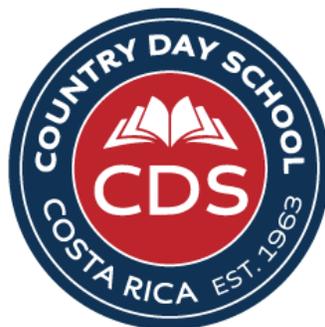


# Middle School Family Handbook 2018-19



A NORD ANGLIA EDUCATION SCHOOL

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## **From the Middle School Principal's Desk**

Dear MS Parents,

In my first three weeks as MS Principal, I've been blown away by the warm welcome from this professional, caring and knowledgeable community. It's such a joy to walk in every day and be greeted by so many smiling faces on this beautiful lush green campus full of fruit and flowers.

A bit about me: I was born in Devon, England and I studied Philosophy and Literature at Edinburgh University before moving into a challenging school in South East London as part of the Teach First program which sends graduates to work in challenging inner city schools. I spent the last seven years living in Santiago, Chile, where I was Middle School Principal at Santiago College, an incredible IB school in Santiago. I'm married to a Chilean lady, Maria Eugenia, and we have a little girl called Lucy who's two years old and will be in the EC at CDS. I'm currently working on a certificate in advanced educational leadership from the Harvard Graduate School of Education.

I'm passionate about the wellbeing of young people and ensuring that they can all make excellent progress. I hope to build strong relationships with your children and the wider community; it "takes a village to raise a child" and education is all about collaboration between the family and the school. One of the big changes we will make this year is the transition to standards based grading. In a standards based grading model, student's progress will be tracked against learning standards and both parents and students will be given quality feedback and regular updates on their learning. We are trying to move beyond the limited information contained in a traditional grading system towards a more accurate

measure of progress against specific standards over time. In short, we'll look at how much learning is taking place regarding specific goals and give feedback on how to move forwards. The ultimate aim is that all students should master all the learning goals we present to them. I look forward to explaining this to you in more detail as time goes on.

Two of my other passions are social emotional learning and service, and I look forward to working with the community to promote wellbeing and finding ways to engage in meaningful, connected service. I'm really excited to learn that Nord Anglia education is prioritising the global development goals of peace, justice and strong institutions, and quality education. From these we have derived this year's school wide theme: *Compassion over judgment, curiosity over fear*. This ties in well with our [Mission](#) that states we provide children with the skills, values, and courage to become responsible leaders. Our [Profile of the Graduate](#) describes in detail the qualities that we expect our CDS graduates to embody.

Middle School students are at an exciting, intense and challenging stage of their development. It's a foundational time: they forge their character, identify and nurture their passions and mould their flourishing personalities. They want more independence but need caring and consistent adults to guide them. They want to use their critical capacity to fix the world's problems but need guidance on how to implement their often brilliant ideas. They are passionate about their communities but need a caring environment to enable them to speak up, act and flourish. We will work closely with parents and students to provide the personalisation, support and high expectations that will nurture the CDS student profile we seek to develop.

This handbook contains important information about the processes and functioning of the school. Please read through it carefully and pay close attention to the important information contained within. There are some significant changes, especially with respect to the behavior and assessment policies.

I'm really excited about my first year as CDS MS Principal and look forward to an enriching, happy year full of joyful learning.

Sincerely,

James Tucker

## **Section 1: General Information about the School**

1.1 Please follow [this link for the 2018-2019 Calendar](#)

1.2 Middle School Contact Information 2018-19

### **Office Numbers**

Country Day School telephone	2289-0919
Middle School Office extensions	2231 or 2280
Counselor's extension	2244

### **Leadership Team**

Director Scott Adams  
 HS Principal Joey Menendez  
 MS Principal James Tucker  
 ES Principal Jack Young  
 EC Principal Keitsa Brisson  
 Admissions Coordinator María F. Cardona  
 Business Manager Dora Sevilla  
 Transportation Coordinator Alvaro Zamora

[scott\\_adams@cds.ed.cr](mailto:scott_adams@cds.ed.cr)  
[joey\\_menendez@cds.ed.cr](mailto:joey_menendez@cds.ed.cr)  
[james\\_tucker@cds.ed.cr](mailto:james_tucker@cds.ed.cr)  
[jack\\_young@cds.ed.cr](mailto:jack_young@cds.ed.cr)  
[keitsa\\_brisson@cds.ed.cr](mailto:keitsa_brisson@cds.ed.cr)  
[mafernanda\\_cardona@cds.ed.cr](mailto:mafernanda_cardona@cds.ed.cr)  
[dora\\_sevilla@cds.ed.cr](mailto:dora_sevilla@cds.ed.cr)  
[alvaro\\_zamora@cds.ed.cr](mailto:alvaro_zamora@cds.ed.cr)

### **Office Staff Email Information**

Batres, Fabiana (Receptionist)  
 Prendas, Vanessa (Secretary)  
 Urrutia, Isabel (Counselor)

[fabiana\\_batres@cds.ed.cr](mailto:fabiana_batres@cds.ed.cr)  
[vanessa\\_prendas@cds.ed.cr](mailto:vanessa_prendas@cds.ed.cr)  
[isabel\\_urrutia@cds.ed.cr](mailto:isabel_urrutia@cds.ed.cr)

### **Teacher Email Information**

Adams, Vera (Language Arts)  
 Amores, Jennifer (Social Studies)  
 Bruington, Cassandra (Language Arts)  
 Epperson, Kathleen (Math/Science)  
 Ericks, Leonard (Art)  
 Luber, Hannah (Science, Math)  
 McLaughlin, Sean (Social Studies)  
 Madrigal, Gabriela (Student Support)  
 Mercado, Gabriela (Language Arts)  
 Montealegre, Luisana (Student Support )  
 Montero, Ileana (Spanish)  
 Morales, Elgin (Spanish)  
 Neuworth, Madeline (Math)  
 Pettit, Rebecca (Science)  
 Picado, Marcelo (Choir)  
 Rodriguez, Geannina (PE)  
 Rose, Errol (Language Arts, Social Studies)  
 Stanfield, Margie (Language Arts, Drama)  
 Urrutia, Isabel (Life Skills )  
 Valverde, Oscar (Band)  
 Villafranca, Xavier (Art)  
 Westphal, Markiesa (Math)  
 Zuñiga, Olany (Spanish)

