



COUNTRY DAY SCHOOL
COSTA RICA
A NORD ANGLIA EDUCATION SCHOOL

Country Day School Family Handbook 2021 - 2022





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General Information

History of Country Day School

Country Day School was founded in 1963 as a private coeducational American curriculum school, similar to U.S. college preparatory independent schools. The school grew from an initial 18 students to its present enrollment of nearly 800 students, representing over forty nationalities from four continents. After more than 30 years in the San José suburb of Escazú, we now occupy our amazing new campus in San Rafael de Alajuela. CDS has always been a proprietary school, owned and operated from 1975 to 2018 by the Woodson Brown family. In 2018, Country Day School became a member of the Nord Anglia Education family.

Country Day School is recognized throughout Costa Rica and Central America for its level of consistent excellence in academics. We employ and retain excellent teachers and educational leaders. At many levels, Country Day students consistently outscore and outperform their peers from the United States, and are well prepared academically for the next grade level if they return to the United States or move to another international school.

Country Day School 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. We are also a member of the Association of American Schools of Central America (AASCA). For more information, you may access our [website](#) and keep up with up to date information on our facebook page.

About Nord Anglia Education

Nord Anglia Education is the world's leading premium schools organisation. We are a family of 76 schools, boarding schools and private schools located in 31 countries around the world. Together, we educate more than 67,000 students between the ages of 2 and 18 years old. We are driven by one unifying philosophy – we are ambitious for our students, our people and our family of schools. We believe there is no limit to what our students can achieve and our approach supports every child to succeed academically, socially and personally.



Houses of Country Day School

Country Day School consists of four “Houses”: Early Childhood (EC): Pre-Kinder 1 - Preparatory; Elementary School (ES) grades 1-5, Middle School (MS) grades 6-8; and High School (HS) grades 9-12. Primary hosts PK-5th, Secondary 6th-12th. Primary and Secondary, each, has its own principal and administrative staff. The school day begins at 8:00 a.m. and ends at 3:00pm.

Accreditation

Country Day School is accredited by the Middle States Association of Schools and Colleges (MSA) and the Ministerio de Educación Pública (MEP) of Costa Rica. CDS is also a member of the Association of American Schools of Central America (AASCA).

School Policies

The following pages provide valuable information as to the policies of Country Day School. Please be aware that the school reserves the right to add, remove, or amend any policy in this handbook at any point in time during the school year in order to best serve the needs of the school community in advancing the mission of the school.

Admissions

Admission to Country Day School is selective. The principal will make the recommendation for admission, or non-admission, to the General Director based on:

- A review of grades from the previous two years;
- Letters of recommendation (a minimum of two) from previous teachers or administrators;
- Compatibility with the CDS course offerings (in particular, for those entering junior or senior year);
- A placement test; and,
- An interview with CDS counselors and the principal.

Original school transcripts, health and vaccine reports, other educational reports and a recent photograph must be attached to the completed application form. A student may be admitted provisionally on the basis of previous transcripts. In such cases, the entrance or placement test will be administered when the student arrives in Costa Rica. The entrance test will be a comprehensive examination of reading, English and math skills based on the NWEA Measures of Academic Progress (MAP) assessment tool. As well, the school may require an internal examination to determine placement for certain subjects (math, AP and honors courses).



Parent Involvement

We welcome parent involvement and many parents volunteer in their children's classrooms in various ways. In addition to your individual choices, we have various activities for parent volunteers such as Book Week, a Thanksgiving Lunch, United Nations Day, International Day, and much more! We frequently ask parents to chaperone field trips or other special events.

Parents play an essential role in the life of Country Day School. 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.

The relationship between parents and the faculty and administration is formally governed by the school's Terms and Conditions contract and handbook. By enrolling their child in Country Day School, parents agree to subscribe to the school's mission, follow its rules, and abide by its decisions. Trust and mutual respect are essential underpinnings of effective working relationships with parents. All CDS community members are expected to adhere to the [CDS Community Behavioral Norms & Expectations](#).

Working together, parents and school professionals exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based upon civility, honesty, and respect. Parents best support a school climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. In most cases, parental concerns should be directed first to the classroom teacher and then to the principal if necessary.



Family Expectations

We all know that educating a child takes more than one person; it takes a village of individuals that care to support learners for success. As a parent/family member, you are a key player in the success of your child. All CDS families are expected to:

- Provide a safe and nurturing home environment with adequate nourishment and rest
- Ensure that your child maintains regular school attendance following house guidelines
- Ensure that your child arrives to school and leaves school on time
- Encourage your child to solve conflicts in positive ways
- Establish a time and space for homework, as well as review or assist as needed
- Demonstrate an interest in what your child is learning
- Communicate and collaborate with school staff to support, encourage and provide challenge for your child's learning

As a member of our school community, it is expected that parents/guardians, and family members represent Country Day School in a positive manner by demonstrating the following behaviors:

- Exhibit a respectful and constructive attitude towards school
- Respect confidentiality
- Address concerns directly with school administration
- Uphold CDS Collaborative Norms in all communications with and related to Country Day School
 - *Presume positive intentions*
 - *Be solutions-oriented*
 - *Show respect & empathy*
 - *Be present, engaged, & prepared*
 - *Be receptive to all ideas*
 - *Be student-centered*



Parent Involvement & Communications

Family-Teacher-School Communication

At times information will be sent home by email or via a hard copy so it's important to ensure that your email is updated on the school's system by sending an email to the appropriate House Office. Please make an appointment with your child's teacher at any time to discuss individual situations by calling the appropriate house office secretary or emailing the teacher or counselor directly.

News from the school will be sent out in a whole school CDS News Email. This email contains links to the website where you will be able to find important dates for important school events and blogs on topics of interest from the leadership team.

Parent Association

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.

Meetings are held several times a year and are open to any parent who wants to come to be updated on school wide activities, or to voice ideas as to how parents can better support the school, faculty and children.

In an effort to support CDS in its goals, parents provide leadership, promote school spirit, and provide a channel for parent's voices to be heard by the school administration.

All parents are encouraged to become active in the Parent Association by attending divisional meetings and volunteering to help with parent sponsored activities. For more information, you may access the Parent Association [website](#).



Athletics

At Country Day School we believe that a dynamic program of athletics contributes to the physical, academic and emotional development of each student who participates. Student-athletes are given the opportunity to experience the benefits of competition while adding to our school spirit and developing life-long values such as perseverance, determination, grit, teamwork, responsibility and leadership.

Excellence, integrity and teamwork form the foundation of a quality athletic program. Sports and activities form a central component of a well-rounded education at Country Day School. Participation in co-curriculars promotes lifelong character traits that inspire compassion, excellence, respect, responsibility, perseverance and leadership.

Winning and losing are secondary to how the game is played and how the players, coaches and fans represent the school and its values. Participation in activities and teams is a privilege. As such, students must adhere to all CDS rules pertaining to eligibility and the Honor Code.

Students participating in co-curricular activities are considered to be in positions of leadership. Students represent their school and their community as ambassadors of CDS, therefore it is expected that they will consistently act as role models for the values and characteristics that reflect the CDS mission, vision and values. While we actively promote participation in co-curricular activities, students must realize that it is a privilege, not a right, to represent Country Day School at athletic events and activities.

Athletics/activities shall provide developmentally appropriate instruction, techniques, and strategy based on best practice. Although an athlete must make a commitment to their sport, it is recognized that the first responsibility of the student is academics. Every attempt will be made in the selection process to ensure that students can balance academics and athletics.

Coaches and sponsors will promote a love of their sport/activity, and create an enjoyable experience for everyone involved. All coaches have completed a full background check to ensure that they are eligible and qualified to work with children.



Fine Arts

At Country Day School we believe that a complete education for our students includes instruction in the Fine Arts (visual and performing arts). We have a comprehensive, balanced, sequential, in-school program of instruction in the arts taught by qualified teachers and designed to provide students of all ages with skills and knowledge in the arts in accordance with high national, state, and local standards.

Performing Arts

The performing arts are focused on three main areas: Music through Concert Band, Choir and String Orchestra programs, Drama and Dance. The Drama and Dance programs are in constant revision and evolution with the Nord Anglia Education collaboration with The Juilliard School of Arts.

Visual Arts

The visual arts program is designed to enable students to acquire knowledge in the visual arts and develop the technical skills necessary for self expression. The curriculum includes traditional visual arts like drawing, painting and sculpture, as well as new media arts like digital and video art. An advanced placement program is offered in the final years where the students can earn college credit in accordance with AP Art and Design standards. The program is also aligned with a STEAM education through the Nord Anglia Education collaboration with the Massachusetts Institute of Technology.

Community Service

The Country Day School has several community service organizations that operate within the school, and students are also actively involved in service activities outside the school. It is an expectation that students at CDS will be actively involved in service projects for its intrinsic value. Engaging in community service provides students with the opportunity to become active members of their community and has a lasting, positive impact on society at large. Community service or volunteerism enables students to acquire life skills and knowledge, as well as provide a service to those who need it most. These are some of the common benefits of participating in a community service program:



1. Psychological benefits: Volunteering increases overall life satisfaction and helps you feel good about yourself because you are helping others.
2. Social benefits: Volunteering engages students with the community, creates special bonds with the population being served, and increases social awareness and responsibility.
3. Cognitive benefits: Volunteering helps students enhance their personal knowledge, grow from new experiences, and develop better interpersonal communication skills.

School Photos & Yearbooks

During the first semester, school photos are taken of each student by a professional photographer. Parents will be notified in advance of the school photo schedule. If your child is absent on the scheduled photo-taking day, do not despair. A day for retakes is generally scheduled early in the second semester. Each student at Country Day School 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.

We do post photos/videos on the CDS website and the CDS social media sites, as well as for advertising purposes; however, we will never post your child's photograph in conjunction with his or her full name.

Emergency, Security, & Safety Procedures

Parents and all staff members are issued school identification cards which are expected to be visible at all times when on campus, as well as to be shown to security personnel when entering the CDS campus. Visitors must sign in and show ID 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, are to stop by the office to pick up the Student Release Form that must be given to the guards on the way out of school.



Campus Reopening and Virtual School Experience

This school year will be based on the reopening of campus and face-to-face learning for all our students. We continue to follow the health and safety guidelines required of the Ministry of Health, which includes 1.0 meter social distancing, yet we have reassigned our teachers and classes to fit everyone into appropriate, safe learning spaces.

We are being guided by the following principles for teaching and learning throughout these evolving times:

- The physical and emotional safety and health of CDS community members are our top priorities
- Whole child learning is our core purpose and should drive decision making
- Learning is inherently social, whether on campus or online
- Communication must be clear and timely to ensure all members of the community understand the vision and expectations
- Flexibility and empathy will be essential for all community members as we learn and grow from this experience
- Social-Emotional well-being focused importance

While on campus in this face-to-face learning mode, we will follow the recommendations and guidelines of the Costa Rican Ministry of Health, Nord Anglia Education, the Costa Rican Ministry of Education, the World Health Organization, and the Center for Disease Control and Prevention.

Throughout this time of uncertainty, it is crucial to note that information changes frequently and all of the plans listed here are subject to change based on the latest information and guidance, which could include a switch to Virtual School if the conditions warrant that model for the safety of our students and staff.

Emergency Procedures

Emergency preparedness is our most important ally; 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 bell or a siren. Students and teachers evacuate the buildings quickly, calmly and quietly proceed to their designated areas. Students must remain with their teachers throughout the emergency drill. At the conclusion of the drill, the director will instruct all students and teachers to return to classes. Please keep in mind that instructions for grouping or for location may vary, depending on the emergency.

Please review the [SY 21/22 Emergency Procedure for further information.](#)

CDS is a Closed Campus

Because the school is responsible for the students' safety, all Country Day School students must remain on campus during the school day, including after-school activities. If, however, the student must leave campus for an appointment or other valid reason, the student may do so with written permission or e-mail from a parent or guardian and with a pass from the Principal which is given to the guard on the way out. (Student Release Form only given by office staff) This is the pass to leave school grounds early or before dismissal.

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 and safely as possible.

Emergency Consent Forms

Country Day provides a consent form for parents to designate an alternate person to pick up their children in case of an emergency. Such designated drivers are to keep this form in their cars at all times. In an emergency, they will be allowed to pick up your children only if they give the consent form to the school staff member in charge.

Medical Emergency

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/she is always accompanied by the nurse, teacher, or principal.

Accident Insurance

All students enrolled at Country Day are insured against accident and injury 24 hours per day, year round. The amount of coverage is ₡1,000,000 (One million colones) yearly. This insurance is for minor medical expenses in the event of an accident, additional expenses must be covered with the family insurance. It is in no way meant to substitute for regular family medical insurance that all families are expected to carry. The school does not cover any of the costs due to an accident, beyond what the school's insurance covers. Claim forms, as well as more information, are available in the nurse's office and/or the Business Office, for reimbursement of expenses incurred for medical treatment.

Safeguarding Students

The Child Safeguarding Team is composed of the General Director, Primary and Secondary Principals, the Counselor from each house, the school nurse, the Operations Facilitator and the head of the Human Resources Department.

A significant component of the Country Day School Child Safeguarding Policy is a developmentally appropriate child safety curriculum for all age levels, as well as a parent education component. Please take a few minutes to review the full [Child Protection Policy](#).

Should you ever have concerns related to child protection or safety, please contact your child's principal or counselor, or the Designated Safeguarding Lead (DSL): Karla Pennant (karla.pennant@cds.ed.cr) in the Human Resources department. You may also use the direct and anonymous Child Safeguarding email: cds.child.protection@cds.ed.cr

Health Services

Country Day offers the full-time services of a registered nurse, whose office is located behind the pavilion and next to the North Gate. The nurse will not administer medicine to any student, unless permission is given by the parents. If a student develops a fever or otherwise becomes ill at school, the parents will be called immediately to come and pick up the student. Please do not send your child to school if she/he has a fever, is vomiting, has diarrhea, conjunctivitis, head lice, or any contagious virus or disease.

Another component of this policy is that medicine may not be sent in with children to be administered during school without a written authorization. Written authorization must be provided from the parent and/or doctor including the dosage, timing, and purpose of the medication. All medication must be stored in the nurse's office and administered by the nurse.



Food Services

Children in Primary need to bring a snack each day from home. Due to short time constraints during morning snack, Primary students may not go to the cafeteria to buy snacks. We want to help the children develop the habit of healthy eating, so please send a nutritious snack. For safety reasons, we cannot allow breakable containers on campus. The following foods are not allowed: Gum or candy, soda drinks. There are water filling stations that students may use to refill personal water containers. There is an app available for the CDS menu and ordering lunch: [CDS Menu App](#). Hot and cold lunches, including a variety of drinks, desserts, and a vegetarian menu are available each day in the school cafeteria. Students need to have an account in the Business Office. Students may also bring lunch from home. The dining hall has several microwaves for heating food.

Food Allergies

Please note that it is the parent's responsibility to notify all members of staff (classroom teacher, teaching assistant, nurse, and principal) of any food or other serious allergies.

If there is a food allergy in your child's class, we ask that students not share food for the safety of all student health; in severe cases, certain foods will not be allowed.

Child Health Exam & Immunization Requirements

These requirements apply to new and returning students. If you have questions about health exams or immunization requirements, please contact the School Nurse and complete this form: [Health and Emergency Form](#)

Transportation

Buses

Country Day School offers a transportation pay service for many of its students in the morning, midday and at the end of the day. However, because we serve a large 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 midday, Early Childhood students.

Our service includes daily coordination of all logistics through our 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 our regular routes and are established each year.



Student Dropoff and Pickup

Dropoff: Student dropoff is from 7:30-8:00am, at both the Big Gate (grades 4-12) and Little Gate (grades PK-3), with the school gates opening promptly at 7:30am. Please do not arrive earlier than 7:30am.

Pickup: Student pickup begins at 3:00 (2:00 on Wednesdays) at both Big and Little Gates. Drivers are asked to remain in their cars at all times, and to observe the orderly flow of traffic. Please turn off your car while waiting for your child.

Students dismissal is permitted from the following gates:

The Little Gate is for grades PK-3 and the Big Gate is for grades 4-12 (4th/5th, MS, HS). Older students with siblings in PK-3 grades will use the Little Gate for pickup.

