for educational use. Teachers may be using Google Apps for lessons, assignments, and communication. When using Google Apps, students work in a safe environment because people outside of our domain cannot participate in the assignment; in order to participate, a person must be added as a shared observer or collaborator. School staff will monitor student use of Apps and other Internet services when students are at school. Parents/Guardians are responsible for monitoring their child's use of Apps and other Internet services when accessing programs from home. Students are responsible for their own behavior at all times.

CELL PHONE AND DEVICE POLICY

The CDS First Program does not allow FP students to carry their device throughout the day. If the student brings his or her device to school, it should be left with the FP Assistant in the morning and picked up upon departure.

PERSONAL PROPERTY POLICY

It is very important to keep track of all the items students bring to school each day. Labeling all clothing, water bottles, book bags, belongings, snack boxes (and containers) with the student's name and grade helps ensure the return of the item, should it be misplaced. Please check the FP Lost & Found area in the office for misplaced items. The school accepts no financial responsibility for personal items that go missing at school. Students are discouraged from bringing non-essential belongings to school. Occasionally personal items may be brought to school at the teacher's request. Please do not allow your child to bring toys to school. If unsolicited, personal items brought from home become a distraction or annoyance in the classroom, they will be confiscated and/or returned at a later time.

Money and other valuable items should be left at home. Distracting electronic devices should not be brought to school. The school assumes no responsibility for loss of student's property.

BICYCLES, SKATEBOARDS, ROLLERBLADES, ETC. POLICY

All students are required to wear a helmet to/from and on campus when riding a bicycle, skateboard, roller blades, or other non-motorized vehicles.

LIBRARY POLICIES

BOOK BORROWING

Students may borrow books for a period of one week. The books must be brought to the library in order to be renewed. Students who do not return their library books can be subject to consequences: they cannot borrow additional books until the books are returned; their report cards can be withheld by the school until the student either returns or replaces the item.

The CDS library folder (given to students on their first day of school) is required to borrow books.

If a library folder is lost, a replacement should be purchased from CDS.

LOST BOOKS

If a book has been long overdue, the library will send a message home, including the cost of the book plus shipping and a processing fee.

BIRTHDAY AND SNACK POLICY

FP birthday celebrations occur on the last *available* Friday of a month, excluding holidays and special events.

We encourage birthday celebrations that occur with a minimum of disruption to the learning process. Birthday parties may occur on a monthly basis grouped with those who have birthdays in that month. November and December birthdays are celebrated together in November. May, June, and July birthdays are celebrated together in May.

Celebrations should be small in nature with healthy-minded choices.

It is the responsibility of the Grade Representative (PTA Council) to communicate with the homeroom teacher and provide supplies for the event.

We encourage regular communication among the parents and teachers regarding these celebrations.

REPORT CARDS, PORTFOLIOS, CONFERENCES

At CDS, we have a variety of ways of reporting student achievement to you: written reports, portfolios, and meeting parents both formally and informally.

REPORT CARDS

Students receive formal standards based report cards twice a year.

E-PORTFOLIOS

Seesaw is a digital portfolio system that allows students to engage in learning activities and share their work with their teacher and their family. In FP, we will use this tool as the main communication tool to share students' progress, and allow families to comment on student work.

The Portfolio is a positive, dynamic form of evaluation. It celebrates and documents what the child *can* do. The teacher and the child become a collaborative team in the evaluation process. Together they explore, document, and reflect on the progress of the child. The child's ownership of the process is highly valued.

Students are encouraged to set goals, produce their best work, and evaluate their performance. Through our portfolio system, teachers, parents, and children are all able to better understand the individual's development as a learner.

When students maintain a selection of their work over time, they learn to assess their own progress as learners and become more actively involved in the whole process of learning. They realize learning is something they can participate *in*, rather than it being something that happens *to* them.

When viewing the items in your child's portfolio, the connection between the curriculum and the student's work is evident. You can provide invaluable, positive reinforcement by praising your child's achievements.

PARENT CONFERENCES

Two parent/teacher conferences are scheduled during the year. In addition, parents are welcome to meet with the child's teacher to discuss his or her progress. Please call the FP office to schedule an appointment for when the parent and teacher are both available.

We discourage texts or phone calls to teachers' personal phones. Please feel free to contact the teacher by email, via Seesaw, by phone through the school office, or by simply stopping by.

CDS FIRST PROGRAM PARENT-SCHOOL COVENANT

I have read the First Program Handbook and will aspire to adhere to the policies within. I will assist my child in understanding the school's expectations as best I can. I will support CDS in having a successful school year, and look forward to CDS delivering a comprehensive and professional educational program to my child in a safe and inspiring learning environment.

Date: _____

Name of student: _____

Parent signature: _____