[vera\\_adams@cds.ed.cr](mailto:vera_adams@cds.ed.cr)  
[jennifer\\_amores@cds.ed.cr](mailto:jennifer_amores@cds.ed.cr)  
[cassandra\\_bruington@cds.ed.cr](mailto:cassandra_bruington@cds.ed.cr)  
[kathleen\\_epperson@cds.ed.cr](mailto:kathleen_epperson@cds.ed.cr)  
[leonard\\_ericks@cds.ed.cr](mailto:leonard_ericks@cds.ed.cr)  
[hannah\\_luber@cds.ed.cr](mailto:hannah_luber@cds.ed.cr)  
[sean\\_mclaughlin@cds.ed.cr](mailto:sean_mclaughlin@cds.ed.cr)  
[gabriela\\_madrigal@cds.ed.cr](mailto:gabriela_madrigal@cds.ed.cr)  
[gabriela\\_mercado@cds.ed.cr](mailto:gabriela_mercado@cds.ed.cr)  
[luisana\\_montealegre@cds.ed.cr](mailto:luisana_montealegre@cds.ed.cr)  
[ileana\\_montero@cds.ed.cr](mailto:ileana_montero@cds.ed.cr)  
[elgin\\_morales@cds.ed.cr](mailto:elgin_morales@cds.ed.cr)  
[madeline\\_neuworth@cds.ed.cr](mailto:madeline_neuworth@cds.ed.cr)  
[rebecca\\_pettit@cds.ed.cr](mailto:rebecca_pettit@cds.ed.cr)  
[marcelo\\_picado@cds.ed.cr](mailto:marcelo_picado@cds.ed.cr)  
[geannina\\_rodriguez@cds.ed.cr](mailto:geannina_rodriguez@cds.ed.cr)  
[errol\\_rose@cds.ed.cr](mailto:errol_rose@cds.ed.cr)  
[margie\\_stanfield@cds.ed.cr](mailto:margie_stanfield@cds.ed.cr)  
[isabel\\_urrutia@cds.ed.cr](mailto:isabel_urrutia@cds.ed.cr)  
[oscar\\_valverde@cds.ed.cr](mailto:oscar_valverde@cds.ed.cr)  
[xavier\\_villafranca@cds.ed.cr](mailto:xavier_villafranca@cds.ed.cr)  
[markiesa\\_westphal@cds.ed.cr](mailto:markiesa_westphal@cds.ed.cr)  
[olany\\_zuniga@cds.ed.cr](mailto:olany_zuniga@cds.ed.cr)

### **1.3 Country Day School Mission, Objectives and Beliefs**

Country Day School, a U.S. accredited college preparatory school serving an international community, inspires a passion for learning and provides children with the skills, values, and courage to become responsible leaders in their communities and the world.

In keeping with this mission, Country Day School:

- Provides for the development of intellectual, social, aesthetic, and moral values that satisfy the needs of our students.
- Serves students from the expatriate and local communities.
- Maintains high academic standards and fosters a love of learning.
- Provides a program that focuses on the basics: English, literature, science, social studies, Spanish, physical education and the arts (drama, art, and music).
- Maintains a structured curriculum plan for learning
- Evaluates student learning frequently with a variety of assessment tools to ensure that each child is progressing appropriately.
- Helps students prepare for a world of rapid change in which critical thinking, creativity, technology, and teamwork are essential.
- Values and teaches cultural understanding and knowledge of the complexities of our world.
- Teaches and models virtues such as honesty, compassion, diligence, kindness, fairness, and loyalty.
- Prepares students for admission to universities in North America, Costa Rica, and around the world

We believe that:

- Everyone does learn, albeit at different rates and in different ways.
- Educating children is the shared responsibility of the school, student, family, and the broader community.
- A safe environment supports curiosity, risk-taking, the sharing of ideas and sense of belonging.
- Students learn most effectively when provided opportunities for exploration, critical thinking, collaboration, and problem-solving within authentic situations.
- Achieving personal and academic excellence requires perseverance, courage, dedication, and striving for high standards.
- Effective leadership is derived out of passion, purpose, collaboration and service to community.
- Deliberate development of character and attitude is an essential part of our school's culture and curriculum.
- Positive decision-making enhances emotional, mental, physical and social health and wellbeing.
- Professional growth occurs through dedicated time, collaboration, training, reflection, evaluation, and best practices.
- A learning community is strengthened by diversity and a willingness to improve.

#### 1.4 CDS Profile of the Graduate

Our CDS students demonstrate a **strong academic foundation** in the following areas:

- Thinking and communicating mathematically and scientifically
- Knowledge and inquiry processes that allow informed decision-making for the public good as citizens of an interdependent world
- Coherent Oral and written expression in Spanish including listening, and speaking
- Responsible, safe, and effective use of technology for education and personal satisfaction

- Literacy in the areas of print and electronic media
- Organizational skills, study habits and effective time management
- Analytical and critical reading of a wide range of texts

Our CDS students are able to utilize the following **thinking skills**:

- Specific elements of critical thinking such as discerning purpose, asking questions, challenging assumptions, and recognizing implications and point of view
- Problem solving which includes defining a problem, considering solutions, and making right decisions, both independently and as a team member
- Innovative thinking that allows creative ideas to become reality
- Curiosity as demonstrated by a desire to explore, generate questions, and seek answers
- Self-awareness as shown through reflection and understanding about own learning styles, behavior, personality, and perspective

Our CDS students are able to actively and meaningfully **contribute in various communities** by:

- Working both independently and collaboratively
- Actively building community locally, nationally, and globally
- Courageously showing empathy and compassion to others
- Demonstrating respect for people of different backgrounds, including ethnicity, learning differences, country of origin, race, nationality, sexual orientation, gender, or beliefs
- Respecting and caring for our planet through active stewardship

Our CDS students exhibit the following **personal qualities**:

- Integrity through adherence to moral and ethical principles
- Accountability by accepting responsibility for his or her own actions
- Leadership as shown through self-discipline, communication and organizational skills, and initiative
- Adaptability as shown through adjustment to new environments, challenges, and conditions
- Commitment to wellness as shown through making good choices that enhance emotional and physical health

### 1.5 CDS History

CDS was founded in 1963 as a private coeducational school, similar to U.S. college preparatory schools. The school grew from an initial 18 students to its present combined enrollment of more than 750 students, representing over forty nationalities from four continents. It is located in Hacienda Espinal, in San Rafael de Alajuela. CDS is owned by Nord Anglia Education.

CDS is recognized throughout Costa Rica and Central America for its level of consistent excellence in academics. At the middle school level, Country Day students consistently outscore and outperform their peers from the United States, and are generally well prepared academically for the next grade level if they return to the United States.

CDS is accredited by the Middle States Association of Colleges and Schools of the United States, and the Ministerio de Educación Pública (MEP) of Costa Rica. It is also a member of the Association of

American Schools of Central America (AASCA). For more information, you may access the website at [Country Day School](#) or follow the school on [Twitter](#) or [Facebook](#).

## Section 2: Parent Involvement & Communications

### 2.1 Parents role at CDS

Parents play an essential role in the life of CDS. An excellent school community needs and expects the involvement of its parents, who must understand and embrace the school's mission, share its core values, and fully support its curriculum, faculty, and staff. When joined by a common set of beliefs and purposes, the school and its parents form a powerful team with far-reaching positive effects on children and the entire school community. Not only are parents advocates for their children, they also support the faculty and administration through volunteer activities and events.

All parents of CDS students are members of the Parent Association. The purpose and mission of the CDS Parent Association is

- To foster communication, participation, and a feeling of community among parents in support of the programs and activities of CDS.
- To provide support and assistance for school activities, such as student led community service, recognition of faculty and staff members, and spirit building activities.
- To provide parent input to the PA Executive Committee, the administration and the faculty on matters of importance to the parents and students.