Parents will drop off and pick up at the gate of their youngest child. No EC students will be allowed to use the Big Gate.

Change of Transportation

If parents wish to change their child's usual method of transportation home, they request the transportation changes. The office will send a return email confirming the receipt of your request. For the safety of all children, changes of transportation may not be made through a phone call. Please see the individual house section for details.

Parking

Your car is to be parked in the designated "Visitor" parking spaces. CDS will not be responsible for damage or theft. Please note that the spaces marked "Reservado" are reserved for persons with disabilities or other needs which require close parking to the sidewalk crossing and ramp. Do not block the wheelchair access ramp.

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 Little Gate area will be allowed to turn left at the entrance to go directly to the Little Gate. 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 Big Gate dropoff area.

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 2:00 instead of the usual 3:00 so that teachers can work on professional growth and development.

Visitors to Campus

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 well-being, Country Day School students must remain on campus during the school day. If, however, the student must leave the campus for an appointment or other valid reason, the student may do so with written permission from a parent or other designated adult and with a pass from the high school office.

Visitors to classrooms must have the permission of the principal. Friends or relatives of students are not allowed to visit classes. Similarly, out of town guests, or former students of CDS must check in with the office after passing through security. While we encourage visitors to interact with students during lunch and breaks, only current students may be in classrooms.

Dress Code PreKINDER - 12th Grade

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 the Principal and the Director. Coming to school in uniform is considered a minimum expectation for each student each day. Violations will result in disciplinary action.

Country Day School 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 Store. In early childhood, students are permitted to wear the PE uniform everyday due to the amount of play in and out of the classroom.



CDS Handbooks

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

Learning Resource Center (LRC): General Library Policies and Information

The Library offers an excellent selection of over 25,000 titles in its collection, along with magazines, videos, and maps. There are also over 800 titles of ebooks available for the students to read through the online catalogue. All students, parents, faculty and staff are welcome to use its facilities. If you are interested in setting up an account, please contact the library directly. Parents may come to check out up to 10 books per child. Check out for one month. Hours of operation are from 7:30 am to 4:15pm, Monday through Friday. Parent volunteers are welcome. We encourage you to take advantage of this valuable resource.



LRC Mission Statement

The Country Day School Library provides diverse collections reflective of a global community that will empower patrons to effectively access and evaluate resources while gaining confidence and independence through using critical thinking as well as engaging students to enjoy reading.

Check out Policies

Books

Check-out period is for two weeks for EC & ES students. For MS, HS and parents the check-out period is a month.

- Prep children can check out 1 book at a time.
- Students in grade 1-3 may check out 2 books at a time.
- Students in grades 4-5 may check out 3 books at a time.
- Students in grades 6 may check out 5 books at a time.
- Students in grades 7-12 may check out a maximum of 10 books at a time.
- Parents are encouraged to check out up to 10 books for each of their children.
- Parent check out times will be announced at the beginning of the school year.

Magazines

Current issues are overnight.

Bound & back issues are the same as books.

Equipment

Computers/Laptops: The LRC has 20 Dell laptops available for checkout to students and faculty. Laptops are offered on a first-come-first-served basis. Student use of school laptops is subject to the terms of the Responsible Use Policy. The chargers will not be included as all available laptops should be fully charged when handed over to be checked out.

Renewals

Students and/or parents need to bring the book in to renew their books.

Holds

Students can log in to their library account and place holds on books. When the book on hold comes in, students will be emailed that the book is in.

Lost/Overdue Books

If a book is overdue, students will not be able to check out any more books until the book has been returned. If the book is lost, the library will charge the cost of the book to the parents through the business office. The minimum amount charged for a book is the equivalent of \$10.00.



Weekly emails are sent home to parents of students Prep-5th grade, to students 5th-12th grade, and to parents with accounts to communicate when a book is late. If students in 5th-12th grade have not brought back their overdue books after a month, they will be asked to come to Bookountability in the library during break time on announced days throughout the year to make up the time for their overdue books. During Bookountability, students will be doing service in the library which will be overseen by staff members.

If a book is not returned after one month of being late or the end of the semester (whichever comes first), it will be charged to the parents school account and it may be paid for in the Business Office. A notice will be sent home before the charge will be placed. If the book is found in good condition, it can be returned to the library and the amount will be reimbursed through the Business Office.

End of Semester Procedures

At the end of each semester, all books and materials should be returned by students as well as teachers. During the semester breaks, students are allowed to check out books. Grades Prep-2 need to be accompanied by their parents to check out 10 books. Grades 3-5 need to have a signed permission slip from their parents for 5 books. If they want to check out 10, then they must be accompanied by a parent. Grades 6-12 are allowed to check out up to 10 books during the breaks. The late book policy will be applied to books turned in late.

Library Rules

Students are expected to behave properly in the library and this includes no running, using indoor voices, leaving things as they were when they leave, and using the browsing sticks as they look for books.

Respect and responsibility are the two main rules; everything else flows from there. This is a shared space so they should treat it as such. Middle School and Elementary students may come to use the LRC space during class time with a pass.

Students may not eat or drink in the LRC. High school and middle school students may take a water bottle with them. Elementary students may bring in a water bottle and leave it in the designated area.

Noise level must be kept at a non-disruptive level. If students are listening to music or watching videos, they must have headphones on.

Library Schedule

The LRC is open from 7:30 to 4:30 pm, Monday through Thursday, and 7:30 to 3:30 on Friday. Students are welcome to come and use the spaces available throughout the day.

To create and encourage an integrated, robust program, we have a regular class schedule. Primary students visit the library weekly. Elementary, Middle, and High School students may begin checkout the first week of school.

During their classes, students are taught how to be independent users of the library, the different types of reading materials and how to read them, as well as other important research and literacy skills necessary for success in an ever changing world. These research and literacy skills lessons are integrated with projects in the classroom throughout the year.

To respect these class schedules, we ask that parents come during special hours which are posted in the beginning of the school year.

School Technology

Technology Responsible Use Policy for Students and Visitors

Country Day School is committed to ensuring a safe, respectful, dynamic and appropriate environment for teaching and learning. The School maintains a powerful wireless computer network with internet access for use by students, faculty, staff and members of our community. Use of this incredible resource is a privilege that the School is delighted to extend to its constituents. The School expects all network users to act respectfully, responsibly and to be active learners about technology.

As with all privileges, expectations of appropriate behavior are in place. Failure to abide by those expectations may result in disciplinary action and privilege revocation. Students and parents are asked to review and sign the Responsible Use Policy Agreement Form each year and pledge to abide by Responsible Use Policy guidelines. Changes to the policy may be made annually. In order to use technology on campus and/or receive access to the network and other CDS Technology provided services, students must sign the form, along with their parents or guardians, after they have read and discussed it together.

Questions about technology at Country Day School or its Responsible Use Policy should be directed to the Technology Coordinator or the Principal. The School hopes that students and parents will join it in supporting the standards that it believes children should follow when using information technology.



Rights and Responsibilities

Access to and use of technology at Country Day School is a privilege; it brings its own responsibilities and risks:

- Every user is expected to act with respect and integrity in his/her dealings with others inside and outside of this community.
- Every user has the right to expect, to the greatest extent possible, protection from harassment and/or unwanted contact by other members of the school community.
- Every user has the responsibility to respect and protect the rights of every other user, and to conduct himself/herself in a way that is not hurtful to others or their property.

These expectations form the heart of the following responsible use guidelines that are intended for all CDS students. They provide the basis for good decision-making with regard to each individual's use of information technology.

Responsible Use Guidelines

Country Day School uses a variety of technologies to support learning and to enhance instruction. Students, faculty, and staff are expected to use these resources, shared by the entire community, in a responsible, ethical and legal manner. Use of technology at Country Day School, whether the technology is owned by the School or not, should be for educational or research purposes and be consistent with the educational philosophy of the School.

The signatures on the Responsible Use Policy Agreement Form indicate an understanding that access to and use of the School's technology—including iPads, desktop computers, the wired and wireless networks, as well as software and services provided by the School— are predicated upon adherence to these guidelines:

- I agree not to reveal personal information about myself or others on the Internet.
- I agree to respect the privacy of others. I will not read, delete, erase or modify another's files.
- I agree not to use a website, message board, email, blog or any other electronic tool to misrepresent myself; to disparage the school; to threaten, tease and/or humiliate other members of the Country Day School community; or to depict and advocate illegal or inappropriate behavior.
- I agree to work only in the accounts (network, NAE, Google, etc.) assigned to me and to take responsibility for all activity in said accounts.
- I agree that all work posted or submitted under my name is the product of my own efforts.
- I will use my real name in all activities associated with these resources.
- I agree not to post, distribute, or use without permission or proper credit material that was created by someone else; all material (graphics, video, music, data tables and text) obtained electronically for use in academic work will be correctly documented. Use of this material



without proper citation constitutes plagiarism.

- I agree not to use the computer or other electronic device in a way that is disruptive to a class, to other students or to faculty; I will only use electronic communication tools as part of educational activities.
- I agree not to access social networking or gaming sites during the school day.
- I agree not to degrade or disrupt the school network and associated technology; this includes downloading music, video, installers or other big size files, intentional importation or creation of computer viruses, efforts to bypass security systems (VPN software included) and/or to gain access to confidential or secure information, and attempts to change the configuration of any installed software or hardware.
- I agree not to do video or audio recordings of another member of the Country Day School community without his or her consent.
- I agree not to access, download or distribute inappropriate, vulgar, offensive or illegal material by any means or to make those materials available to others.
- I agree not to create, print, or distribute material that is inappropriate, malicious, or wasteful.
- I agree not to use the network for any illegal activities or for financial or commercial gain.
- I will respect all copyright laws (questions about copyright law should be directed to the Technology Department). I agree not to download copyrighted files. I agree not to install “pirated” software on any School’s computer.
- I agree not to share my username and password or permit others to access any technology, software or accounts using my username and password.
- To keep the system safe and accessible for everyone, I agree to notify a faculty member if I observe or have knowledge of violations of these guidelines.

Country Day School reserves the right to address abusive or disrespectful behavior or other violations of the policies outlined in this document by implementing the standard disciplinary measures taken for any transgression of school rules. Country Day also reserves the right to limit, restrict or cancel computing privileges and access to its information resources.

It is important to understand that the School’s administration and/or the Technology Department also reserve the right to block network access to any device if there is reason to believe that any violation of the guidelines may be occurring or the device is deemed a potential hazard to other computers and devices on the network, or the network infrastructure itself. Reinstatement of a device on the CDS network may require a hands-on inspection of the device by Technology Department staff. The inspection will be conducted with the user’s consent, but the device will not be allowed back on the network until such an inspection has occurred. The IT Department will attempt to assist with bringing the device into compliance if needed.



Students or visitors should not have an expectation of privacy in anything created, stored, sent, or received on School technology or software. The School reserves the right to monitor a student's use of technology and software, including, but not limited to internet websites visited, material downloaded/uploaded from/to the internet, and e-mails sent from and received by students in their school-provided email accounts. All email accounts and other internet services access will be suspended once the user left the CDS Community. The school will not keep any backup from CDS Student's email accounts.

It is expected that students or visitors use CDS's provided equipment in a responsible way. The user must take care of the equipment assigned and should return it back to the lender in the same status that it was originally given. This care includes chargers, cables, and/or any other accessories. After been proved, the school will forbid any technology access to a user that has caused damage to any technology asset. Also, the school could charge the cost of any repairs or replacement when applicable. The school recognizes its part in teaching students at all ages the importance of digital citizenship. It is also essential that parents/guardians and students are aware of the impact of email, chat rooms, instant messages, blogs, social networking sites and personal profiles. Once a message or posting is shared or sent, it becomes public and can remain on the Internet indefinitely, despite one's efforts to delete this data.

Disclaimer and Agreement

Country Day School does not have control of the information on the Internet; limited filtering of the Internet is in place to restrict access to those sites with content not consistent with our educational program. It is the School's intention, whenever possible, to monitor and guide computer use. In this effort, we view ourselves as partners with parents and students and as such expect responsible use of computers to be a goal of the entire community: parents, teachers, students, administrators and staff. Setting and conveying standards that students should follow is a shared responsibility. Parents or guardians and students should discuss together the Responsible Use Policy before signing the agreement.

Behavioral Expectations, Rules and Consequences

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. We expect students to attend 95% of the school year. To that end, we expect students to:

- Be responsible
- Be respectful



- Be kind
- Be honest
- Be safe

Student Conduct and Discipline Code

The faculty, staff, and administration are committed to providing to all of our students and to each one of our families the very best and most positive learning experience and home/school relationship possible. We place a premium on student achievement, responsibility, and accountability, with faculty, staff, and parent guidance and support.

*We recognize that the establishment and maintenance of a positive and purposeful learning environment and educational atmosphere are achieved only through the cooperative and mutually supportive efforts of students, parents, faculty, staff, and administrators, alike. **We expect all members of our school community to understand and embrace the importance of equality and diversity and stand against discrimination in any form***

Maintaining a safe, secure, orderly, and purposeful environment is among our highest priorities at our school. Consequently, the Student Conduct and Discipline Code is established in this handbook to clearly communicate the expectations of the school for student behavior.

Cell Phone use in Primary: EC and ES students are not permitted to bring cell phones

Cell Phone use in Secondary:

Middle School: Cell phones are not allowed out of students' backpacks or personal bags during the school day in the Middle School. Students who take out their phones outside the confines of the MS office will have their cell phone placed in the MS office to be picked up at the end of the day.

High School: Cell phones may not be used during class periods. We request that parents not call students during class time as active cell phones disrupt the continuity of classroom instruction. Please call the office for any urgent message to send to students and they will be delivered as soon as possible after they are received. Teachers reserve the right to take a student's cell phone to the HS office to be picked up at the end of the day if they are used during class time.

Laptop and iPad Use for grades 1 - 5

The academic program is enhanced by our 1:1 laptop and iPad program, a model replicated by leading schools worldwide. This program equips our students with the skills for effective communication, research, and individual projects. Our teachers integrate technology into a



philosophy of “learn-first, tech-second” - in other words we want technology to be more than an expensive pencil, we want it to enhance the learning experience.

Learning Support Services (LSS)

Early Childhood focuses on early intervention (see more in the EC section). From ES and forwards, the Learning Support Services (LSS) 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 and Boost. We aim for an inclusive school which reduces taking kids out of mainstream classes although sometimes this will be used. Please refer to MS and HS for their specific LSS

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.

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.

Lost and Found

Personal items of any kind that are found on the school campus will be placed in the lost and found boxes located near each house office. Please come in to search for lost items. Items labeled with the student's name will be returned as soon as they are turned in to lost and found. Items in the office for longer than a week may be donated.



Money and Valuables on Campus

Though Country Day School makes a valiant effort to provide on-campus security, it is not responsible for any money, cell phones, radios, cameras, laptop computers, clothing, or any other personal property brought to school by students.

Early Childhood

Early Childhood Introduction

The Early Childhood Program at CDS is for children ages two through six years of age. Our program encompasses four levels: Pre-Kinder 1 is for children ages 2.4-3.3 years and Pre-Kinder 2 is for children ages 3.4-4.3 years, followed by Kindergarten, and Preparatory.

Our program focuses on educating the whole child. We know that academic progress is interlinked with social, emotional, and physical development; and we believe that children learn most efficiently and gain more knowledge through purposefully planned play-based activities such as dramatic play, art, hands on experiences, and social games. As we understand that children learn through active involvement, we are dedicated to providing a stimulating, hands-on learning environment that follows a developmentally appropriate curriculum with well-planned, engaging activities. These activities encourage the children to socialize while developing their inherent natural abilities. Early Childhood staff focuses on the whole child and his or her overall growth and development. The early childhood years are when children develop their self-esteem, gain acceptance from their peers, and are allowed to learn new skills through play, discovery, experimentation, and exploration in a caring and loving environment.

The curriculum for our Early Childhood program is developmental and age appropriate at each level. Language arts, reading readiness, mathematics, social studies and science are developed through integrated thematic units of study included in all the academic areas. We consider that young children learn best in an environment rich in sensory experiences, and we emphasize our learning in small groups with materials designed to develop the full range of motor, social, emotional, and academic skills.