All parents are encouraged to become active in the Parent Association by attending divisional meetings and volunteering to help with parent sponsored activities, more information is available on the [parents association website](#). We have a monthly Principal Parent Meeting which is open to all CDS parents and is an opportunity to share ideas and questions with all Principals.

### 2.2 Family-Teacher Communication

Our MS staff knows that close communication between home and school is an important factor in the success of your child. The principal will send a weekly communication, *Middle School News*, to build this communication. Please be sure to read this weekly. Feedback related to learning will be made through My CDS or Google Classroom. At times information will be sent home by email or via a hard copy. Please make an appointment with your child's teacher at any time to discuss individual situations by calling the MS office secretary or emailing the teacher or counselor, Isabel Urrutia, directly.

## Section 3: Behavioral Expectations, Rules and Consequences

### 3.1 What do we expect from our students?

CDS expects the very highest standards of behavior from students in order to ensure a safe, supportive and happy learning environment in which all students can flourish. These expectations apply when students are in school, on school trips, on the bus, and when engaging with the CDS community.

To that end, we expect students to:

- **Be responsible:** This means handing in all work on time and getting to class on time with all materials. It also means complying with our Responsible Use of Technology Policy.
- **Be respectful:** This means following the instructions of all adults, having a good attitude, following classroom expectations, taking care of all personal property, school property and the property of others, and not disrupting learning time.
- **Be kind:** This means, despite personal differences, treating every member of the community and all visitors with kindness, care and empathy.
- **Be honest:** This means not cheating (including plagiarism), lying, or taking things that are not yours.

### 3.2 What are the consequences for students who fail to comply with these expectations?

CDS Middle School believes the best way to ensure excellent behavior is to ensure that all rules are complied with by using a combination of reflection, guidance, compassion and a series of immediate and proportionate consequences. We know that MS students sometimes make mistakes and we believe it's our duty to help them learn from those mistakes and make positive changes and develop their character. We begin each day afresh after we've had difficult conversations with students, and in cases of mistakes will always focus on the behavior and not the child. All adults on campus are responsible for insisting that the behavioral expectations are complied with, and although we expect parents to support the decisions the school takes in order to ensure that the school is a safe, happy and secure place to learn and work, we also realize that education requires the school and family to work closely together. In accordance with the UN convention of Human Rights, we also believe that students have the right to express their opinion about all decisions which relate to them.

Here is a list of possible consequences that students could receive should they breach the expectations set out in the above behavioral expectations:

- A verbal warning or reflective conversation with a teacher or the Principal.
- A written reflection to be completed at break-time or lunchtime. All written reflections should be signed by both parents and students before students return to the classroom.
- Withheld feedback (in the case of incomplete or late work).
- Lost break-time or lunchtime.
- An after-school detention administered by the Principal (parents must be previously informed).
- An email or phone call home to parents to ask for support in changing a student's behavior.
- A parental conference with the Principal or teacher.
- A written behavioral contract.
- A written warning letter.
- Withholding of certain privileges such as the use of the school's wifi, IT equipment, or participation in after-school activities or sports teams.

For more serious offences such as verbal or physical threats, aggression and violence, theft, substance abuse (including vaping, smoking or consumption of drugs or alcohol) possession of weapons or extreme disrespect, the school reserves the right to temporarily suspend students, or in extreme cases, discontinue their attendance by expulsion.

### 3.3 Cell-phone policy

CDS Middle School realizes that technology is both ubiquitous and transformative, and we encourage the sensible use of technology to transform learning. This is why a personal computer is a required part of each student's equipment. We are also conscious of the importance of healthy digital citizenship and the potential danger of cellphone addiction, cyberbullying and threats from unknown sources online. In addition to the expectation that students abide by our responsible use policy which can be accessed via this link: [Responsible Use Policy](#) we also prohibit cell-phone use during the school day. All cellphones are expected to be turned off and out of sight at all times. In case of an emergency, parents should contact the school office or advisory teacher. If a student needs to contact a parent they must receive permission to send or make a call, or use the phone in the school office. Should a student use their cell-phone without permission, they will receive a warning and if repeated the phone will be retained in the Principal's office for parents to collect.

### 3.4 Lateness and Attendance policy

Arriving on time is crucial for developing responsibility; when students arrive late this interrupts the learning of others and impacts negatively on the teacher's ability to teach. Students who are repeatedly late will be reported to the Principal who will take the necessary action, in collaboration with parents, to ensure that this behavior changes. If your child is going to be late or absent please contact the school office the previous day in case of absences and as soon as reasonably possible in the case of lateness.

To help students maximize their learning, it's important all student's consistently attend school and keep absences to a minimum. We expect students to attend 95% of the school year. In order to meet this goal, please refrain from having unnecessary absences--leaving early/returning late from holidays, taking trips/vacations during the semesters, etc. If parents want to request a period of absence for a child during term they should contact the Principal's office and request permission for the absence in advance.

Absences will be considered "justified" by the school in cases where students are participating in an elite sporting, cultural or academic activity that enhances their learning, or when there is a serious medical problem accompanied by a medical certificate. In cases of **justified absences** the school will make reasonable adjustments to due dates or academic requirements. Usually, absences will not be justified when they exceed the requirement for 95% attendance. If a student is going to be absent from school, students must complete a Justification of Absence form (available in the office). The form must be filled out on both sides. Students must personally inform each teacher in advance of the pending absence, make arrangements to make up work, and have all teachers' signatures at least 2 days before the absence. The principal will not excuse the absence unless the back of the page is complete with all teachers' signatures.

In the case of **unjustified absences**, students will be expected to hand in all work but this work will not be eligible for feedback when it is handed in late.

## Section 4: Academic Information and policies

### 4.1 Courses and electives offered

The core courses in middle school are English Language Arts, social studies, Spanish, mathematics, and science. We also offer electives for 6, 7 and 8th grade.

*6th Graders rotate through all four options below on Mondays and Thursdays, changing in each quarter. Boost is an optional program for some students. On Tuesdays and Fridays they choose one of the four music options for the whole year.*

<u>Name of elective</u>	<u>Quarter 1, Quarter 2, Quarter 3 or Quarter 4</u>	<u>Day of the week</u>
<b>Lego Robotics</b>	Students rotate during the four quarters of each semesters	Monday and Thursday
<b>Drama</b>	Students rotate during the four quarters of each semesters	Monday and Thursday
<b>Broadcast Media</b>	Students rotate during the four quarters of each semesters	Monday and Thursday
<b>Art</b>	Students rotate during the four quarters of each semesters	Monday and Thursday
<b>Boost</b>	Extra support class	Monday and Thursday
<b>Cadet band</b>	All year	Tuesdays and Fridays
<b>Choir</b>	All year	Tuesdays and Fridays
<b>Strings</b>	All year	Tuesdays
<b>Piano Lab</b>	All year	Tuesdays and Fridays

*7th and 8th grade elective time is between 2.10 and 3.00pm. Students can choose two electives for each semester, one on Mondays and Thursdays and one on Tuesday and Fridays. They can re-select their elective at the end of the semester.*

<u>Name of the elective</u>	<u>Description</u>	<u>Day of the week</u>	<u>Semester</u>
<b>Art 7&amp;8</b>	Students apply their creative potential by experimenting with different art forms like painting, drawing, photography, and sculpture. They will also work with new media in 3D printing and modeling, animation, and video.	Monday and Thursday & Tuesday and Friday	1 & 2
<b>Symphonic Band (invitation only)</b>	Students will formally study music music and play a musical instrument, enjoying the happiness of	Monday and	1 & 2

	expressing their feelings and emotions and developing teamwork during multiple performances and field trips. The formal study of music including reading and performing music have been shown in multiple research studies to have a direct correlation to success in math and science.	Thursday	
<b>Green Club</b>	Students learn about nature and develop environmental awareness. This elective allows students to be outside enjoying the fresh air and moving around while planting and caring for both edible and ornamental plants and trees. Students learn the basics of gardening.	Monday and Thursday	1
<b>Junior Model UN</b>	Students role play as delegates of the United Nations and simulate U.N. Committees to address global issues and international policies. Students will increase their skills in negotiating, public speaking, and writing resolutions through diplomatic competitions.	Tuesday and Friday	1 & 2
<b>Drama 7&amp;8</b>	Drama students will have fun while learning techniques of voice projection, movement on stage, and creativity of expression culminating in a production on stage in December.	Monday and Thursday	1 & 2
<b>MathCounts</b>	MathCounts is a math competition that challenges middle school students in different math concepts, problem solving, and teamwork. Class is limited to 15 students with the understanding that the team who will be eligible to represent CDS at the MathCounts competition at the American School of El Salvador in February, 2019, can only consist of 12 students. Priority for team members will be given to students in the class. Though challenging and non-routine, the competition problems focus on grade 6-8 standards of the National Council of Teachers in Mathematics.	Tuesday and Friday	<u>1</u>
<b>Rhetoric and Oratory (taught in Spanish):</b>	Students will have opportunity to learn and organize their speech clearly. During this elective, they will prepare and rehearse techniques to develop a strong, vibrant speaking voice. They will also create dynamic movements and gestures during speech.	Monday and Thursday	<u>1</u>

<b>STEAM:</b>	Students engage in activities that are fun, exciting, and connect students to the world in which they live. Students use math, science, and technology to meet open-ended challenges that have multiple solutions, problem-solving, teamwork, communication, and creative thinking skills.	Monday and Thursday & Tuesday and Friday	1 & 2
<b>Boost:</b>	Boost offers the opportunity for students to work on organisation, time-management and executive functions.	Monday and Thursday	1 & 2
<b>Life Skills 8</b>	Students learn about interpersonal relationships, drug and alcohol prevention, decision making, stress-management, peer pressure, and balanced nutrition. This course is obligatory for all 8th graders to take once during the year .	Tuesdays and Friday	1 & 2
<b>Coding</b>	Students learn to code!	Tuesdays and Friday	2
<b>Choir 7&amp;8</b>	Students develop their group singing skills	Tuesdays and Friday	1 & 2
<b>Design Thinking</b>	Students learn how to use Design thinking to solve problems they find in their communities.	Monday and Tuesday	2

#### 4.2 Assessment, feedback and communication of Student Progress

The MS assesses student achievement using a standards-based grading (SBG) system, which focuses on assessing student growth against specific standards over time. Essential to the process of SBG is the nature and quality of feedback that students receive.

There are two main components of our SBG system:

- 1) **Google Classroom:** We will use this platform to provide ongoing formative assessment for learning. Individual activities will be assessed but you will not receive a number grade. Students will be given individual activities, assignments, quizzes and tests and will receive feedback on where they are in their learning and where they need to go next. *Work that is handed in late will not receive feedback.* After feedback has been given students can re-submit evidence of further learning and this will form part of their portfolio of evidence. You will receive information about whether work is:

**Missing:** the assignment has not been turned in

**Turned in:** the assignment has been turned in but not yet assessed

**Turned in late:** this means feedback will not be given

**Returned:** (this means feedback has been given)

- 2) **My Cds Quarterly Progress Report:** Quarterly grades informing parents of current performance with respect to specific learning standards will be given using a 1 - 4 grading scale. At the end of each quarter, teachers will review a range of evidence and make a judgement of where the student currently is with respect to the key learning standards for that subject. This will take into account a range of learning artifacts and how understanding and skill has developed. Because we will be working on the same standards throughout the year, we expect to see increased mastery as the year progresses and we should expect lower numbers in the first quarter.

(1) Emerging	(2) Developing	(3) Proficient	(4) Mastered
Beginning to demonstrate aspects of the understanding, knowledge and skills aligned with this grade level learning expectation; requires substantial assistance when working on tasks/assignments.	Partially demonstrates the understanding, knowledge and skills aligned with this grade level learning expectation; requires some assistance when working on tasks/assignments.	Fully demonstrates the understanding, knowledge and skills aligned with this grade level learning expectation; requires very little assistance when working on tasks/assignments. May make minor errors.	Consistently and over time, demonstrates an in-depth command of the understanding, knowledge and skills aligned with this grade level learning expectation; requires no assistance when working on tasks/assignments. May make rare, minor errors.

#### 4.3 Google Classroom & My CDS

In order to make teaching and learning more organized and streamlined, all MS teachers use using [Google Classroom](#) as a course management and communication system. Google Classroom will be used to give feedback, communicate learning standards, assign work, share resources, make announcements, ask questions and organise students work via the calendar features. We will also use Google Classroom to give ongoing feedback to students about where they are in their learning and where they need to go next. As parents you can opt in to Google Classroom to receive updates about your child's activities for the week.

At the end of each quarter we will send you a report on your child's progress using the 1 - 4 scale mentioned above.

#### 4.4 Homework Guidelines

At CDS we believe that well thought through homework can enhance and deepen student learning. It should never be given for the sake of being given. Each individual teacher will decide upon the extent of necessary homework but there is no obligation regarding the extent or amount of homework to be given. Homework that does not involve reading for pleasure should not be given during weekend or during holidays.

#### 4.5 Language Policy

In order to help fulfill the mission of the school, students speak only Spanish in Spanish classes and only English in all other classes.

Students delay the process of English language acquisition when they insist on speaking Spanish in English classes. In addition, when they speak Spanish in English classes they influence classmates and distract others from the goal of language acquisition. It is imperative that CDS students recognize and remember the appropriate place and time for using the languages they know.

CDS is respectful of all languages and cultures, but in keeping with our mission, we strive to provide an environment where all students can become bilingual and multicultural citizens.