Our curriculum is supplemented by special classes such as: integrated technology, music, Spanish, PE, Library, yoga and swimming. All these educational activities stimulate creativity, self-expression,



fine and gross motor skills, and social interaction. While our rich student diversity helps the children become more aware of different cultures as they see themselves as members of a wider world community.

Our CDS Director and Principals continually focus on not only whole-child development, but also continued growth of our faculty. Members of our community have numerous opportunities throughout the year to learn, teach, and discuss how to use our skills, talents, and courage to work together to grow, both as individuals and as a community, to help enhance our social and physical community lives both in and out of school.

In many ways, a school handbook helps to clarify what is important to a school. It helps parents and students understand the school culture as well as establish behavioral expectations. Hopefully, it also helps to ease the transition to a formal school setting.

Please read through this handbook and be aware of the information it contains. You will find policies and directions about how to handle situations that may arise during the year.

Admissions Policy

Admission to Country Day School requires review of transcripts or any other information from previous school years, a placement evaluation, and an interview. Vaccine and health records, a photograph, and a copy of the passport must be attached to the completed application form. In order to reserve a space, it is important to apply before May for the following August. Grade level placement at admission to Country Day School is dependent on student age. The admission team will use other factors (school transcripts and reports, admission evaluation, etc) to help make decisions including special circumstances. Country Day School will make the final decision regarding student placement for the best possible learning environment and grade placement for all students.

Age requirements are as follows:

Pre-Kinder 1 -- 2.4 years old by August 1

Pre-Kinder 2 -- 3.4 years old by August 1

Kindergarten -- 4.4 years old by August 1

Preparatory -- 5.4 years old by August 1



Family-Teacher Communication

Our Early Childhood staff knows that close communication between home and school is a key factor in the success of your child. Our teachers will frequently be in contact with you in informal ways as you drop off or at pick-up your child, as well as MyCDS, through email, and other forms of communication. All official school communication is made through MyCDS and CDS email. We use MyCDS to communicate information such as classroom and school events, your child's progress, class information. Parents are asked to check their MyCDS page regularly to keep up-to-date important school information. The principal will send a weekly newsletter, *Words From Early Childhood*, to communicate all Early Childhood and Country Day School news. Please be sure to read this weekly. At times information will be sent home by email or a hard copy in backpacks. Please check and clean your child's backpack daily for newsletters, notes and completed work. Be sure to sign up for email notifications on your MyCDS account in order to get the latest updates.

Appointments

Please feel free to make an appointment with your child's teacher at any time by calling the Early Childhood office secretary or emailing the teacher directly. We ask that you do not arrive unannounced for a conference, as it benefits the student, parent, and the child to have adequate time to prepare.

Classroom Placement

At Country Day School, each student will be provided an appropriate program of studies designed to inspire a passion for learning and an opportunity to acquire skills, instill values and develop courage. Consequently, classrooms are balanced according to a multitude of factors and are created by a team of teachers, the principal, counselor and, if needed, learning support team.

We encourage any parent who wishes to request a particular learning environment for his or her child to do so; information from parents is often valuable in adding to the School's observations and expertise. The only type of request accepted by CDS is one that describes a particular type of learning environment based on a student's specific needs. Requests that include a specific teacher's name will not be considered. Parent input must be done so in writing to the principal by the middle of May of the previous school year.

While we can not honor all requests, we do assure that all of the information, which follows the above guidelines, sent by parents will receive full consideration as part of the classroom placement process. This policy provides for fair and equal treatment for all concerned. The practice of honoring an individual parent request for a specific teacher is not condoned, as it could deny equal educational opportunity to some personnel and to some students. Requests identifying a teacher’s name will not be considered and will be returned to the requestor. **Country Day School will make the final decision regarding student placement for the best possible learning environment for all students.**

Early Childhood Vision of Learning

The Early Childhood Vision of Learning: *an inclusive community of learners committed to nurturing the development of the whole child through meaningful, playful inquiry*, shapes the educational philosophy of all Early Childhood staff in instructional methodology of educating the ‘whole child’ through play-based learning experiences.

<p>Nurture through caring, strengthening, tending, guiding, supporting, scaffolding, encouraging; through paying attention to our students’ Social Emotional Development: their identity, personhood, individuality and the qualities of integrity, sincerity, empathy</p>	<p>Empower through building capacity, extending knowledge, deepening understanding, refining skills, fostering dispositions; through examining and promoting self-knowledge, self-confidence and resilience; through framing decision-making and action-taking as the culmination of analysis, judgment, discernment</p>	<p>Inspire through being authentic learner role models, questioning and challenging assumptions and openly exhibiting a passion and enthusiasm for learning; through encouraging curiosity, creativity and innovation; through validating positive action and solution-oriented approaches; through ensuring learning is meaningful, relevant, engaging and challenging</p>
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Behavioral Expectations

Establishing good classroom discipline is essential to each child’s success, confidence, and well-being. Every child should feel that the classroom environment is safe and secure; free from all threats of physical or emotional harm. In addition, it is important that each child develops self-control and good work habits. We work to help the children develop skills to resolve conflicts peacefully and to think independently.

Country Day School is a community of children, teachers, and staff who learn, play, and grow together. We support and respect each other in order to function well as a community. All members



of the CDS community are expected to behave in a manner that reflects honesty, trust, and concern for the rights and property of others at all times. We foster openness to ideas, feelings, and diverse cultures and lifestyles. Our community will not tolerate actions which are rude, disrespectful, dishonest or discriminatory in any way. Good habits build strong character. In the Early Childhood Program, our goal is to promote self-discipline, a sense of caring and responsibility for all members of the school community. To that end, we expect students, teachers, and parents to follow these school-wide expectations: Be Safe, Be Responsible, Be Respectful

The classroom teachers use developmentally appropriate practices when guiding a child's behavior. Helping children gain self-regulation skills is one of the most important parts of the early childhood years and our teachers treat each child with kindness, firmness and respect. We are consistent in our behavioral expectations and practice "logical consequences". That is the idea is for a consequence to be related to the child's behavior and act as a solution for any challenging situation. For example, if a child spills something, he/she must help clean it up. By having the consequence directly related to the act, the child will begin to understand the cause-effect relationship. A visit to the principal's office is a rarely used last resort. On occasion a child will be sent to the principal or counselor when further guidance is needed. Parents will be kept up to date on your child's progress and any concerns that the school may have.

The Panther Way

The Panther Way is the Early Childhood's Code of Behavior: Respect Yourself, Respect Others, Respect Our School Environment. The Panther Way values embody the characteristics CDS develops in students: curiosity, compassion, community.

An understanding of these values supports the Panther Way connecting to the expectations of how we care for ourselves, others and the world around us. They are explicitly taught across the curriculum. Students are expected to demonstrate the principles of the Panther Way in all areas of the school, during their ride to and from school on the bus, on field trips and when representing the school at events. Respecting yourself, respecting others, and respecting our school environment are demonstrated through a variety of activities, including service learning and sustainability practices.

Outdoor Play

Outdoor play is an important part of our curriculum and daily routine, and the children will enjoy it every day that weather permits. Your child might need a raincoat or umbrella and boots to leave at school during the rainy season. Daily use of sunscreen and a sun hat are also required.



Early Childhood Athletic Philosophy

In Early Childhood, we believe that the purpose of athletics is to teach children sportsmanship and give them the opportunity to play both on a team and as an individual, as well as to build skill - all while having fun! Young children need to learn to use their bodies through both gross and fine motor skills. We do not promote the idea of “winning” or “losing” at any level in Early Childhood. We focus on the student learning to enjoy athletics and being a member of a team. Our goal is to build the foundation for a lifelong positive relationship with movement, exercises, play and competition.

Learning in Early Childhood

Our curriculum is developmentally and age-appropriate at each level. Language arts, reading readiness, mathematics, social studies and science are developed through thematic units of study included in all the academic areas. We consider that young children learn best in an environment rich in sensory experiences, and we emphasize our learning in small groups with materials designed to develop the full range of motor, social, emotional, and academic skills.

Our Early Childhood curriculum is supplemented by special classes such as:

- Integrated Technology
- Music
- Spanish
- Physical Education
- Library
- Yoga
- Swimming

All these educational activities stimulate creativity, self-expression, fine and gross motor skills, and social interaction. Our rich student diversity helps the children become more aware of different cultures as they see themselves as members of a wider world community.

A Focus On Educating The Whole Child

In Early Childhood we understand that children learn through active involvement. We are dedicated to providing a stimulating, hands-on learning environment that follows a developmentally appropriate curriculum with well-planned, engaging activities. These activities encourage children to socialize while developing their inherent natural abilities. The staff focuses on the whole child and his or her overall growth and development.



Play Is A Child's Work

The Early Childhood years are when children develop self-esteem, gain acceptance from peers, and are allowed to learn new skills through play, discovery, experimentation, and exploration in a caring and loving environment. We understand that children learn most efficiently and gain more knowledge through play-based activities such as dramatic play, art, hands on experiences, and social games.

Parent Teacher Conferences

Generally held at the end of the first term and at the end of the third quarter, parent-teacher conferences provide a special opportunity to look at the student's work, his report card, and to discuss individual progress and areas for growth. The school will send a website for you to sign-up for a time on the assigned conference day. If you cannot attend at the scheduled time, please contact your child's teacher to reschedule. It is expected that all parents attend both Parent Teacher conferences each school year.

Report Cards

We also communicate formally through Developmental Reports which are sent home electronically at the end of each quarter. Your child's teacher will explain the report card to you at Open House. We ask that you share your child's report card with him to celebrate his learning. No report card will be given to your child if he/she has outstanding bills, such as bus, tuition or library fines.

Grading System

Our reporting system is based on current best practices in the United States. In Kinder and Prep, student progress is shown on the report card with the following letter grades:

(E) Emerging	(D) Developing	(P) Proficient	(M) 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.
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In Pre-Kinder, student progress is communicated through anecdotal notes which report on developmental levels in all areas: social-emotional, language, fine motor skills, and cognitive skills. All Report Cards are distributed electronically.

Promotion / Retention

Current education research shows that most often retention does not benefit a child. The entire Early Childhood staff will do everything possible to ensure that your child is not only successful academically; but that he/she also shows appropriate development and growth socially, emotionally, and physically. However, when the teacher feels that a child is not ready for the next grade, a team meeting will be held with the child's teacher, the counselor, the Student Support Specialist, the principal, and the child's parents. The child's best interest will always be of foremost concern. **Country Day School reserves the right to make the final decision regarding student placement, promotion and retention.**

Attendance

Students must be at school each day to have a successful school experience and progress appropriately through the curriculum. It is expected that all students attend school daily except in cases of illness or special circumstances that are pre-arranged with the teacher and principal. The school has a responsibility to know where every student is every day, therefore, we keep careful attendance records. Parents are expected to call or send an email to explain an absence.

We want to spend as much time with your child as possible, so please schedule doctor, dental and other appointments after school. It is also very important that each child arrives on time for school, as children often find it difficult to enter the classroom late and it is disruptive to the learning process. It is the parent's responsibility to help teach his child the importance of arriving on time. Our teachers are ready to greet your children in the classroom at 7:45 a.m. Assistants are available to supervise your child on the playground at 7:30 a.m.

Country Day School reserves the right to use school attendance records in promotion/retention decisions.

Pre-Kinder & Kinder Days of Attendance

In Pre-Kinder parents may choose if your child attends school full day (3:00 pm) or half day (12:00 pm). You may also choose the number of days you wish for your child to stay full day. Your child may attend 0, 2, 3, or 5 FULL days each week. This choice is flexible and left up to the parent and teacher



for decision. However, the days or afternoons may not be interchanged. There is no exchange of days for holidays, school ½ days, or illness. If you wish to change your child’s schedule, contact your child’s teacher. At minimum, Pre-Kinder students attend 5 half days (8:00am to 12:00pm) per week. In addition, you may choose to have your child stay full day (8:00 am to 3:00 pm) 2, 3, or 5 days each week. You will create this schedule at the beginning of the semester with your child’s teacher. These days are not interchangeable.

Learning Support Services

In Early Childhood, our Learning Support Services focus on early intervention to help students gain all necessary skills and attributes necessary to be successful in school. This simply means doing things as early as possible to work on your child’s developmental, health, academic, and social emotional needs. Research has shown that early intervention can prevent learning difficulties later in life. Early intervention services give specialized support to children and families in the early childhood years. This support might include individualized or small group instruction, informal evaluation, counselling, or additional English language acquisition assistance.

The Learning Support Services team holds regular weekly meetings to discuss individual student concerns and action plans. The team includes: Principal, Learning Support Specialist, Counselor, and English Language Development Teacher

English Language Development

English Language Development (ELD) is a systematic instructional service that focuses on teaching academic and social English to students who require support in order to function and succeed in the classroom. Students benefit from these services until they reach the proficiency level to function appropriately in the mainstream classroom or are at their grade level.

ELD instruction is offered as both story time and as a pull-out lesson twice a week for all Kinder and Prep classes. In Pre-Kinder, ELD is provided through “push in” with small groups of students from each classroom once a week.

The goal of pull out ELD classes is to develop students’ English levels depending on their needs through personalized instruction in order to get them to a point at which they feel confident and secure in their English language skills.

Counseling Program

The Early Childhood guidance counselor is available to work with students concerning emotional, behavioral, or personal situations that may arise during the school year. Other support programs,



such as whole class guidance lessons implementing CDS Social Emotional Curriculum based on the Child Protection Program and consultation with faculty and parents, are also provided. It is not permitted for the Early Childhood Counselor to work as an individual therapist, rather, this is a guidance counseling service for parents and students.

Learning Support Specialist

The Early Childhood Learning Support Services provide extra support in visual-motor skills, mathematics, and language arts. There is a referral process which helps us manage the services provided and know what each student's learning needs are. The first step in the process is for the classroom teacher to submit a referral form. Then, the Learning Services Team will meet to discuss the information provided and come up with an action plan for the individual student. After the classroom teacher has identified the strengths and challenges of the student, we evaluate internally and share the results and recommendations with classroom teachers and parents.

Depending on the evaluation results, the student will either receive support in school, or see an external specialist if he or she needs services that we do not provide internally (speech, occupational, or emotional therapy). The Learning Support Services intervention is provided either as a push-in service during center time or as a pull-out depending on the needs and age of the student.

External Therapists

The Student Support Services team works closely with a variety of external therapists to provide students and families with support. As needed, we are happy to recommend therapists to meet your child's individual needs. As a convenience for families, we do allow some external therapists to serve students on campus during school hours at the family's expense. In these cases, the therapist must be approved by the school and a written contract between family, school and therapist is required. The most common external therapists that work with Early Childhood children for early intervention purposes are speech therapy and occupational therapy.

Speech Therapy focused on spoken language disorders such as:

- Articulation disorders: difficulties producing sounds in syllables or saying words incorrectly to the point that listeners can't understand what's being said.
- Fluency disorders: problems such as stuttering, in which the flow of speech is interrupted by abnormal stoppages, partial-word repetitions ("b-b-boy"), or prolonging sounds and syllables (sssssake).
- Resonance of voice disorders: problems with the pitch, volume, or quality of the voice that distract listeners from what's being said. These types of disorders may also cause pain or discomfort for a child when speaking.
- Oral Language disorders: Language disorders can be either receptive or expressive:



- Receptive disorders: difficulties understanding or processing language.
- Expressive disorders: difficulty putting words together, limited vocabulary, or inability to use language in a socially appropriate way.

Occupational Therapy to work on activities of daily living, play exploration, play participation, leisure, social integration, gross and fine motor skills, muscle tone, and sensory-motor processing and integration.

Professional Learning / Early Release Days

At Country Day School 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. To provide regular and consistent professional learning time for our teachers, every Wednesday student dismissal is at 2 pm. Please make arrangements to either pick your child up at 2 pm or have someone to meet the bus at this time.

Attendance Policy for Illness

To prevent transmitting diseases we ask you to please DO NOT send your child to school if any of the following symptoms or signs are present in the previous 24 hours.

- Fever greater than 100* Fahrenheit or 37.7* Celsius
- Acute cold, sore throat or persistent cough
- Vomiting, nausea or severe abdominal pain
- Diarrhea
- Pus like discharge from nose or eyes
- Red or inflamed eyelids
- Suspected untreated impetigo, scabies or lice
- If your child complains often of headaches or stomach aches or frequently does not feel well, please notify your physician or health care provider

Note: Your child must be fever free for 24 hours before returning to school

Another component of this policy is that medicine may not be sent in with children to be administered during school without a written authorization. Written authorization must be provided from the parent and/or doctor including the dosage, timing, and purpose of the medication. Parents must fill out an Authorization to Administer Medication form before any new prescription medication can be given. The only exception is if authorization was given on the Health Form for over the counter medication. All medication must be stored in the nurse's office and administered by the nurse.