#### 4.6 Mathematics and Spanish Placement

In Mathematics and Spanish we place students according to ability. In the following link you can explore the criteria for Maths placement. [Maths placement criteria](#). In addition to MEP native Spanish courses, we offer in the middle school Spanish as a Second Language (SSL) levels 1 and 2 for beginners, level 3 for intermediate, and level 4 for advanced. New students' placement is determined by past experience with the language, reading and writing skills, and oral fluency and vocabulary as determined by an interview with a Spanish teacher.

#### 4.7 Ministerio de Educación (MEP) Courses

Costa Rican students and others who are native Spanish speakers take the advanced Spanish level courses approved by the Costa Rican Ministry of Education (MEP). These courses are required in order to earn a Costa Rican high school diploma in addition to the United States diploma awarded at CDS. All native (and highly proficient near native) Spanish speakers are eligible to enroll in the MEP Spanish courses.

#### 4.8 Academic Failure and Probation

Under Standards based grading we expect to see students completing all assignments and making progress against standards. If we see that students are not making progress against the standards and failing to complete assignments then there is a chance they could be asked to repeat the year. This decision will be taken by the academic faculty in consultation with parents and the student involved.

#### 4.9 Advisory Program

A very important element of our MS community is the advisory program. Each student is assigned an advisory teacher. The purpose of this program is to help students feel more connected to one particular peer group and one teacher who students can turn to throughout the year for advice, support, and guidance.

#### **Vision Statement**

Our middle school advisory program creates small, supportive communities

in which members learn responsibility, build positive relationships, and enhance personal growth through team building, service, and fun.

#### 4.9.1 Student Support Services (SSS)

The Student Support Services (SSS) program provides support to students who have been identified and assessed with specific learning needs. The program provides differentiated learning support, academic resources, and guidance for students and teachers. The focus is to help students successfully navigate through CDS curricular expectations and maximize academic potential. The student support teachers work in collaboration with classroom teachers to ensure that students have the support they need to establish a strong foundation of academics and life skills. Services consist of testing accommodations, in-class support, pull-out support, and Boost -- personalized support.

#### 4.9.2 Schedules 2018/19

The middle school day begins at 8:00 AM and ends at 3:00 PM. It is strongly recommended they be on campus by 7:45 AM. Periods are 50 minutes long with a 20-minute morning break, an advisory time from 11:00 to 11:20 a.m. and a lunch and recess time from 11:20 to 12:15 p.m. On Wednesdays, students are dismissed at 2:05 p.m.

#### **MS Schedule 2018-2019**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50	Period A 8:00-8:50	Period F 8:00-8:50	Period E 8:00-8:50	Period C 8:00-8:50	Period B 8:00-8:50
8:55-9:45	Period B 8:55-9:45	Period A 8:55-9:45	Period F 8:55-9:45	Period D 8:55-9:45	Period C 8:55-9:45
9:45-10:05	Snack 9:45-10:05	Snack 9:45-10:05	Snack 9:45-10:05	Snack 9:45-10:05	Snack 9:45-10:05
10:05-10:55	Period C 10:05-10:55	Period B 10:05-10:55	Period A 10:05-10:55	Period E 10:05-10:55	Period D 10:05-10:55
11:00-11:20	Advisory	Advisory	Assembly Time	Advisory	Advisory
11:20-12:15	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch
12:20-1:10	Period D 12:20-1:10	Period C 12:20-1:10	Advisory	Period F 12:20-1:10	Period E 12:20-1:10

1:15-2:05 G6-elective G7/8-class	<b>6 Electives</b> <b>M-R 1:15-2:05</b>  <b>7/8 - Period E</b> <b>1:15-2:05</b>	<b>6 Electives</b> <b>T-F 1:15-2:05</b>  <b>7/8 - Period D</b> <b>1:15-2:05</b>	<b>Period B 1:15-2:05</b>	<b>6 Electives</b> <b>M-R 1:15-2:05</b>  <b>7/8 - Period A</b> <b>1:15-2:05</b>	<b>6 Electives</b> <b>T-F 1:15-2:05</b>  <b>7/8 - Period F 1:15-2:05</b>
2:10-3:00 G6-class G7/8-elective	<b>6 - Period E</b> <b>2:10-3:00</b>  <b>7/8 - Electives</b> <b>M-R 2:10-3:00</b>	<b>6 - Period D</b> <b>2:10-3:00</b>  <b>7/8 - Electives</b> <b>T-F 2:10-3:00</b>	<b>Early Release</b>	<b>6 - Period A</b> <b>2:10-3:00</b>  <b>7/8 - Electives</b> <b>M-R 2:10-3:00</b>	<b>6 - Period F 2:10-3:00</b>  <b>7/8 - Electives</b> <b>T-F 2:10-3:00</b>

### 4.9.3 After-school program

All afterschool programs run from 15.00 - 16.30 unless otherwise stated

<b>Name of Activity</b>	<b>Days of the week</b>	<b>Dates</b>
Basketball (August 27th to November 16)	Tuesday and Wednesday (girls) Wednesday and Thursday (boys)	August 27th to November 16th
Swimming	Mondays and Thursdays	Begins 3rd Sept and runs all year (Tuesday practice added in the second semester)
Cross Country/Track	Mondays and Thursdays	Begins August 23rd and runs all year
Soccer	Wednesday and Friday (boys and girls)	November 19th to March 8th
Volleyball	Tuesday and Wednesday (girls) Wednesday and Thursday (boys)	March 11th to June 8th
Art	Tuesdays	All year
Art and Tech Lab	Thursday	All year
ELA Writing Club	Thursdays	All year
Girls' Scouts	Mondays	All year
Baseball	Saturdays 8.30 am	All year

## Section 5: Emergency, Security, & Safety Procedures

### 5.1 Basic requirements of parents

Parents and all staff members are issued school identification cards and should be prepared to show them to security personnel each time they enter the CDS campus. Visitors must sign in at the entrance.

Because the school is responsible for student safety and wellbeing, Country Day School students must remain on campus during the school day, including after-school activities. If, however, the student must leave the campus for an appointment or other valid reason, parents or other designated adult, need to stop by the office to pick up the Student Release Form that should be given to the guards on the way out of school.

### 5.2 Emergency Procedures

Emergency preparedness is our most important ally, and at school we run regular drills so that students will know exactly what to do in case of an emergency. At home, parents should talk with their children beforehand about what to expect should an emergency occur. Reassure them that they are doing their part by remaining at the school and following the instructions of their teachers, and that you or one of your designated alternates will pick them up as soon as possible.

Information about emergency/evacuation procedures are posted on the website. The information below is given as a quick reference.

Our school has a public address system. The signal for an emergency drill is a continuous bell or a siren. Students and teachers evacuate the buildings quickly, calmly and quietly proceed to their designated areas. Students should remain with their teachers throughout the emergency drill. At the conclusion of the drill, the sounding of a long bell will signal the orderly return to classes.

Everyone should keep in mind that instructions for grouping or for location may vary, depending on the emergency.

Please review the [CDS Emergency Protocol](#) for further information.

### 5.3 Evacuation Plan

In the event of a major fire or earthquake, emergency information in both English and Spanish will be broadcast on Radio Monumental (93.5 on the FM dial or 670 on the AM dial) or TV Channel 7. Do not call the school, as phone lines must be kept open for calls related to the emergency. If phones are not working, the school may not be able to contact the media. In that case, you must make your own decision about whether to come to the school or not. Should evacuation of the school be deemed necessary, parents must pick up their children since bus transportation will not be available. In order to reduce traffic jams, only one-way traffic will be allowed on the road inside the gates. Please follow the instructions of the guards and teachers directing traffic, so that evacuation flows as smoothly as possible.

**5.4 Emergency Email** Middle School provides an email ([ms\\_transportation@cds.ed.cr](mailto:ms_transportation@cds.ed.cr)) where parents can designate an alternate person to pick up their children.

## 5.5 Medical Emergencies

In the event of injury to a student, the school will render first aid as necessary and will notify the parent immediately. CDS is covered by Emergencias Medicas for ambulance service, and they would be immediately notified if the child needed to be transported to the hospital. A student is never sent alone; he or she is always accompanied by the nurse, teacher, or principal.

## 5.6 Accident Insurance

All students enrolled at Country Day are insured against accident and injury 24 hours per day, year round. The policy covers medical expenses incurred from an accident. Claim forms, as well as more information, are available in the Business Office, for reimbursement of expenses incurred for medical treatment.

## 5.7 Safeguarding Students

Country Day School has worked diligently to be on the forefront of Child Protection amongst schools in our region. In the 2015-2016 school year, the school organized a Child Protection Task Force charged with the task of establishing a comprehensive Child Protection Policy that is in congruence with international standards. As the policy was completed, the Task Force evolved into our current *Child Protection Team* charged with upholding, maintaining and reviewing our policy.

The Child Protection Team is comprised of the General Director, the Principal from each house, the Counselor from each house, the school nurse, and the head of the Human Resources Department.

A significant component of the Country Day School Child Protection Policy is a developmentally appropriate child safety curriculum for all age levels, as well as a parent education component.

## 5.8 Child Protection Policy [Please follow this link for the full policy](#)

Should you ever have concerns related to child protection, please contact your child's principal or counselor, the Child Protection Lead (Keitsa Brisson: [keitsa\\_brisson@cds.ed.cr](mailto:keitsa_brisson@cds.ed.cr)), or the Human Resources department. You may also use the direct and anonymous Child Protection email: [cds\\_child\\_protection@cds.ed.cr](mailto:cds_child_protection@cds.ed.cr)

## Section 6: Other School Policies and Procedures

### 6.1 Services: Counseling, Food, Health, Library, and Bus

CDS provides a variety of services related to counseling, food, health, library, and transportation.

#### **Counseling**

Our guidance counselor, Isabel Urrutia, is available to talk with students about personal and academic issues. She also provides orientation to new students, teaches life skills courses, shares with teachers information about students with learning difficulties or problems that may affect them while at school,

meets with parents to discuss ways to help their child succeed, and provides parent education presentations and information on topics relevant to middle school children.

### **Food Services**

Hot and cold lunches, including a variety of drinks and snacks are available each day from the cafeteria. Students are also free to bring snacks and lunch from home. There are microwaves in the cafeteria for student use. Students may eat in the cafeteria, pavilion, or outside. Please ensure that your child always has sufficient money in their lunch account to be able to pay for their food.

Students are required to purchase a reusable plastic or aluminum water bottle and to bring it from home filled with water. It may be refilled at school with cold purified water available in many locations. No food or drink containers are allowed on the playing fields (except for during athletic or sporting events).

### **Health Services**

CDS offers the full-time services of a registered nurse. The nurse will not administer medicine to any student unless and until permission is given by the parents. We utilize the services of *Emergencias Médicas* should an ambulance be needed. In the case of an accident that requires transportation to a local medical facility, parents will be called immediately. Please [follow this link](#) for an explanation of the Health services offered and [follow this link for important information related to the school policy on Medication](#).

If your child develops a fever or otherwise becomes ill at school, you will be called immediately to come and pick up your child. Also, if your child has had a fever within the previous 24 hours, please do not send him or her to school.

All students enrolled at CDS are insured against accident and injury. The school's Student Accident Insurance is intended mainly to cover the costs of providing routine emergency medical care in the event of an accident occurred in school or while in school related activities. It is not intended to cover all medical procedures or even all medical treatment due to any and all accidents. It is in no way meant to substitute for regular family medical insurance that all families are supposed to carry. The school does not cover any of the costs due to an accident, beyond what the school's insurance covers.

### **Bus Service**

CDS hires local buses to provide transportation for our students. Buses drop off and pick up students at the main entrance to the school. Bus routes are available for most locations in the greater metropolitan area of San José. New families should consult Alvaro Zamora, Transportation Coordinator, about routes and schedules. As a paid service, an after-school bus service at 4:40 PM operates for students participating in extracurricular activities on Mondays, Tuesdays and Thursdays. The bus leaves at 4:00 on Wednesdays and there is no service on Fridays. These are express routes only, not the regular routes.

Parents must email the office for changes of transportation no later than 11:00 AM on the day of the change [ms\\_transportation@cds.ed.cr](mailto:ms_transportation@cds.ed.cr).

**Library services:** [Follow this link](#) for more information relating to the library services the school offers

## 6.2 Personal Possessions

It is highly advised to label each item of school clothing with the owner's name. Numerous jackets, shirts, pants, shoes, notebooks, lunch boxes, reusable bottles, and food containers are misplaced each year and never claimed. Although we encourage students to search for their missing articles, they often do not.

Each middle school student is assigned a locker. The locker is intended as a secure and private place to keep belongings and should be well-maintained. The most effective means of preventing the loss of valuable books, clothing, athletic shoes, or other personal property from a locker is to keep the locker locked and to not share the key or combination. Advisors make periodic locker checks to make sure that students are keeping them orderly and clean.

The only valuable piece of equipment that students are encouraged to bring to school is a laptop or a tablet for school work. This item must be at all times in the student's possession or must be locked up in the locker or left for safekeeping in the Middle School office. We don't recommend that students bring other valuable items such as cellphones. Although Country Day provides on-campus security, the school is not responsible for personal property brought to school by its students. If a theft occurs, our security personnel will make every effort to recover the stolen items; however, CDS is not responsible for the theft of these types of items that are not necessary for school work.

## 6.3 Early release Wednesdays

At CDS, we are dedicated to the use of research-based best practices in all facets of our learning community. To maintain this standard, our teachers and teaching assistants must participate in ongoing professional growth to remain current in their practice. Each Wednesday student dismissal is at 2:05 instead of the usual 3:00 so that teachers can work on professional growth and development.

## 6.4 After School Presence on Campus

The only permitted presence of middle school students after 3:15 is for the following:

- Members of a sports team having a scheduled practice with a coach.
- Students who stay to support CDS teams during a scheduled game and stay in the sports facility.
- Students who stay for tutoring and are with the tutor.
- Students enrolled in an after school activity supervised by an adult.