Food Service

Children need to bring a snack each day. We want to help the children develop the habit of healthy eating, so please send a nutritious snack. Gum, candy, and soda are NOT allowed. For safety reasons, we cannot allow breakable containers on campus. The following foods are not allowed at school: gum or candy, soft drinks, sports drinks or iced teas, beverages containing caffeine. We also ask that you avoid processed snacks (packaged cookies, chips, etc.)

The school menu is published monthly, find it here [CDS Menu App](#). Hot and cold lunches, including a variety of drinks, desserts, and a vegetarian menu are available each day in the school dining hall. Each child needs to have an account in the Business Office. Students may also bring lunch from home. The dining hall has several microwaves for heating food. The teacher and assistant will help your child with his/her lunch and will encourage the child to eat what is sent. Please let us know of any special circumstances (such as allergies) as well as your expectations.

Food Allergies

Please note that it is the parent's responsibility to notify all necessary members of EC staff (classroom teacher, assistant, nurse, and principal) of any food or other serious allergies.

If there is a food allergy in your child's class, we ask that students not share food for the safety of all student health and in severe cases, certain foods will not be allowed.

Going Green

At CDS, we strive for our students to be able to actively and meaningfully contribute to various communities by respecting and caring for our planet through active stewardship. CDS has several initiatives designed to reduce waste and to support reducing and recycling.

- All Early Childhood students are expected to obtain and regularly use a reusable water bottle. These may be brought from home already filled with water or may be filled at school in one of the purified water dispensers.
- All clean used paper products in the Early Childhood school must be recycled. Recycling bins and boxes are located in the classrooms, hallways, and office.
- No plastic or paper plates, cups, or utensils are used in EC; we have reusable dishes available in the kitchen for events and ask for your help in cleaning these after use.



Change of Transportation

If parents of bus riders wish to change their child's usual method of transportation home, they must fill in the [Primary School Student Transportation Change \(JUST FOR BUS USERS\)](#) before 11:00 a.m. If the child is not a bus user, you have to send an email directly to the teacher indicating the corresponding change. For the safety of all children, changes of transportation may not be made through a phone call.

Permanent Permission

Please fill the Primary Permanent Permission to Leave School form in order to authorize who has your permission to pick up your child from the school. This must be updated at the beginning of every school year by every family. If the information is not updated, only the mother or father of the child are allowed to pick up the student.

Little Gate Pick-Up Procedures

- Stay in your car – A CDS staff member will deliver your child to your car.
- If you get to school early to wait for afternoon drop-off, we ask that you turn the engine off – this is for the health & safety of all students and staff, it is also kind to our planet.
- Do not drive around cars in line to get to the front – if all cars follow the above procedures, the line will move quickly and your turn will come.
- When exiting, please drive slowly and carefully; watching for pedestrians.
- Be considerate and polite while in line. We all have the same goal – to get your child into your car quickly and safely!



Special Events

Assemblies

Students participate in various assemblies each year. Assemblies provide each child with the unique opportunity for self-expression in front of an audience. Please note the dates on your calendar, so you can share these special occasions. Most assemblies are held in the theater, usually beginning at 8:15 a.m.

Birthdays

At Country Day, we like to acknowledge children's birthdays! However, we recognize the effects that celebrating multiple birthdays with food in a given time period have on students and the interruption to learning that is caused. For this reason, in Early Childhood we celebrate birthdays monthly. Don't worry, your child's birthday will be recognized & honored in class on the day; however, the celebration (involving food) will be as a class on a specified day. The first Friday of each month we will celebrate all of the birthdays for the month in each class. Parents may bring treats for the entire class to share on this day with agreement in advance from your child's teacher. Please be in touch with your child's teacher prior to this date to organize this event. Do not send party favors or piñatas to school and do not ask your child's teacher for an exception to this rule.

If you would like to send invitations to your child's classmates for a birthday party, your child's teacher will distribute them provided that all students in the class are invited. If you are planning to invite just a few, we ask that you mail or telephone (without involving the school) your invitations in order to avoid hurt feelings among classmates.

Field Trips

Teachers schedule field trips for the purpose of educational enrichment or community awareness. Each student who wishes to participate must return a permission slip signed by a parent or guardian prior to leaving the campus. Students wear the school uniform on all field trips, unless the Principal has given approval for clothing which may be more weather or event appropriate.

Occasionally, your child's teacher may ask for family volunteers for field trips. If you volunteer, you will be supervising a small group of students. We encourage a parent, grandparent, or other adult family members to volunteer. For safety reasons, siblings cannot attend field trips with us.



After School Activities Program

The Primary After School program provides opportunities for students, beginning in Kinder, to engage in safe and fun recreational activities that extend their educational experience at Country Day School. A range of activities and sports are offered from 3:00 p.m. to 4:30 p.m. (early dismissal days are slightly earlier). This program is offered to students who want to keep active, develop skills and take part in a rotating selection of sports and activities. Fun, low-level intramural games are also a part of this program with students being able to play in mini- tournaments and mixed-ability teams.

Course Programs are sent out twice per year; they may include activities such as:

- Performing Arts such as, Ballet, Dance, Strings classes, Violin and Piano
- Sports and Martial Arts including Swimming, Basketball, Chess, Volleyball, Soccer, Parkour and Karate
- Clubs such as Robotics, Science and Lego
- Arts such as Arts and Crafts, Cooking, Painting and Drawing
- Languages after school are offered based on demand.

Questions regarding the After School Activity Program should be directed to the EC or ES office staff.

Health & Safety Guidelines

Our school is the working environment for many, including students, their families, our Early Childhood team, and many others. It is important, therefore, that a safe, clean, and pleasant environment is established in which children and adults can work together with emotional and physical confidence. It is the responsibility of each of us to ensure that this is the case. To promote a safe and healthy environment, we must all take responsibility for being vigilant and aware of possible risks, as well as maintaining a safe, positive learning environment. Children must be taught to keep themselves and one another safe and share any concerns they may have in a timely and appropriate manner.

We must also be aware of the need to keep a balance between security and safety and the maintenance of a comfortable, welcoming learning environment. [The Early Childhood Health & Safety Guide](#) aims to address maintaining a safe, secure, and balanced environment while identifying individual and group responsibilities.



Elementary School

The Panther Way

The Panther Way is the Elementary School’s Code of Behavior: *Respect Yourself, Respect Others, Respect Our School Environment*

The Panther Way values embody the characteristics CDS hopes to develop in students. These values are: Curiosity, Compassion, Community

An understanding of these values supports the Panther Way connecting to the expectations of how we care for ourselves, others and the world around us. They are explicitly taught across the curriculum. Students are expected to demonstrate the principles of the Panther Way in all areas of the school, during their ride to and from school on the bus, on field trips and when representing the school at events. Respecting yourself, respecting others, and respecting our school environment are demonstrated through a variety of activities, including service learning and sustainability practices.

Vision of Learning

The Vision of Learning shapes the educational philosophy of all primary staff in instructional methodology of educating the ‘whole child’ through play-based learning experiences.

Nurture ~ Empower ~ Inspire

to be an inclusive community of learners committed to nurturing the development of the whole child through meaningful, playful inquiry

<p>Nurture through caring, strengthening, tending, guiding, supporting, scaffolding, encouraging; through paying attention to our students’ Social Emotional Development: their identity, personhood, individuality and the qualities of integrity, sincerity, empathy</p>	<p>Empower through building capacity, extending knowledge, deepening understanding, refining skills, fostering dispositions; through examining and promoting self-knowledge, self-confidence and resilience; through framing decision-making and action-taking as the culmination of analysis, judgment, discernment</p>	<p>Inspire through being authentic learner role models, questioning and challenging assumptions and openly exhibiting a passion and enthusiasm for learning; through encouraging curiosity, creativity and innovation; through validating positive action and solution-oriented approaches; through ensuring learning is meaningful, relevant, engaging and challenging</p>
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The Purpose of Assessment

Ultimately, the purpose of assessment at CDS is to consolidate and promote learning. By uncovering information about the nature and range of our students' knowledge, skills and understanding, we are able to both gauge where our students are on the learning continuum, and orient future teaching and learning to best meet their needs. By analyzing the information we gather, we are also able to evaluate and determine the effectiveness of school-wide teaching/learning initiatives and resources with a view to further improvement/refinement.

Assessment Design: Standards-based and Objectives-aligned

To strengthen the cohesion of our learning cycle, it is essential that direct connections are made between the learning objectives we set for our students in the planning stages of our units, and the assessment tasks we plan to assign during, and at the end of, those units.

Our assessment tasks are established at the outset, and are designed in such a way as to give students ample opportunity to demonstrate what they know, understand and are able to do, in a variety of contexts and ways. When students are able to show what they have learned, they are providing evidence of their learning, and it is through the collection and evaluation of this evidence that we are then able to provide reliable feedback to students and parents on achievement and growth.

In the Elementary House, we use the following generic 1-4 grading scale to evaluate, and report on, student achievement :

(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.
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Using this scale to develop discipline-specific criteria across the curriculum, we are then able to gauge how successful our students have been in acquiring the knowledge, skills and understanding that underpin our targeted standards. Our regular 1-4 record-keeping also translates easily into our quarterly student reports.

Types of Assessment

We implement three main types of assessment at CDS.

Pre-assessments are a way of finding out what students already know, understand and are able to do before a unit of learning gets underway. These help students and teachers establish effective starting points for the learning journey, by uncovering existing strengths and areas that require further development. Pre-assessments can take the form of a series of sample questions, an unaided writing task, or even a collective class brainstorm on what the children already know about a topic and what they would like to know more about.

Formative Assessments are in-process checks, implemented at strategic points during tasks or units of learning. They offer teachers and students the opportunity to give and receive constructive feedback on their work so that improvements can be made. They also help identify concepts and skills that students may be finding difficult, so that these can be re-addressed in class, perhaps in a different way or with additional support. Formative assessments can take the form of one-to-one or small group conferencing sessions, exit/admit slips through which students can demonstrate what they've learned/what they remember from a previous lesson, or the use of mini-whiteboards to quickly solve problems and share solutions with teachers and classmates.

Summative Assessments are conducted at the end of a unit of learning in order to gauge whether or not students have learned what they were expected to learn at the outset. They help determine progress and achievement over extended periods of time. Summative assessments typically take the form of performance-based projects, writing pieces or reviews/tests.

Assessment Strategies and Tools

We arrive at our assessment findings via the use of a range of strategies and tools. At CDS, we use a rich and varied range of devices to match the scope and diversity of the learning our students engage in:



We use the following STRATEGIES to assess:	We use the following TOOLS to record and support our assessments:
<ul style="list-style-type: none"> ● observations ● conferences ● performance assessments ● process-focused assessments ● selected responses ● open-ended tasks/questions ● reflections 	<ul style="list-style-type: none"> 🎞️ rubrics 🎞️ exemplars 🎞️ running records 🎞️ exit/admit slips 🎞️ checklists 🎞️ anecdotal records 🎞️ continuums 🎞️ tests, reviews, quizzes 🎞️ digital apps

Standardized Assessment

In the Elementary House, we implement the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAPs) tests and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. The MAP tests are conducted electronically in close to a thousand international schools worldwide, in order to support students and teachers in their teaching and learning endeavors. Our MAPs provide us with a wide range of information on how well our students are mastering standards-based content and skills compared with other schools, as well as comprehensive data on the learning growth of each individual student. Twice a year, our students in Grades 3 through 5 take tests in both Reading, Language Usage, and Mathematics. Students in grades 1 and 2 take the DIBELS literacy assessment, which is a series of short tests that assess early childhood literacy. It is a set of procedures and measures for assessing the acquisition of a set of K-6 literacy skills, such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. The results are then analyzed and used to inform future teaching and learning. They are also used to help evaluate our programs and resources in order to ensure that we have quality frameworks in place to guide our teaching and learning as effectively as possible.

Evaluating their own Learning: Student Self-assessment, Peer-collaboration & Reflection

At strategic moments in the learning process, we endeavor to create opportunities for our students to appraise and critique their own pieces of work in line with specific criteria. When students learn how to be constructively objective about their performance, they are better able to recognize their own growth and progress, as well as positively identify ways in which their work can be enhanced. This kind of ownership of their learning is invaluable: we try, therefore, to incorporate frequent



meaningful engagements in activities of this kind into our program, so that self-assessment becomes second nature to our young learners.

Also, in writers' workshop for example, our students not only use criteria-based rubrics to evaluate their own writing pieces but they often share these with their peers in order to exchange advice on 'next steps'. In their interactions with each other, our students gain not only an appreciation of the power of having an outside perspective on their work, but insight into how their perspectives on others' work can be shared purposefully, positively and sensitively.

Reflection is another way in which we encourage our students to think about their learning. By taking the time to think deeply and carefully about what they have learned, students are often able to open up new wonders, ideas, and directions for their work. From little acorns: while thoughts on their learning and responses to reflection questions may be quite simplistic at first, over time our students build greater capacity for thinking in this way, and become quite sophisticated in expressing their thoughts and ideas. Experience wins the day: the earlier and more often our young learners are encouraged to reflect, the greater the likelihood that they will develop sharper perceptions and thoughtful musings on what they are learning, as they progress through the grade levels.

Reporting, Conferences & Celebrations of Learning

Formal written reports are compiled and sent home to our Elementary House families at the end of each quarter. Each child's report features feedback from all of their teachers, in all areas of their learning. Our 1-4 grading scale provides parents with a clear idea of their children's learning over the quarter, and the stage they have reached in relation to their grasp of the knowledge, skills and understanding within each discipline. Each 1-4 rating is informed by evidence and data collected by teachers over the course of that quarter.

From time to time over the school year, we also issue invitations to parents to come into school to participate in a range of 'celebrations of learning'. One of the most effective ways in which we can help promote and develop student learning is by creating opportunities that honor and celebrate the work of our young learners. The learning celebrations we organize are lively and varied. Some, for example, center on published writing pieces, others on science demonstrations, others again on interdisciplinary unit-related themes or activities. Our students are highly motivated to work hard on their learning celebration presentations because they know they're going to have a special audience - they immensely enjoy being able to showcase their work for their families!



Promotion/ Retention

Current education research shows that most often retention does not benefit a child. The entire Elementary staff will do everything possible to ensure that your child is not only successful academically; but that he/she also shows appropriate development and growth socially, emotionally, and physically. However, when the teacher feels that a child is not ready for the next grade, a team meeting will be held with the child's teacher, the counselor, the Learning Center specialists, the principal, and the child's parents. The child's best interest will always be of foremost concern. Country Day School reserves the right to make the final decision regarding student placement, promotion and retention.

Attendance

The school has a responsibility to know where every student is every day. We keep careful attendance records. It is expected that all students attend school each day except in cases of illness or special circumstances that are pre-arranged with the teacher and principal. The school appreciates that parents call or send an email to explain an absence. We want to spend as much time with your child as possible, so please schedule doctor and dental appointments after school. It is also very important that each child arrive on time for school. It is the parent's responsibility to help teach his child the importance of arriving on time. Children often find it difficult to enter the classroom late. Our teachers are ready to greet your children at 7:45 a.m. The Country Day School reserves the right to use attendance records in promotion/ retention/ continued admission decisions.

Student-Led Conferences

CDS elementary takes part in Student-Led Conferences, otherwise known as student led conferences. The purpose of these conferences is to put students in the driver's seat of their parent-teacher conferences which creates opportunities for reflection, engagement, and agency. We invest time in training not only our teachers but our students in this valuable process and are looking forward to sharing with you.

Spanish Language Program

Our Spanish classes in the elementary school are divided into 3 sections. Two sections of Spanish as a Second Language (Novice and Intermediate) and a Native track level. All students must take a placement exam to determine which level is the best fit for them. The breakdown of our Spanish program is as follows:



Native Spanish Speakers

This track is based heavily on the curriculum provided from the Costa Rican Ministry of Education (MEP). From first grade, we begin with literacy and in grade two we move into grammar, writing, and spelling. The teachers infuse their instruction with oral presentations, and book reports in all grade levels. Much of this program is conducted using the same “Workshop” methodology that is implemented in the teaching of the English language in the student’s homeroom classes.

The materials used in class are from all genres of literature and help to form the reading and comprehension abilities of each student.

Novice and Intermediate Spanish

Spanish as a second language is divided into 2 classes: Novice and Intermediate. These classes are informed by the ACTFL (American Council on the Teaching of Foreign Languages) and promote learning through the four skills: Listening, Speaking, Reading & Writing.

Novice: The main objective of the Novice class is to focus on using Spanish to communicate orally both in the classroom and out of the classroom. Students will be presented with new vocabulary everyday. Games, role-plays, readings, videos, computer programs such as; BookCreator, SeeSaw and songs will be part of our support material.

By the end of the Novice level, your child will be able to:

- Recognize words, and simple phrases related to my family, my school, my house and myself.
- Communicate in Spanish using basic oral communication skills that will allow them to partake in simple conversations
- Write simple sentences, and respond to questions in Spanish using personal information like: name, age, nationality, etc.

Intermediate: Intermediate Spanish expands on the skills of the Novice program. Students’ Spanish vocabulary skills are broadened in each project, game, reading & writing text. The use of correct grammar will become more important at this level. During their oral practice, you will see how fluent they are becoming.

By the end of the Intermediate level your child will be able to:

- Understand any kind of conversation, be it a one on one conversation or a T.V. show
- Take part in a conversation, using common Costa Rican phrases
- Describe objects, people, animals or situations using lots of details, and precise vocabulary
- Write texts that are clear and use correct style and grammar



- Summarize texts
- Read according to their age and level

Family-Teacher Communication

Frequent and quality communication between school and home is one of the key factors of a child's success here at CDS. Our Elementary staff knows this and will regularly communicate with families via email, scheduled conferences/ meetings, or our school provided digital platform, MyCDS. School events, student growth, as well as class information will all be provided through the MyCDS web service. A Weekly newsletter called, The Panther Press, will also be sent home via email and contain photos, news and announcements pertinent to the elementary community.

The best and most efficient way to communicate with CDS Elementary Administration, Faculty, and Staff is via their school provided email.

Appointments

Please feel free to make an appointment with your child's teacher at any time by calling the Elementary School office secretary or emailing the teacher directly. We ask that you do not arrive unannounced for a conference, as it benefits the student, parent, and the child to have adequate time to prepare for it.

Classroom Placement

At Country Day School, each student will be provided an appropriate program of studies designed to inspire a passion for learning and an opportunity to acquire skills, instill values and develop courage. Consequently, classrooms are balanced according to a multitude of factors and are created by the grade level team of the child's current year, the principal, counselor and, if needed, learning support team.

We encourage any parent who wishes to request a particular learning environment for his or her child to do so; information from parents is often valuable in adding to the School's observations and expertise. The only type of request accepted by CDS is one that describes a particular type of learning environment based on a student's specific needs. Requests that include a specific teacher's name will not be considered. Parent input must be done so in writing by the middle of May of the previous school year.

While we can not honor all requests, we do assure that all of the information sent by parents will receive full consideration as part of the classroom placement process. This policy provides for fair and equal treatment for all concerned. The practice of honoring an individual parent request for a specific teacher is not condoned, as it could deny equal educational opportunity to some personnel and to some students. Requests identifying a teacher's name will be returned to the requestor.



**All placement concerns must be brought up before the academic year begins. No classroom placement requests will be entertained once classes are in session. Country Day School will make the final decision regarding student placement for the best possible learning environment for all students.

Behavioral Expectations

Everyone within the CDS Elementary community is expected to follow the Panther Way, our school code of behavior. The fundamental principle of our code is respect. Students, teachers, parents and administrators are all expected to be respectful of themselves, be respectful of others, and be respectful to our school environment. Our community will not tolerate actions which are rude, disrespectful or dishonest. Good habits build strong character.

The classroom teachers use developmentally appropriate practices when guiding a child's behavior. Helping children gain self-regulation skills is one of the most important parts of the early childhood years and our teachers treat each child with kindness and firmness. We are consistent in our behavioral expectations. In Elementary School we practice "logical consequences." That is the idea is for a consequence to be related to the child's behavior and act as a solution for any challenging situation. For example, if a child spills something, he/she must help clean it up. By having the consequence directly related to the act, the child will begin to understand the cause-effect relationship. On occasion a child will be sent to the principal or counselor when further guidance is needed. Parents will be kept up to date on your child's progress and any concerns that the school may have.

Electronic Devices in the Elementary School

All necessary electronic devices for optimal performance here in the Elementary School are provided by the school. **NO STUDENT SHOULD HAVE ANY PERSONAL ELECTRONIC DEVICES WITH THEM AT ANY TIME, THIS INCLUDES APPLE WATCHES.**

Special Events

Assemblies

Students participate in various assemblies each year. Assemblies provide each child with the unique opportunity for self-expression in front of an audience. Please note the dates on your calendar, so you can share these special occasions. Most assemblies are held in the theater, usually at 8:15 a.m.



Birthdays

At Country Day, we like to acknowledge children's birthdays! However, we recognize the effects that celebrating multiple birthdays with food in a given time period have on students and the interruption to learning that is caused. For this reason, in the Elementary School we celebrate birthdays monthly. Don't worry, your child's birthday will be recognized & honored in class on the day; however, the celebration (involving food) will be as a class on a specified day. The first Friday of each month we will celebrate all of the birthdays for the month in grade 1, the second Friday grade 2, the third Friday grade 3 and the last Friday of the month, grades 4 and 5. Parents may bring healthy treats for the entire class to share on this day with agreement in advance from your child's teacher. Please be in touch with your child's teacher prior to this date to organize this event. Please do not send party favors or piñatas to school.

If you would like to send invitations to your child's classmates for a birthday party, your child's teacher will distribute them provided that all students in the class are invited. If you are planning to invite just a few, we ask that you mail or telephone your invitations in order to avoid hurt feelings among classmates.

Guidance Counselor

The counselor works in coordination with the classroom teachers and the other members of the student support services to strengthen the educational process of the students, through providing support related to the student's behavior, social, and emotional status.

The guidance counselor interacts with all students according to their needs by providing individual and group counseling services to meet the developmental, preventive, and remedial needs of students. The counseling service is not considered a psychological therapeutic process and should not replace the need for it if necessary. If the support the student needs to function in the learning environment exceeds the needs of what is offered within the counseling services, the student will be referred for external support with a professional recommended by the school.

English Language Development

We are proud to have a strong English Language Development team at CDS Elementary school. Services are offered from grades 1 through 4 for all students identified as having a need to improve their English. [Click here for the entire ELD Handbook.](#)



Student Support Services

The Country Day School is very proud of being an inclusive educational environment. We honor all students' learning styles and needs and do our best to create a meaningful and rich experience for all students which leads to their academic success. Below is a description of our Student Support Services. Objective: To provide a personalized learning experience for children with exceptionalities.

The Learning Support Service team works in agreement with the Costa Rica [7600 Law](#) of Equal Opportunities for People with Disabilities in the attention of the students with learning challenges, and different levels of support are provided using a Response to Intervention Model (RTI). The intervention received by the student will be defined by the intervention team responding to individual needs.

After School Activities Program

The Early Childhood and Elementary After School program provides opportunities for students, beginning in Kinder, to engage in safe and fun recreational activities that extend their educational experience at Country Day School. A range of activities and sports are offered from 3:00 p.m. to 4:30 p.m. (Wednesdays may be slightly earlier). This program is offered to students who want to keep active, develop skills and take part in a rotating selection of sports and activities. Fun, low-level intramural games are also a part of this program with students being able to play in mini-tournaments and mixed-ability teams.

Course Programs are sent out twice per year; they may include activities such as:

- Performing Arts such as Drama, Ballet, Tap Dance, Jazz, Strings classes, Beginning Band, Violin, and Choir
- Sports and Martial Arts including Swimming, Basketball, Chess, Gymnastics, Volleyball, Soccer, Tennis, Parkour and Tae Kwon Do
- Clubs such as Robotics, Science and Lego
- Arts such as Arts and Crafts, Cooking, Painting and Drawing



Middle School

Introduction

Middle school aged children are full of energy, enthusiasm and bright ideas. We aim to cultivate this and nurture students as they learn and grow. Academically, we provide a rigorous curriculum based on standards that we expect all students to master. Assessment is carried out to provide feedback to students so that they can improve their knowledge and skills and make progress. Learning and progress is an ongoing, iterative process and we report students growth against standards four times during the year.

Alongside our rigorous academic curriculum we believe strongly in educating the whole child, the heart as well as the head. To this end we have a comprehensive advisory program that prioritises student wellbeing, leadership and community, personal organisation and private reading. We have high expectations for the behaviour of all of our students and we expect that they treat all members of our community with respect and kindness at all points.

Expectations

What do we expect from our students?

CDS Middle School 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.

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.
- Withheld feedback (in the case of incomplete or late work).
- Lost break-time or lunchtime
- An after-school detention administered by the Principal (parents will 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.



Cell-phone policy

CDS Middle School realizes that technology is both ubiquitous and transformative, and we encourage the sensible use of technology to improve 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, the cellphone will be taken to the office, they will need to write a summary of the school's responsible use policy and if the offence is repeated the phone will be retained in the Principal's office for parents to collect.

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 that all students consistently attend school and keep absences to a minimum. 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 a 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.

School's Right to Inspect

CDS reserves the right to inspect the student's locker, bookbags, and personal items. Inspection will be carried out in case of suspicion that the student carries an illegal substance or paraphernalia, and / or whose carrying implies a violation of the national legislation or school rules and policies of CDS.

In addition, CDS reserves the right to carry out inspections at random, without any suspicion, in order to verify that students do not carry articles, substances or materials whose carrying implies a violation of national legislation or school rules and policies of CDS.

Academic Information and policies

STEAM and Visual and Performing Arts

The core courses in middle school are English Language Arts, Social Studies, Spanish, Mathematics, and Science. We also offer art and a combined science, technology, Arts and engineering program known as STEAM. 7th and 8th grade (together as an elective) and 6th Grade participate in one semester of STEAM and one semester of Computational Thinking. Computational Thinking is a course which introduces them to computer programming.

6th, 7th, and 8th grade students must take a Performing Arts class during one of their periods in the day. They can choose between Choir, Band, Strings, or Drama. When they make this selection at the beginning of the year, they are committing to being part of this program for the year.

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 students will not receive a number grade



on each assignment they will receive constructive feedback. 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. A feed of work completed and pending will be sent to your email every week. You need to sign up with each teacher at the beginning of the year to receive this.

2. **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. These artifacts should be readily available alongside the rubrics used to specify a level of achievement. The school indicated the “current level of mastery” that they expect for all students at the end of each quarter in order to communicate whether a student is reaching, below or above that level with respect to the standards they are being evaluated on.

(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.

Google Classroom & Isams Parent Portal

In order to make teaching and learning more organized and streamlined, all MS teachers use Google Classroom as a course management and communication system. Google Classroom is 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 as well as homework, upcoming assignments and assessments.

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

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. To that end, most work assigned should be completed within the time frame of a class period. Classwork not completed in class will be homework and would be due when the next class meets.

The only homework is the practice of reading and building of math skills each day. While there is no set time limit on these assignments, students should plan to spend about 20-30 minutes reading and 20-30 practicing math skills.

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.

Mathematics and Spanish Placement

In Mathematics and Spanish we place students according to attainment and potential. In the following link you can explore the criteria for Maths placement. In addition to MEP native Spanish courses, we offer in the middle school Spanish as a Second Language (SSL) levels 1, 2 and 3. New



students' placement is determined by past experience with the language, reading and writing skills, and oral fluency and vocabulary.

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.

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.

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.

Advisory and Community Time is about developing the whole child and creating a sense of belonging within the CDS family. We want students to learn social and emotional skills through service learning and leadership activities. We also want them to develop the organization and time management skills that will serve them well in all subjects.



Schedule 2021-2022

The middle school day begins at 8:15 AM and ends at 3:00 PM. Students will have four classes each day and then repeat the 8 class periods every other day. The days are divided into an A day and an E day. These class days will be posted on the Master Calendar.

Both the MS and HS will follow the same daily schedule of classes. Below is the schedule of classes. Each day will have four periods with time for breaks and lunch mixed. The goal is to have students complete most of their schoolwork by 3pm each day. Any homework required will be in preparation for the following day's next classes (especially in HS).

	Monday	Tuesday	Wednesday	Thursday	Friday
Block A/E	8:15-9:35	8:15-9:35	8:15-9:35	8:15-9:35	8:15-9:35
Break	9:35-9:55	9:35-9:55	9:35-9:55	9:35-9:55	9:35-9:55
Block B/F	10:00-11:20	10:00-11:20	10:00-11:20	10:00-11:20	10:00-11:20
Block C/G and Lunch	11:30-1:30	11:30-1:30	11:20-12:40	11:30-1:30	11:30-1:30
Block D/H	1:40-3:00	1:40-3:00	12:40-2:00	1:40-3:00	1:40-3:00

Wednesday classes

For Wednesday classes, the block of classes during the third period of the day will be shortened due to early dismissal for our normal school hours. The third block will be 40 minutes of classes and a 30 minute lunch break.

Lunch

MS lunch will be at 12:10 and will last approximately 40 minutes. Students are encouraged to bring their lunch from home or purchase lunch using the school's online ordering system. Purchased lunch will be brought to the MS house for distribution.



After-school program

All afterschool programs run from 3:15 - 4:30 unless otherwise stated. At the beginning of each semester we will keep parents updated about what activities and programs will be offered during the semester.

Counseling

Our guidance counselor, Isabel Urrutia, is available to talk with students about personal and academic issues. She also provides orientation to new students, 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.

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 promoted by the school, they are 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.

Due to the COVID Pandemic, all field trips are currently suspended until further notice.



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. 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 cases, the Division Office will inform faculty members of any changes to the established procedure.

Conditions 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 the respective division principal. All resources must remain on the school premises at all times.
- 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 the 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.

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.

Sports, Athletic Eligibility and Team Sports Agreement

Physical education is an important part of the curriculum. All middle school students take PE twice a week. We have separate boys and girls teams for competitive sports. 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 parents 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.

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.

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.

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.
- Only eighth graders may run for President.



High School

Introduction

The High School at CDS is a place where students are being prepared to apply the skills learned throughout elementary and middle school so as to not only prepare them academically for admission into colleges and universities, but prepare them socially and emotionally for life away from parents.

Our high school is committed to providing the best education to each and every student who walks the halls of this HS building. Teachers are committed to implementing research-based best practices to maximize each students' learning potential. It is our hope that each student at CDS will also come to each class committed to providing their best.

The HS vision is simple. *The CDS High School commits to upholding the school mission by being an inclusive learning environment that uses research grounded, best teaching practices, to develop compassionate students who are prepared to become global leaders of the future.*

It is this vision that drives us everyday to be the best we can be as educators for our students.

This handbook is detailed but not exhaustive on the expectations we have for each student and parent in the HS. Please read through it carefully and frequently. It is subject to change throughout the year.

Assessment, evaluations and exams

The primary purpose of assessment is to provide information that will inform instruction and improve student learning. Teachers will develop meaningful assessments aligned with standards and provide meaningful feedback wherein the main objective is student success. Whenever possible students will be given multiple opportunities to demonstrate success and attainment of the course standards.

Evidence of Student Achievement for Evaluation: "Student products" may be in the form of tests or exams and/or assignments for evaluation showing evidence of learning and mastery of standards taught. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher.

Formative Assessment

The goal of formative assessment is to monitor student learning. The teacher will provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help:

- Students identify their strengths and weaknesses and target areas that need work
- Faculty recognize where students are struggling in order to address problems immediately

Formative assessments are generally low stakes, which means that they have little or no point value. Examples of formative assessments include:

- Draw a concept map in class to represent their understanding of a topic;
- Most homework assignments;
- Submit one or two sentences identifying the main point of a lecture;
- Engage in strategies to continually provide evidence of student learning;
- Provide ongoing and continual feedback;
- Turn in a research proposal for early feedback.