If a student must stay after school for any reason except participation in scheduled practices or games, he or she must sign in at the middle school office. The student must then stay in a visible area near the office or in the Pavilion doing school work. They are not allowed to engage in sports activities or to wander around the campus. If your child asks permission to stay after school just to be with friends and/or to play, this is not allowed as the children will not be supervised.

## 6.5 Field Trips & Grade Level Trips

CDS supports the use of organized off-campus trips that serve worthwhile educational outcomes and further the mission of the school and its objectives. Please see the CDS Calendar on the webpage for details of school trips.

- Local field trips are school-sponsored, school-chaperoned trips in the community or in the Central Valley area that can be conducted in one day.
- Extended field trips are school-sponsored, school-chaperoned trips that take students a distance greater than the metropolitan area of San Jose that may be one to several days.
- International field trips are school-sponsored, school chaperoned field trips that necessitate that students travel across international borders, overnight and require a valid passport.

Occasionally, field trips are scheduled by faculty members for the purpose of educational enrichment and/or community awareness. Students must present a signed permission slip prior to leaving the campus.

## 6.6 Food Sales

Food sales on campus are allowed as fundraising activities for student groups such as Student Council and National Junior Honor Society. Food sales promoted for non-service projects will not be authorized. The food sale request form must be turned in to the MS office one week before the sale. Foods sales must be on Fridays only and may not include candy. We discourage the use of disposable cups, plates, and cutlery during sales; reusable dishes are available from the MS office. Students are responsible for washing and returning them promptly.

## 6.7 Private Tutoring Policy

### Goals and Purpose

Teachers at CDS make themselves available during prep periods, recess, lunch, and after school for their own students to provide extra help for. A cornerstone of CDS is the individual attention our teachers give to students to grow and learn. However, teachers may, from time to time, provide individual or small group instruction or learning assistance to students outside normal class lessons and school day for payment. This policy serves to outline the conditions for tutoring to ensure that the procedure is clear and in the best interest of all parties. Nevertheless, the school reserves the right to make revisions and apply changes to the Tutoring Policy as deemed necessary. In such case, the Division Office will inform faculty members of any changes to the established procedure.

### Condition for Tutoring

- Administration must be made aware of all private tuition arrangements concerning current CDS students on campus. In addition, a teacher must consult with the principal and/or counselor before *recommending* tutoring.
- The school strongly recommends that the current class teacher of the student is informed if a member of staff is tutoring the student on a private arrangement. This will aid continuity and planning for both staff members.
- The student must not be in the teacher's current class; this avoids a conflict of interest.

- All tutorial related planning, preparation, and tutoring must be outside contractual hours i.e., before 7:30 a.m. on weekdays and after 3:30 p.m. on all days except Wednesday (after 4:30 p.m. on Wednesdays).
- If the student attends CDS, tutoring can be on school premises but only if the school would ordinarily be open and permission has been sought from the respective division principal.
- If the student does not attend CDS, then the school premises may not be used for private tutoring.
- Tutoring must not take place in unsupervised areas such as a classroom. One or more adults may tutor multiple students inside a classroom. Hallways, shared collaborative spaces, and the avilion are recommended tutoring locations.
- School resources must only be used with prior consent from respective division principal. All resources must remain on the school premises at all time.
- Photocopying for private tutoring must be done on a private basis.
- All invoicing/payment for tutoring must be handled between the teacher and parent.
- Outside support services (such as additional support for learning needs) for each student must be approved and on record in the divisional offices
- All applicable school policies should be adhered to when tutoring on school premises i.e., health and safety, fire drill and confidentiality policy.
- The school's insurance for Labor Accidents covers the teacher during regular work hours only. Hence, accidents/injuries that occur on campus after the teacher's regular day ends are not responsibility of CDS.
- Compliance of the policies and procedures listed in this document is a requirement to provide tutoring services at the school. Therefore, we urge teachers to follow these regulations in order to be an eligible Tutor for CDS students on campus.
- Even though tutoring in this manner is a private arrangement between a family and a teacher, it is important that the sessions reflect the high standards of *regular* school sessions.

## 6.8 Textbooks and Supplies

Students are issued textbooks at the beginning of the school year for most subjects studied, which may include some online texts. Students know they must not write on or deface their textbooks. If students lose or damage a book, they are responsible for the full cost of replacing it. The replacement cost will be the price of a new book. Any lost or damaged books must be paid for in the Administrative Offices before yearbooks, report cards, or transcripts are provided to students or parents at the end of the school year. Students may check out books during school vacations, provided the Principal has given approval.

A list of school supplies that students must purchase is available from the MS office. It is also sent to parents in June and August each year. It includes general supplies such as pens, pencils, highlighters, a laptop computer, and reusable water bottle.

## 6.9 Student Drop Off, Pick Up and Parent Parking

### **Buses**

CDS offers a transportation pay service for many of its students in the morning and at the end of the day. However, because we serve the entire San Jose metropolitan area and the variety of locations in which families choose to live, students are not offered door-to-door service in every case. Parents are

entirely responsible for bringing and picking up students to and from the designated bus stops along one of the pre-established bus routes. Our only door-to-door service is at 12:00 p.m. for the mid-day Early Childhood students.

Service includes daily coordination of all logistics through the transportation office and includes an after-school express bus service at 4:30 pm for paying students participating in extracurricular activities. Express routes are not the regular routes and are established each year.

New families should consult with the Transportation Coordinator, Mr. Alvaro Zamora, about routes and schedules. [alvaro\\_zamora@cds.ed.cr](mailto:alvaro_zamora@cds.ed.cr).

### **Carpools**

Carpool drivers are asked to remain in their cars at all times, and to observe the orderly flow of traffic. Please turn off cars while waiting.

### **Parking**

Please park in designated visitor parking spaces. CDS is not be responsible for damage or theft.

### **Traffic Flow Plan**

To enter the school, there are three lanes. Registered cars should enter through the arm gate in the middle, visitors should report to the guard on the left line and school buses enter through the right lane.

Cars dropping students off at the Early Childhood area will be allowed on most of the days to turn left at the entrance to go directly where they need to be. Cars dropping off students for all other sections should go straight and turn left at the end of the parking lot in order to access the main drop off area.

## **6.9.1 Yearbooks and Photographs**

Each student at CDS receives a copy of the yearbook, free of charge. The yearbook is distributed near the end of the school year to all students who have no outstanding library fines or unpaid lost books. Generally taken during the first semester, school photos are made of each student by a professional photographer. Students will be notified in advance of the school photo schedule. Once all the photos are taken, a packet of prints will be sent home with the student, and must be paid for in the CDS Business Office. Should the student be absent on the scheduled photo-taking day, another day for photo retakes is usually set for early in the second semester.

## **6.9.2 Uniform & Dress Code**

The purpose of a uniform at Country Day School is to minimize distractions and to help students learn to keep themselves neat, modest, and well-groomed. Concern for personal appearance is an indication of self-respect and courtesy to others, and creates a favorable climate for learning. In addition, it is Costa Rican law that all school age children wear their school's designated uniform as described in their handbooks. Final interpretation of any uniform rests with each Principal and the Director. Coming to school in uniform is considered a minimum expectation for each student each day.