Dylan Wiliam, one of the early researchers of formative assessment, states that “an effective school is a school full of effective classrooms,” and his findings show that teachers who engage in daily formative assessment strategies demonstrate significantly increased student achievement.

Summative Assessment

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include:

- a midterm exam
- a final project
- a research or assigned paper
- a presentation
- Unit test

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.



Assessment vs. Grading

Assessment and grading are not the same, although the terms are often used interchangeably. Generally, the goal of grading is to evaluate individual students' learning and performance. Although grades are sometimes treated as a proxy for student learning, they are not always a reliable measure. The goal of assessment is to improve student learning. Although grading can play a role in assessment, assessment also involves many ungraded measures of student learning. Moreover, assessment goes beyond grading by systematically examining patterns of student learning across courses and programs and using this information to improve educational practices.

According to research, effective and meaningful assessment is:

- Complex
- More than numbers and grades
- Authentic
- Applicable to real-life experiences
- A partnership between students and teachers
- A continual source of feedback that engenders confidence
- On-going and constructive rather than fixed and definite
- Student-centered
- Provides students with multiple opportunities to demonstrate what they know, are able to do, understand and can apply
- A continual and transparent part of the daily learning
- Incorporates research on how the brain learns and the learning styles of the student.

CDS Grading Policy

Grades in high school are an extremely important piece of the high school experience. For students, grades are a determining factor in the college admissions process. For teachers, grades are a way to measure achievement and learning of a course. Teaching and learning do not require grades, rather it is institutions who want to know how a student has performed in a course, and therefore a grade is required.

In high school, grades are a measure of what a student knows and is able to do. Grades in high school measure achievement and not behaviors. Producing responsible, collaborative, and self-directed students is part of the education journey, but these behaviors are not completely indicative of what a student knows and is able to do with the knowledge and skills taught in and out of class. Rather, we view the child more holistically than through just a number. It is imperative that



our grading policy reflect this holistic approach to learning. Therefore at CDS students are graded on what they know and are able to do as well as their approach to learning.

Students are graded on a 100 point scale with the following scale breakdown showing how GPAs are calculated.

93-100 = 4.00	83-86 = 3.0	73-76 = 2.0	63-66 = 1.00
90-92 = 3.67	80-82 = 2.67	70-72 = 1.67	60-62 = 0.67
87-89 = 3.33	77-79 = 2.33	67-69 = 1.33	Below 59 = No credit

All courses count in the calculation of the GPA. Advanced Placement classes are given an additional weighting of .10% and honors classes are given an additional weighting of .05. When calculating the GPA in the senior year, all academic courses from grades 10-12 will be averaged into the student's GPA and sent to colleges and universities.

High School Faculty have adopted equitable grading practices to ensure students are assessed and graded on what they know and are able to do. Examples of these practices include but are not limited to: separating behaviors from the grade, not penalizing for late work within a reasonable amount of time, avoiding zeros as placeholders, avoiding inflation of grades by providing extra credit, grading using other measures of central tendency, etc.

Behaviors towards learning or what CDS calls Approaches to Learning will be assessed using a rubric. An explanation of the HS Approaches to Learning is below.

In High School, we believe it is important to develop the skills and attitudes toward learning that each and every student should have as they leave for life outside the walls of CDS. For our students, the next place outside of CDS is attending college or university. Teachers view the grade as a numerical symbol that measures what a student knows and is able to do. In other words, a student's academic grade is based on achievement.

In addition to the grade, teachers in the High School place a high value on what many call "soft skills," and what CDS calls approaches to learning. In the past, this was subjectively captured in a conduct grade with each teacher interpreting what constituted conduct in their respective classroom. In an effort to align with the entire school at CDS, beginning in 2019, the high school will now standardize conduct grades across the classrooms using the below rubric. These conduct grades will now be called Approaches to Learning. The Approaches to Learning grade is not an average, rather it is a measure of growth over time. Students will receive 4 Approaches to Learning grades per academic school year, with the final measure being placed as an addendum to the transcript.



It is our expectation that by 11th grade, every student will have achieved a grade of “P”. One of the best indicators of success in college is demonstrating an ability to be independent, responsible, and reflective. Students by 11th grade should be demonstrating these attributes both at home and at school. If students are not demonstrating these approaches to learning consistently in their classes, then CDS will work with the student and parents to help them achieve these approaches in order to better one’s learning.

The Approaches to Learning marker is evidence-based. Students must demonstrate these approaches in each classroom every day. Teachers will be able to collect evidence that each approach is being met. Parents then will know exactly why a student received their approaches to learning marks.

Since approaches to learning are assessed over time, there is no average calculated. Students may start the year with Emerging approaches to learning, and by the end of the year have grown to become Proficient in those approaches. The mark at the end of the year will be a “P” and not a “D,” since the average doesn’t accurately reflect the growth the student achieved over time.

At the end of the year marks would look like the following:

Subject	Grade	Approaches to Learning:*
English 9	86	Collaboration: D Responsibility: P Self-Directed: P
Math	97	Collaboration: P Responsibility: M Self-Directed: M

*These marks would appear on the back as an addendum to the high school transcript.



Approaches to Learning Rubric

Symbol	E = Emerging	D= Developing	P = Proficient	M = Mastery
Approaches to Learning	Student <i>inconsistently</i> demonstrates the expected competencies for that Approach to Learning	Student consistently demonstrates 1 of the expected competencies, is inconsistent with others for that Approach to Learning	Student consistently demonstrates 2 of the expected competencies, is inconsistent with others for that Approach to Learning	Student consistently demonstrates all 3 of the expected competencies for that Approach to Learning
COLLABORATION:	<ul style="list-style-type: none"> ● Accepts and fulfills individual role and responsibilities within the group in a positive way ● Contributes to understanding, opinions, and skills in a positive way ● Shows respect and empathy to the ideas of others through listening and responding 			
RESPONSIBILITY:	<ul style="list-style-type: none"> ● Completes assignments, including homework, on time and to the best of their ability ● Organizes and manages time and work effectively ● Participates in class in a meaningful manner ● Is on time to class and ready to learn 			



<p>SELF-DIRECTED LEARNING:</p>	<ul style="list-style-type: none"> ● Takes opportunities provided for reflection on learning, identifying areas of strength and weakness and taking appropriate steps to improve ● Works independently and seeks assistance when required ● Seeks and applies feedback
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Student and Teacher Responsibilities for Missed or Late Evaluations

Students are responsible for providing evidence of their learning within established timelines. It is expected that students will contact their teachers in advance of due dates when in need of time extensions or to communicate legitimate reasons for being absent from evaluations (tests, performances or presentations). When a student knows of upcoming absences, for example AASCA events, every effort should be made to complete assignments prior to leaving for the event. Upon return from an extended absence (for example, AASCA), a student has the same number of days they were absent to complete any incomplete work; however, should a student require additional time, it is their responsibility to notify and negotiate with the teacher.

It is the responsibility of classroom teachers, in collaboration with their students, to establish fair deadlines for the submission of evaluations and to clearly communicate those deadlines to students (and, when appropriate, parents) in class and through Google Classroom. Teachers will also collaborate in maintaining an online assessment calendar for each grade to help ensure students are not overburdened with evaluations.

If a student fails to submit an assignment for evaluation, the student must, in collaboration with the teacher, establish a mutually agreed upon plan for completion. Should the student fail to meet the requirements of the completion plan, the teacher may make use of a variety of strategies to motivate the student to complete the work. Teachers will select opportunities best suited to the individual learner and consider other factors such as the student's age and maturity level, the number and frequency of incidents and the student's individual circumstances. The list of strategies includes:

- Setting up a meeting with the student, the counselor, and/or the Principal to explore new opportunities for completion;
- When deemed beneficial, altering the structure of the assignment in a way that will better enable completion (a supervised time-writing or formal test instead of a take-home report);



- Breaking the assignment into discernable stages, each of which must be completed by a certain date;
- Requiring the student to work with a peer tutor who can assist the student in completing the work;
- Requiring the student to contact his parents to explain why the work remains unfinished;
- Assigning an “I” (incomplete) to that evaluation item until it is completed; Teachers may also mark a course as incomplete if assignments are not turned in that are required for successful completion of said course.
- In consultation with school directors, temporarily suspending extra-curricular involvement (athletics and clubs) until the work is completed;
- Completing the work during the school day under the supervision of the teacher, Principal, or designee;
- All assessments must be completed at the end of the marking period so that the teacher can provide an accurate assessment of student grades. In circumstances where a teacher has extended the timeline for a student to submit work during the semester, an “Incomplete” may remain in the gradebook until all work for the semester is completed or a deadline given by the teacher has passed. The teacher may recommend a student not receive any credit for the course should all work not be complete. This will result in a final grade of 59, even if the average is higher due to non-compliance with completing all the work in a class to gain credit for the course.

Notes: (A) senior grades must be submitted at the end of the first semester without exception; (B) extensions to the grading period must be approved by the Principal; (C) there shall be no extensions to the grading period in Semester 2 – all grades must be finalized two days prior to the published last day of school (for seniors this date will be two days after the last senior exam).

Semester Examinations

At the end of each semester, final exams may be given in high school academic courses. The time and schedule allowed for finals will be announced each semester as they may vary. Students will also have a minimum of 2 days of class review to prepare for the exams. In addition, two weeks prior to the exam, the teachers will provide the students with an exam review packet that outlines the content to be assessed, the types of assessment, and the value of each section of the exam (for example: “The exam covers chapters 1-4 in the textbook, plus all content from in-class discussions. The skills to be assessed include...(state skills that will be assessed)...30% of the exam will be multiple choice questions based on information from the entire semester and this will take 25 minutes...”



Unless otherwise stated, it is expected that the semester examination will cover material from the entire semester. These semester exams count for 20% of the semester grade and may not be taken ahead of the exam period. Students will be excused from final exams only for certified medical reasons, for a death in the family, or for other very serious circumstances. Depending on the circumstances, the student will be required to take either the final exams or the extraordinary exams, which are administered at the end of the summer at the start of the week prior to classes beginning for the next academic year.

Teachers may determine that a project, presentation, or other form of assessment provides best evidence of student attainment of the standards. In such cases, the alternate assessment will count as the semester exam grade.

Advanced Placement Exams

Students in AP courses sit for their College Board examinations in early May. Students enrolled in AP courses at CDS will not have final exams in June; however, they will have classroom assessments in the last half of the semester. The post-AP assessments will influence their final grade in the course. In addition, AP students will write a practice (mock) exam at least two weeks prior to the College Board test. The teacher may factor the practice exam into the last half of the semester, and if doing so, will notify the students at least two weeks in advance as to how the practice exam will factor into the quarter grade.

Advanced Placement students must take their College Board AP exam in May. Students who do not take an AP exam due to an emergency are required to contact the AP Coordinator as AP does provide a second test date; however, it has to be a valid reason for the College Board to validate an alternative exam and date. Students who fail to show up for their examination, or subsequently cancel their examination, will have the AP designation removed from their transcript and their class grade will not be adjusted. An appeal for exceptional circumstances can be submitted to the AP Coordinator and Principal.

Senior Examinations

Senior Final Exams are given early to accommodate preparation for the commencement ceremony, graduation activities that are traditional in our community, and to avoid interference with the MEP exams. The CDS Senior Final exams are given over a two-day period, usually the Thursday and Friday before MEP exams. Seniors that have a 90% or above (weighted to AP and Honors courses) in each of the marking periods and are currently at or above that level may be exempt from the exam in that given course. Exemptions are at the discretion of the individual teacher. In addition, any senior in an AP course will have to complete any culminating assessments (presentations, projects) assigned by the teacher. The two-day exam period concludes the academic year for seniors;



however, seniors must attend the mandatory graduation rehearsals and other pre-established community events ahead of the commencement ceremony.

If the teacher should decide to give a project rather than a formal exam (i.e. the assessment will be entered as a 20% Final Exam grade), the same criteria apply for exemption. Note: A project or assessment that is part of the semester grade must be completed by each student. However, the amount of required work for the exam or project must not exceed the allotted time per the CDS homework policy.

Regardless of the form of the assessment, clear expectations, rubrics and criteria shall be provided to the students a minimum of one week in advance of the exam or due date.

Underclassmen in Senior Classes

In June, juniors, sophomores and freshmen are required to complete either a final exam or a final project that constitutes a final exam grade (20% of the second semester grade). The only exception to this is AP courses, which do not have a final exam. Recognizing that there are a number of underclassmen in the same courses as seniors, the teacher may decide to require all students in the course to take the exam during the senior exam period in order to maintain a guaranteed and viable curriculum as well as maintain the integrity of the exams. Moreover, this decision has the potential to reduce overall stress underclassmen may experience during the traditional exam period. The teacher's decision shall be communicated to the Principal, underclassmen, and families a minimum of two weeks before the exam date.

Furthermore, should a teacher elect to have underclassmen take their final exam with seniors, the teacher will provide a clear overview of the learning post-exam to the principal and to families of the underclassmen. This post-exam period is another fantastic opportunity for faculty to extend their passion for their subjects to the students, engage deeper in topics or standards they previously covered but want to revisit, or strategically prepare the students for the next course they are taking.

After an underclassman completes their final exam during the senior exam period, they are still required to complete the coursework through the end of the school year. If a teacher determines that there is a need for underclassmen to take the Final Exam, or complete the final project separately from the seniors, they should ensure that the exams and expectations are similar.



Extraordinary Examinations

A student failing a course may redeem his/her credit by taking an extraordinary examination or completing assignments at the teacher's discretion. Students who take an extraordinary exam must pass the exam with a 70% or higher in order to receive credit for the course. Students will usually have only one opportunity to take an extraordinary exam although a student in grade 12 may be given an additional opportunity at the principal's discretion. Written notification will be sent to parents advising that the student is in danger of failing the semester and may have to take an extraordinary exam. Parents are responsible for contacting the school at the end of the semester to confirm the day and time of the exams. If a student is scheduled to take an extraordinary exam, we recommend that the student receive additional instruction in the course material during the vacation period prior to the exam. Textbooks may be checked out over vacation by paying a deposit in the CDS Business Office and requesting the book from the subject teacher.

Students who fail 4 or more courses, fail to complete 80% of the course assignments, or who fail to be present for at least 80% of classes are ineligible to redeem credit for the course. This is a MEP guideline and policy the school follows for credit recovery.

Standardized Testing Programs

Students have several opportunities to measure their achievement relative to the U.S. national norms: Students in grades 9-12, and Middle School students taking Integrated Math 1 or a higher math course, participate in the admission testing program organized by the College Entrance Examination Board. These tests include the PSAT, SAT and Subject Tests. Some juniors and seniors may choose to take a test offered by the American College Testing Program (ACT). Selection for National Merit Scholarship Qualifying Test (NMQT) recognition is based upon performance for US citizens on the PSAT during the junior year. Grade 9 students will also participate in the MAP test, a standardized test for international school students.

Attendance

Attendance is an essential aspect of success in high school. An increase in absences from school leads to a reduction in grades on internal and external assessments, and makes it very difficult for the student to participate in school activities which are critical to social, emotional and physical development. Good attendance is a habit that will serve our students well now, in college and in the workplace. All students at CDS are full-time students, which means they will carry a full course load* and be in attendance at school from 8:00-3:00 every day. Students are expected to be at school at least 95% of the school year.



*Students are expected to enroll in seven courses per year. Students with two or more AP courses may elect to have a study hall.

Attendance Policies:

Note: See addendum, "Attendance Appeal Application"

Our Attendance and Appeal Process will provide specific expectations and a high school standard aimed at developing that responsibility.

In order to receive credit in a CDS course, students must have a passing grade and meet the attendance requirements outlined below:

1. Attendance is taken for every class. A course credit may be withheld when a student exceeds fifteen (15) absences from a class in a semester - this represents approximately 20% of the course. Please note that for course credit purposes, there is no distinction between excused or unexcused absences. However, class absences due to a student participating in a pre-approved school-sponsored activity, religious holidays, an approved college visit, and any other exceptional personal or family emergency will not count toward the total of fifteen (15) class absences in a semester. The interpretation of the attendance policy is at the discretion of the high school principal.

2. A student who will have course credit withheld due to excessive absences may appeal to the administration for a waiver. All appeals must be made in writing to the principal. Appeal forms are available in the High School Office.

3. Notification of accumulated absences shall be made to the parents/guardians and students from the dean of students after the seventh (7th) and again after the tenth (10th) absence in a semester to inform them of the number of class absences accumulated by students and to remind them of the consequences. The principal must sign all communications related to attendance issues.

4. On the sixteenth (16th) class absence in a semester, the student and parents/guardians will be notified of the course credit being withheld. The high school office shall provide information on the appeals process to the parents/guardians at that time.

A student who exceeds the established number of absences for a semester and has been notified of "course credit withheld" may appeal this action by submitting an Attendance Appeal Application, which should document the extenuating circumstances that caused excessive absences. Appeals forms must be submitted to the principal. The attendance appeals committee will be composed of the principal and the student's guidance counselor. Information from teachers will be gathered and



used as required. An attendance appeal does not guarantee that a decision to grant an attendance waiver and course credit will be made. When filing an appeal, accountability must be made for all absences.

Parents/guardians and students will receive written notification of the decision of the attendance appeals committee. The attendance appeals committee will consider, but not be limited to, the following criteria in its deliberations:

- Extenuating circumstances for the semester absences with supporting documentation
- Class absences since the date of credit being withheld
- Recommendations of the classroom teacher or other school personnel
- Record of class absences (skipped or missed classes)
- Record of tardiness to school. Tardiness to school and any incident of skipping school, as well as detentions, will weigh heavily against granting an attendance waiver and course credit.
- Evidence of improvement

Contacting the School

If a student must miss school for an entire day or any portion of it, the parent should call the office that morning. If no telephone contact with the school has been made when a student is absent, the student must bring a note from a parent on the first day of return to school. A doctor's note is required in case of prolonged absence due to illness, absence before or after a holiday, or prolonged absence/non-participation in P.E. class. Especially at the high school level, we discourage students from missing school for family vacations or recreational trips. Such requests must be submitted in writing to the principal at least one week in advance in order for the student to get teachers' input on work that must be made up.

Late to School

Students who arrive after 8:15 am are considered late for school and must sign in with the secretary to obtain a late slip before proceeding to class. Excessive late arrivals will necessitate a conference with the Principal. A student who arrives more than 15 minutes late to a class may be considered absent for the entire period.



Making Up Assignments or Assessments

It is the full responsibility of the student to find out about class assignments and tests missed due to an absence and to take the necessary steps to make up any such class work missed. This information is readily available by contacting the teacher or, better yet, keeping track of work through Google Classroom. Students will have the opportunity to make up assignments or examinations missed. Students must coordinate any makeup work with their teachers and complete it in a timely fashion as determined by the teacher. When absent, students should login to Google Classroom to obtain their assignments. Prior to a known absence, it is the student's responsibility to reach out to their teachers alerting them to the known absence and to ask for any work in advance. The work will be due within the number of absent days upon the student's return. This includes school-sponsored trips, such as athletic events.

Student personal Appointments

CDS recommends that students make medical, dental, or other personal appointments either after school hours or on Saturdays when possible. If the appointment must be made during the school day, the student must present a note signed by a parent. Before departing school grounds, the student must present a release form signed by the principal to the campus guard. Such appointments will count toward the 15 absences for the semester, and documentation of the appointments is encouraged in case of an appeal.

Communications

Appointments and Contacting Students During the School Day

Please feel free to make an appointment with your child's teacher, a counselor, or the principal by calling or emailing the office secretary.

Parents are discouraged from entering classrooms and learning spaces during the school day. Please come to the office to leave messages or items for students. The secretary will deliver messages or items to students as quickly as possible.

Please do NOT phone or text students during regularly scheduled classes – students are not allowed to answer calls or texts during class time. The fastest way to contact your child is to call the office, and if it is an emergency we can respond immediately.



Nurse Visits

If a student requires attention from the Nurse the following procedure will be followed:

- the student will notify the teacher that they need to go to the Nurse;
- the student will report to the office for a pass to the Nurse;
- the secretary will email the parents to notify them of the cause and time that the student has gone to the Nurse;
- the Nurse will determine whether or not the student can return to class. Before returning to class the student must report to the office to get a signed pass.

Open House

Open house is scheduled during one evening early in the first semester and is an opportunity for parents to get an “inside look” into the daily activities and occurrences in the classroom. It is also a wonderful opportunity to form a collaborative bond between the home and school so that we can all partner in the education of children.

Parent Teacher Conferences

As CDS parents and teachers, we interact together in a special partnership for the care and development of each child. We encourage you to share your insights and questions so that we achieve the academic, physical, spiritual and emotional goals for your child. Regular parent meetings, parent-teacher conferences and visits with the teacher help maintain the communications so vital to our work together.

Teachers will be in regular contact with parents through the online grading system, and more importantly via email or phone calls, particularly if a student is experiencing difficulty in school.

Parent/Teacher Communication

Open communication between parents and teachers is an important support for children during their school years. It is important for parents to ensure that the school has accurate email and phone records in case we do need to contact parents.

Conferences between parents and teachers provide the opportunity to share information about the child's development at home and at school and to plan for further growth. Teachers also may need to conference and meet directly with you in order to share information or concerns from the school's standpoint. Each high school teacher maintains a Google classroom page that parents and



students may access with a username and password. Parents can access Google classrooms as “Guardians.”

Early in the year, the school sends home the access information for all parents of new families. The website contains information pertaining to classes, assignments and tests, links, as well as other course-specific information.

Posting Bulletins

All notices, posters, and announcements of interest to the school community to be placed on bulletin boards or around the campus must have the prior approval of the principal.

Student Email Accounts

All CDS HS students have a school issued email. Students are expected to check that email regularly for school news and updates. It is also the email that most students will use to register with the College Board for access to admissions, PSAT, SAT and Advanced Placement.

Yearbook

Each family in the Country Day School community is entitled to receive a copy of the yearbook free of charge. If you would like to purchase additional copies, you may order and prepay in the CDS business office. Be sure to bring your receipt to pick up your additional copies.

Community

Assemblies

On various occasions throughout the year, we have assemblies and performances that have cultural, educational, or spirit-building value. So that each one of us may enjoy the assembly, we ask that each student observe the following rules of audience behavior:

1. Arrive promptly, accompanied by your teacher, at the designated area.
2. Find a seat in the area assigned for your grade or class and remain seated throughout the assembly.
3. Remain quiet and attentive during the assembly. No eating or drinking.
4. Wait to be dismissed before leaving the assembly area.



School Photos

Early in the school year, a professional photographer takes school photos of each student. Students will be notified in advance of the school photo schedule, i.e., which grade on which day. Once all the photos are taken, a packet of prints will be sent home with each student. If you wish to purchase the packet, please send the exact amount of money in a sealed and labeled envelope with your child's name and grade to the HS office secretary.

Note: If your child is absent on the scheduled photo-taking day, please note that a day for retakes is generally scheduled early in the second semester.

Lockers

Students are responsible for their books, study materials, and personal possessions. Students must use only the locker assigned to them. We expect students to keep their lockers clean and in order. Periodic locker inspections may be made. Though we respect your right to be individuals, no stickers, writings or drawings of any kind are to be put on the lockers. Students will be billed for any damage done to their lockers.

During the 2021-2022 school year, there will not be lockers available to allow for appropriate distancing in the hallways.

Course Offerings

As specifically stated in our mission, CDS is a “college preparatory school serving an international community.” Our course offerings reflect the rigorous standards expected to gain admission to the top colleges and universities in the world. Most of our students graduate with more than one Advanced Placement course (in 2017-18 we had 67 AP scholars, which means they had earned three or more AP’s with a score of 3 or better). Freshmen and sophomores take rigorous courses that will prepare them to reach their potential and be prepared for college and career readiness.

Add/Drop: The master schedule is created each spring based on student choice and interest. For this reason, after course selections are made, course changes are highly discouraged. There are rare circumstances, however, which justify changing classes during the first two weeks of the first semester, for example a level misplacement. All schedule change requests must start with the counselor. A one-week change period is applicable to any new classes added at the second semester. Attendance in the student’s original class is required until the change is approved. It is important to note that the schedule at CDS has finite offerings; therefore, changes in schedule may not be possible once the schedule is printed.



In cases where it becomes apparent during the first 3 weeks (15 school days) that a student has been assigned the wrong class, or there are other extenuating circumstances, the teacher may initiate a request for a student to change courses. Consultation with the student, teacher, parent, and counselor must occur before students will be allowed to change their schedules. Students must complete any work missed in their new course.

After the “drop” period but before the end of first quarter, a student may petition the principal to drop a course. The request must have compelling educational reasons to show that the student is unable to effectively continue in the course. The school will make every attempt to identify potential areas of trouble before they become problematic. The most likely scenarios are:

- A. From the end of Week 2 onward, any approved change will necessitate a notation of “Withdrawn” on the transcript.
- B. If a student is moving from an AP-level course to a regular course (for example, AP US history to regular US history), the counselor and principal may approve the change up to the end of first quarter with the condition that the AP designation will be dropped and the AP grade will transfer to the course being added. The student will be responsible for learning any material/skills that will be on the first semester exam.

In any dispute regarding ADD/DROP the decision of the Principal shall be final.

Advanced Placement ® (AP) Courses

Country Day School participates in the Advanced Placement (AP) Program sponsored by the College Board in the United States. These AP courses are equivalent to first-year college courses and are intended for students who possess proven ability, interest, and motivation to handle the extra workload and study requirements. Students considering AP courses should seek advice from parents, the course teacher, current students enrolled in the particular AP course of interest, and their counselor.

Students enrolled in any AP classes must complete the corresponding College Board external exam in May. These exams are scored on a 1-5 scale. Students should research individual colleges to understand their policies in rewarding AP credit. Please note that there is a fee for each AP exam.

When considering AP courses, students must carefully consider the extra time commitment these courses entail. By definition, AP courses are very demanding and require extensive homework and self-directed study. Therefore, a strong degree of motivation, organization and time management skills are critical. As a result, when calculating GPA, AP courses are weighted. Students receive 1.0 additional weight to their GPA (*AP science labs receive .5 additional weighting).

Should a student not show up on the day of an AP exam, any additional weighting will not be granted and the student will lose the AP designation on their transcript. Students will not be reimbursed the AP fee.



Should students register for AP-level courses that their current teachers cannot recommend based on current performance, parents will be asked to sign a form indicating that they understand the student is applying for a course which is deemed inappropriate for the student at this time. In the absence of a parental signature, the student will not be enrolled in the desired AP course. A student may not enroll in an AP course without the prerequisite courses.

Daily High School Schedule

In high school, the school day begins at 8:15 am and ends at 3:00 pm. The exception is that school dismisses at 2:00 each Wednesday. There are seven academic courses within the schedule as well as a G period when students have assemblies, advisory, and Panther Time.

High School Schedule

Each day will have four periods with time for breaks and lunch mixed. Periods are 80 minutes in length and will be followed by a break or ten minute passing period.

	Monday	Tuesday	Wednesday	Thursday	Friday
Block A/E	8:15-9:35	8:15-9:35	8:15-9:35	8:15-9:35	8:15-9:35
Break	9:35-9:55	9:35-9:55	9:35-9:55	9:35-9:55	9:35-9:55
Block B/F	10:00-11:20	10:00-11:20	10:00-11:20	10:00-11:20	10:00-11:20
Block C/G and Lunch	11:30-1:30	11:30-1:30	11:20-12:40	11:30-1:30	11:30-1:30
Block D/H	1:40-3:00	1:40-3:00	12:40-2:00	1:40-3:00	1:40-3:00

Wednesday classes

For Wednesday classes, the block of classes during the third period of the day will be shortened due to early dismissal for our normal school hours. The third block will be 40 minutes of classes and a 30 minute lunch break.



Panther Time

Students in high school will have an opportunity to receive assistance in their learning through a time called Panther Time. Panther Time can be used for making up work such as quizzes and tests, getting extra help on a concept or use for studying. Panther Time meets during the G period. Students have upwards of 200 minutes a week of Panther Time to complete work.

Awards and Recognitions

CDS takes pride in offering special recognition for the excellent achievements of our students in the high school. CDS grants certificates of recognition for the following categories: Outstanding Achievement and Outstanding Improvement in all academic subjects; Outstanding Service; and Outstanding Citizenship.

Awards

At the end of the school year, all subject areas will recognize students for achievement in individual subject areas. A teacher may nominate up to two students per course, with at least one recognition being for highest achievement in the course.

In addition, the following annual awards have been established at CDS through gifts or bequests:

- Abraham Lincoln Award for United States History sponsored by the Republicans Abroad of Costa Rica is given to that member of the junior class who ranks in the top 10% of U.S. history classes and who, selected based on an essay, has demonstrated scholarship in this field.
- Aegis Award for mathematics is given to both juniors and seniors in the standard and honors programs who have demonstrated superior scholastic achievement cumulatively in mathematics classes taken at CDS with a minimum cumulative average of 93%.
- Cantabile Award for music is given to the graduating senior who has demonstrated outstanding participation and achievement in the music program of the school.
- CDS Scholar-Athlete Award is given to the male and female, in both the junior and senior classes, who combine excellence in academics with outstanding athletic performance and sportsmanship. A student must have a minimum GPA of 3.6 during the academic year and participate actively in two AASCA and two Action tournaments.
- Colgate-Palmolive Award for creative writing is given to students who have demonstrated excellence and scope in creative writing during a given year or throughout their high school career.



- Creative Writing Award, sponsored by the parent committee, is given to a junior or senior who by virtue of exceptional creativity in poetry and/or prose has demonstrated excellence in this field.
- Franklin Chang Díaz Award for science achievement, sponsored by the National Aeronautics and Space Administration (NASA) and the CDS parent committee, is given to one boy and one girl who demonstrate superior scholastic achievement on a cumulative basis in the three basic sciences taken at CDS with a minimum average of 93%. Students who have completed biology, physics and chemistry are eligible to be considered for the award. This award is also presented to one student in each AP course who has demonstrated outstanding scholastic achievement, keen interest in the subject and has shown a desire to continue studies in the subject beyond high school.
- John Philip Sousa Award for excellence in band is presented to that member of the CDS symphonic band who has exhibited exceptional qualities of leadership, service, and advancement in musical skill. Patrick Gilmore Award is presented to the runner-up of the Sousa Award.
- Linda Frazier Award for excellence in journalism, sponsored by the parent committee, is presented to students from the high school who have distinguished themselves as journalists and who have been valuable contributors to the school newspaper throughout the year.
- Onis Viquez Spanish Award, sponsored by the Banco Federado, honors outstanding achievement in the advanced Spanish program, AP Spanish, and SSL.
- Parent Committee Award for Leadership is presented to two senior students who demonstrate outstanding leadership among their peers and contribute positively to the school environment through community service, leadership on teams/clubs, and consistently uphold the values of the school.
- Ruth Fendell Memorial Award for excellence in art, sponsored by Periódicos Internacionales S.A. and the Fendell family, is presented to students who have distinguished themselves in art studies.
- Rina Etkes Drama Awards are presented to students who have displayed excellence in acting, in original script writing, and in the technical aspects of theater.

Extracurricular Activities

Clubs

CDS has a number of clubs to keep students active and engaged in school. The most prominent clubs in the school are: Band, Choir, MUN and Drama. Each of these clubs participates in local, regional, and/or international events. These clubs require that students meet academic and



attendance requirements in order to be admitted to, and remain in, the club. These requirements mirror the athletic eligibility policies.

We also have several other clubs that operate within the school. Oftentimes these clubs are student-led and are a product of student interest, staff expertise, and available resources. In the past we have had Math Olympiad, Outdoor Club, Journalism, Homework Assistance, Ultimate Frisbee, etc.

Clubs will occasionally need money to fund their projects. In consultation with the principal and dean of students, clubs may propose fundraising ideas. Traditionally, the Family Picnic in September is an excellent way to raise awareness and funds. Also, community service groups may request a free dress day, up to one per month, where students are asked to make voluntary contributions to the organization.

Bake sales or pizza sales can be requested, but as they are not in alignment with our nutrition policies, we will only approve those on an as-needs basis.

National Honor Society

Country Day School has an active NHS chapter that performs meaningful and proactive service to CDS and the wider community. The details of NHS can be found on the CDS website, however a brief overview is provided herein.