CDS attaches as much importance to the spirit as to the letter of the uniform and looks to students and families to comply with both. Students should be dressed in clothing in good condition. We expect that parents, without exception, will work with the School in supporting and enforcing the uniform.

The school uniform, along with other CDS items, may be purchased at the campus' CDS Store.

	<b>EARLY CHILDHOOD</b>	<b>ELEMENTARY SCHOOL</b>	<b>MIDDLE SCHOOL</b>	<b>HIGH SCHOOL</b>
<b>POLO SHIRT</b>	Light grey polo shirt with red collar and sleeves with CDS logo.	Light grey polo shirt with navy blue collar with CDS logo.	Light grey polo shirt with navy blue collar with CDS logo. *Special shirts for 8th graders are ordered in spring of prior year.	Light grey polo shirt with navy blue collar with CDS logo. *Special shirts for 12th graders are ordered in spring of prior year.
<b>PANTS</b>	Red shorts, skorts or sweatpants.	Pants must be straight, loose-fitting, worn at the waist. No lycra, jeggings, leather, jeans, cargo or fatigue-style pants. No denim or denim-like fabric. <b>Color: navy blue</b>		
<b>SHORTS/ CAPRIS/ SKIRTS</b>	For Early Childhood, <b>all clothing is in red.</b> For boys: Bermuda-style (walking shorts) only. No shorts shorter than three inches above the knee. <b>Color: navy blue</b> For girls: Capri/cropped pants (extending below the knees). No denim. <b>Color: navy blue</b> Skorts and shorts allowed for girls in Elementary and Middle School only. <b>Color: navy Blue</b>			
<b>SHOES</b>	Shoes or sneakers. Minimal additional color is allowed. <b>Colors: navy blue, black, grey or white.</b>			
<b>SOCKS</b>	Socks must be worn. <b>Colors: navy blue, black, white or grey.</b>			
<b>P.E. UNIFORM</b>	White t-shirt with CDS logo on front of t-shirt (or other CDS event t-shirts) with red shorts, sweatpants. Socks and sneakers.		White t-shirt with CDS logo on front of t-shirt (or other CDS event t-shirts) with red shorts, sweatpants and/or CDS athletic team shorts. Socks and sneakers.	
<b>OUTERWEAR</b>	Outerwear must be plain (small, discrete logo allowed). <b>Colors: navy blue, black, grey and white.</b> CDS athletic team outerwear permitted.			
<b>NOT ACCEPTABLE:</b>				
<ul style="list-style-type: none"> <li>• Hats may not be worn inside buildings.</li> <li>• Jewelry and personal embellishments must be discreet and not present a distraction to the learning environment.</li> <li>• No fad or unnaturally colored hair styles are permitted. Hair must be well-groomed and neatly maintained</li> </ul>				

Appropriate uniforms are required to attend classes. Students who are out of uniform or whose appearance is deemed unacceptable will not be admitted to class at the discretion of the classroom teacher and will be required to sit in the office until appropriate clothing is available. Disciplinary action may be taken for repeated uniform infractions.

### 6.9.3 Celebration of Learning and Honor Roll

The Honor Roll is composed of students who have shown outstanding commitment to their learning and progress in a given month. Our outstanding students earn progress and learning awards at the end of the year during our Middle School Celebration of Learning. Staff members select students who have distinguished themselves for their dedication and excellence in the areas of academics, leadership, service, spirit, elective courses. Students are also recognized for their accomplishments in the areas of physical fitness and sports at a ceremony at the end of the school year.

### 6.9.4 Sports, Athletic Eligibility and Team Sports Agreement

Physical education is an important part of the curriculum. All middle school students take PE twice each six day rotation. We also include some physical activity in the advisory program. We have separate boys and girls teams. The sports are basketball, soccer, and volleyball. We also offer a coed swimming program beginning in August. Each middle school team member and his/her parent must sign a consent form when games are played off-campus on a school day. This way we ensure that all parents know where their child is and when he or she will be returning to campus. All middle school boys and girls

grades 6-8 are eligible for participation on our sports teams; however, only 7<sup>th</sup> and 8<sup>th</sup> graders may participate in Action Tournament games.

Although an athlete must make a commitment to his or her sport, a CDS student's first priority is academics. Students who fail to maintain appropriate academic standards or to follow team rules may be restricted from playing in games.

All team players are expected to do the following:

- Maintain a reasonable academic record.
- Be present and on time for required games and practices.
- Keep him or herself in the finest physical condition by eating properly; abstaining from alcohol, drugs, and tobacco products; and following a healthy training program.
- Behave in a manner that reflects well upon him or herself, teammates, and school.
- Strive at all times to be the best that he or she can be.

### 6.9.5 Middle School Organizations

We have two formal organizations in the middle school. We also support a variety of academic and service initiatives through our advisory and elective programs.

#### 1) National Junior Honor Society

The NJHS is a U.S. based student organization that provides a way for already outstanding students to develop leadership skills as they work on service projects and serve as positive role models. The advisor for the NJHS is Elgin Morales.

Selection to the National Junior Honor Society is a privilege. The Faculty Council selects for membership only those students who demonstrate outstanding performance in five criteria: scholarship, leadership, service, citizenship, and character. While outstanding academic achievement is an important prerequisite, membership is never considered on the basis of achievement alone. The faculty considers citizenship by examining conduct grades and interviewing the student's teachers. Next, the faculty examines character using the Six Pillars of Character, as recommended by the National Junior Honor Society. A person of character demonstrates the following six qualities: trustworthiness, respect, responsibility, fairness, caring, and citizenship. A student of character willingly accepts criticism and recommendations graciously, cooperates by complying with school regulations, demonstrates the highest standards of honesty and reliability, shows courtesy and respect for others, and actively helps rid the school of negative influences or environment. Students who meet these criteria are asked to submit documentation about leadership and service.

If new information comes to light that reflects negatively on the leadership, character, or citizenship of a candidate during the review process, this may be considered when the Faculty Council votes on membership.

A student is offered membership if he or she receives a majority vote by the Faculty Council (at least three out of five favorable votes) and is inducted at a formal ceremony that involves the entire middle school and the inductees' parents. This year's ceremony will be on May 10 at 8:15 AM in the cafeteria.

## 2) **Student Council**

The MS student council consists of the President, Vice-president, Treasurer, and Secretary. In addition, one representative is elected per grade to attend all Student Council meetings. The MS Student Council is responsible for planning and carrying out a variety of activities such as a Halloween dance, spirit days, and service projects. Students who would like to run for a Student Council position or be a grade representative must meet the following requirements:

- Two letters of recommendation from current or past teachers.
- Demonstrable leadership qualities characteristic of a student council officer.
- Willingness to build school spirit and have fun.
- Students may run independently or as political parties, but students vote by candidate.
- Only eighth graders may run for President.