The Country Day School chapter of National Honor Society will be governed by the Constitution of the National Honor Society and the by-laws herein. These bylaws are designed to amplify provisions of the National Constitution and cannot contradict any components thereof. The chapter is obligated to adhere to the provisions of the National Constitution in all activities it undertakes. The nationally recognized constitution of NHS can be accessed at the following link:

Statement of non-discrimination: The Country Day School Chapter of NHS maintains policies and practices that are designed to prevent discrimination against any qualified candidate or member on the basis of race, color, religion, ancestry, national origin, gender, sexual orientation, and disability. This policy of nondiscrimination applies to all practices, including the chapter administration and the selection, discipline, and dismissal of members



Eligibility:

1. Candidates eligible for selection to this chapter must be members of the sophomore, junior, or senior class.
2. To be eligible for selection to membership in this chapter, the candidate must have been in attendance for a period of one full year at Country Day School
3. Candidates eligible for selection to the chapter shall have a minimum cumulative average of 90% at the time of selection. Every subject will count in calculating the yearly average. This scholastic level of achievement shall remain fixed, and shall be the required minimum scholastic level of achievement for admission to candidacy. All students who can rise in scholarship to or above such standard may be admitted to candidacy for selection to membership.
4. Upon meeting the grade level, attendance, and grade level requirements, candidates shall then be considered based on their service, leadership, and character.

Selection of Members

Section 1. The selection of members to this chapter shall be by a majority vote of the Faculty Council consisting of five faculty members appointed by the principal in consultation with the Chapter Adviser. It is assumed that candidates will be given every opportunity to discuss their submissions with the faculty adviser prior to the Faculty Council meeting. The faculty members shall be selected to be representative of the faculty, i.e. from different subject areas, different grades, etc. However, it is important that the Faculty Council be composed of teachers who are well aware of student achievements in and out of the classroom. The chapter adviser shall be the sixth, non-voting, ex-officio member of the Faculty Council. Prior to notification of any candidates, the chapter adviser shall review with the principal the results of the Faculty Council's deliberations. The Faculty Council must meet at a common time so that all Council members can review the candidate files. If a member of the Faculty Council is unable to participate in the deliberations the principal will appoint another member...

These by-laws have been adopted at Country Day School effective March 2016.

Field Trips

Occasionally, faculty members schedule field trips for the purpose of educational enrichment or community awareness. Each student who wishes to participate must present a signed permission slip from his/her parents or guardian prior to leaving the campus. Students must wear the regulation uniform on the field trip unless the principal has given prior approval for other attire.



When traveling on a school sponsored trip, students must conduct themselves in a manner consistent with CDS standards of behavior. Also, students must travel to and from any field trip on the same bus – teachers will take attendance based on accurate student lists for each bus. If the field trip is optional and the student has a test scheduled in another subject that day, the student must remain on campus for the scheduled test. The Field Trip Policy Manual is available on the CDS webpage.

Each year, the Principal coordinates Challenge Trips for each grade. The purpose of the trips is to promote school unity and to provide students an opportunity to engage in challenges consistent with their age group. It is expected that each student, from grades 9 through 12, will participate in the Challenge Trip organized for their class. Students who choose not to attend the Challenge Trip will be required to be at school for Study Hall, or school-organized community service trips. In order for Challenge Trips to operate a minimum attendance of 65% of the grade must pay for the trip two months in advance.

The Country Day School only recognizes and authorizes field trips and/or challenge trips that are organized by the school and that have teacher supervision.

Due to the COVID pandemic, all field trips are currently suspended.

Graduation

Graduation requirements

Below is a list of minimum credits in each subject area. Counselors strongly encourage students to go beyond the minimum requirement in Science, Mathematics, Social Studies and World Languages. With guidance from school counselors, students will enroll in courses that are rigorous, challenging, and rewarding.

English 4	Mathematics 4	Social Studies 3
Science 4	World Languages 3	Fine Arts 2
Physical Education 1	Core Electives 2	

Credits Required: 24



Graduation Ceremony

The graduation ceremony will be held in early June. Traditionally, the ceremony has been held on a Saturday morning. Graduating students are required to attend dress rehearsals prior to the ceremony. The graduation ceremony is organized and executed by the college counselor and high school principal.

Valedictorian and Salutatorian Recognition

Each year, two members of the senior class shall be determined to be the valedictorian and salutatorian. The valedictorian will be the student with the highest grade point average, and the salutatorian will be the student with the second highest grade point average. The following guidelines will be used to determine the valedictorian and salutatorian:

1. The students must have been in attendance at Country Day School for three consecutive and full years of study in the sophomore, junior and senior years.
2. The highest grade point average will be determined by calculating the weighted grade at the end of year grades for grades 10 and 11, first semester of grade 12 and the third quarter of grade 12. The college counselor and principal will verify that GPA's have been calculated accurately and weighted appropriately.
3. Honors courses will have an additional .5 added to the GPA and AP courses will be given an additional weighting of 1.0 (Note that AP sciences have a course and lab component and the lab is to be included in the GPA as a ½ course).
3. The Bachillerato social studies course will be calculated into the GPA, however due to their limited meeting times, other Bachillerato courses are not included in the GPA.
4. If a tie exists, the student with the highest average score on all AP classes taken (use the 5-point scale and calculate all AP's) will be determined as the honoree. If there is a tie for valedictorian, the student who does not win the tiebreaker becomes the salutatorian.

Homework Guidelines

Homework is defined as any course-related work or activity that is required to be done outside of class time. Country Day School believes homework is an important instructional tool and should be a part of the educational experience that supports students' efforts toward reaching proficiency related to the content standards. Homework should not be a substitute for classroom instruction, nor should it be used for disciplinary purposes or as a measure of rigor. Instead, homework is a continuation of school assignments that will reinforce the content and skills learned in the classroom.



Homework should be assigned to meet one or more of the following purposes:

- Prepare for new learning
- Practice skills to increase speed and /or accuracy
- Deepen understanding of concepts learned

CDS believes that homework is an extension of the school day and therefore should be completed by the student. Teachers at the high school level are encouraged to structure homework assignments so that students are able to complete the work independently.

CDS recognizes that when assigning homework, teachers should be cognizant of the age and ability of the students and conditions that may influence the homework process. The effective use of homework should not require an unnecessary commitment of time on the part of the student or the student's family. The amount of homework assigned to the students should relate to the high school grade and, to a lesser extent, to the level of academic demand of the course (regular, honors, and Advanced Placement).

CDS is committed to using research-based information to support student learning related to homework. To this end, homework must be given for a specific purpose and feedback provided by the teacher. Though CDS does not regulate the type of feedback teachers must provide, teachers are expected to offer specific verbal and/or written feedback to students in a timely manner, usually by the next class period.

CDS believes that student performance should be assessed against a curriculum that is aligned with content standards. Homework should be done for its intrinsic value and to prepare for other assessments. Completing homework is preparation for a student's summative assessment at the end of a unit. Failure to do homework will be shown in the student's summative assessment as well as in the student's approaches to learning marks.

CDS believes that each stakeholder has a given set of responsibilities as they relate to homework. Defining these roles and responsibilities lessens the burdens on each party and provides direction for helping students be successful.

Responsibility of CDS Members

Responsibility of Staff

- Assign meaningful homework that is differentiated to challenge each student and that aligns with the standards and learning objectives



- Provide ongoing and clear guidance to ensure students understand the directions and reasons for the homework.
- Provide timely and specific feedback for all homework assignments.
- Inform parents of the homework policy and their roles related to homework.
- Promote quality work.
- Motivate students to be successful

Responsibility of Students

- Keep track of all homework assignments (online and/or with a planner).
- Follow routines related to study times and study habits.
- Establish an environment for learning (keep distractions to a minimum).
- Believe you can do the work.
- Ask for assistance if necessary; utilize your teachers to support your learning both during and outside of regular class time.
- Produce high-quality work at all times.
- Complete all assignments on time.
- Work independently unless the assignment specifies otherwise.

Responsibility of Parents

- Establish routines related to study times and study habits.
- Provide a suitable environment and study area.
- Reduce distractions. (It is recommended that all forms of technology, especially cell phones, notifications be turned off as notification sounds have been shown to lose the last 9 minutes of studied material in the brain.)
- Provide encouragement.
- Communicate with the teacher if difficulties arise.

Homework Communication

Students, teachers, and parents have various communication channels available to them regarding homework. The following channels of communication can be used to locate homework assignments and/or share homework expectations and concerns:

- Teachers' Google Classroom pages—accessible to students and parents
- Email between teachers, students and parents
- Verbal communication/meetings/conferences between teacher, student, and parent(s)
- Back-to-school night/open house/orientation



As with all queries or concerns related to courses, the first port-of-call for both students and parents should be the teacher.

Student Honor Code

The high school's honor code at Country Day School is based on the community's belief that personal and academic integrity are as important as academic achievement. Adherence to our honor code creates a community of trust among students and faculty by establishing principles for everyone to follow. The CDS student demonstrates academic integrity by being responsible and honest about his or her own work.

At the beginning of each school year, during the first high school assembly, every high school student will take the following pledge and sign our Honor Code Book of Minutes:
On my honor, I pledge my academic integrity, honesty, respect, and sportsmanship to the Country Day School community, and I will encourage others to do the same. As a member of this community, I will not lie, cheat, or steal.

From the first day and throughout the year, teachers and students will discuss what it means to live in a community with honor. Through dialogue and examples, we will seek to explore and explain personal and academic integrity. We ask that each student and parent read and sign this document as an affirmation of and commitment to the CDS high school honor code.

Academic Probation

A student will be placed on academic probation at any time during the school year if the student is failing two or more required courses or showing poor performance in four or more courses (generally defined as four grades at C- or below) or if there are serious problems in conduct or attendance. The probation status is designed to assist the student in improving his/her academic standing. To reach that goal, parental attention and involvement is necessary. The conditions and requirements of a student's probation will be set by administration after consultation with the faculty involved and then presented in writing to the student and parents.

Conditions of the probation may require that the student receive additional instruction outside of school hours. If improvement as set out in the contract does not occur within the given time, the student will be retained in the same grade or may be refused admission for the following school year.

Students placed on Academic Probation will have their following year's re-enrollment placed on hold until the student has met the conditions of the probation by increasing their grades to passing



for the semester or school year. Students who do not meet academic standards when on Academic Probation may be asked to leave the school due to a student's inability to achieve the necessary standards for continued enrollment at the school.

Honor Code Violations

The following table, although not exhaustive, lists actions that are considered violations of the student honor code as well as the consequences for such violations. The teacher's professional judgment will determine if a violation has occurred and consequences will be determined by the teacher, dean of students, and, if necessary, the high school principal.

Examples of honor code violations:	Consequences for honor code violations:
<ol style="list-style-type: none"> 1. Copying or offering answers on tests or quizzes either verbally, in written form, or by electronic means. 2. Talking with another student during a quiz or test. 3. Using any type of notes not permitted by the teacher. 4. Copying work that was assigned to be done independently (including homework) or allowing someone else to copy your work, either verbally, in written form, or by electronic means. 5. Turning in work that was done by another person during this year or from prior years. 6. Giving test information to other students. 7. Fabricating or altering laboratory data. 8. Turning in the same paper in more than one class without prior approval. 9. Removing a test without teacher permission from the classroom in which it was given. 	<p>First Offense</p> <p>These less serious consequences offer students an opportunity to learn from their decisions:</p> <ul style="list-style-type: none"> •Redo of the assignment where academic dishonesty takes place •Conference that will include the student, parent, administrator, and teacher or counselor •Detention or suspension •Documentation of the offense in the student's file, which could affect a student's ability to procure letters of recommendation (see below) <p>Second and subsequent offenses:</p> <p>Depending on both the severity and frequency of offenses, a violation may carry any of the following consequences:</p> <ul style="list-style-type: none"> •Suspension • Prior to writing any letter of recommendation for a college or scholarship, teachers are allowed access to information on any honor code violations by the student requesting the letter. Teachers have the right to deny letters of recommendation for any reason, including violation(s) of the CDS student honor code. •Indefinite suspension and/or recommendation that the student seek an alternative educational environment

<ul style="list-style-type: none"> 10. Copying phrases, sentences, passages without citation while writing a paper. 11. Pressuring other students to violate the CDS Student Honor Code 12. Accessing and sharing information about tests and quizzes stored in computers. 13. Forging signatures. <p>Representing a project as one’s own when it involved collaboration without prior teacher approval.</p>	
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At CDS we want to provide support for our students to build relationships, problem-solve, and to play an active role in addressing any issues that involve infractions of school rules. In education, this approach is often referred to as “restorative” and is characterized by resolving with students rather than to them or for them. There are three principles attached to the fair process of this approach:

1. Engagement: involving individuals in decisions that affect them by listening to them and genuinely taking their opinions into account;
2. Explanation: explaining the reasoning behind any decision-making to everyone who has been affected. This does not mean that everyone will agree with the decision, but it does ensure transparency and clarity.
3. Expectation of clarity: ensuring that everyone understands the consequences of a decision and the role that each individual must play going forward.

Thus, we see our role at CDS as more nurturing and forgiving than punishing. We monitor and impart clear standards that aim to support the growth of young adults in high school in order to develop students who are assertive, socially responsible, co-operative and self-regulating. Students are held accountable for their actions in an environment of trust and respect wherein character development is the primary goal.

The four pillars of the profile of the graduates guide our policies and decision-making with regards to dealing with student issues. The determination of the severity of the offense and appropriateness of the corrective measure will be based on the assessment of the dean of students and the principal. Restorative measures are intended to provide a framework for students to learn from their decisions and behaviors while protecting the integrity of the mission of the school. Incidents may arise that



are not included within the policies outlined below; however, it is recognized that CDS has the right to maintain a safe environment for all students and therefore has leeway to interpret infractions in a manner that is fair and consistent.

Level-One Infractions

Infractions	Corrective Measures
<ul style="list-style-type: none"> • Minor disruptive behavior during class, assemblies, or other CDS functions • Littering • Repeated tardiness to school or class • Repeated dress code violations • Inappropriate displays of affection • Eating or drinking in prohibited areas • Inappropriate use of technology • Minor insubordination 	<ul style="list-style-type: none"> • Verbal warning (by either teacher or principal) • Parent notification or parent conference • Mandatory community service • Detention (after school, lunch, or break) • Withdrawal of privileges • Other appropriate measures

Level-Two Infractions

Infractions	Corrective Measures
<ul style="list-style-type: none"> • Major disruptive behavior during class, assemblies, or other CDS functions • Skipping class • Disrespectful, insubordinate, or harassing behavior • Lying • Plagiarism • Minor theft • Minor vandalism of school property or property of others • Leaving campus without permission • Inappropriate use of technology • Breaking the honor code • Repeated level-one infractions 	<ul style="list-style-type: none"> • Parent notification or conference • Detention • Withdrawal of privileges, for example sports and extra-curricular activities • Out of school suspension up to 1 day • Mandatory community service • Restitution of property • Required counseling • Other appropriate measures

Level-Three Infractions

Infractions	Corrective Behaviors
<ul style="list-style-type: none"> ● Physical intimidation, fighting, or other use of force ● Using a phone or other technological medium to bully or harass a student or teacher ● Major theft ● Use of tobacco products ● Possession of alcohol or illegal drugs on campus ● Possession of a weapon ● Bomb threat or false alarm ● Plagiarism ● Repeated level-1 or level-2 infractions 	<ul style="list-style-type: none"> ● Parent notification or parent conference ● Withdrawal of privileges ● Out-of-school suspension up to 5 days ● Required counseling ● Dismissal from school ● Restitution of property

Detention

Teachers and administrators may give detentions to students for misconduct. In such cases, the administration will be notified by being copied on communication home informing them of a detention . Detentions will consist of supervised periods of time by the teacher assigning a detention. If the Principal assigns a detention, the detention will take place during break periods and lunch. Students serving detentions will have to perform some sort of service to the school during those times.

Behavioral Probation

In the case of level-one or level-two offenses, a student may be placed on behavioral probation. Conditions of probation will be set in writing at the discretion of the school administration in the form of a contract between the student, the parents, and the school. Students placed on behavioral probation and are under a contract between the student, parent, and school will have their re-enrollment for the following year held until all requirements of the contract have been met.

In-School Suspension

Students serving an in-school suspension will be assigned a physical space for the day in which to complete assigned work from his/her classes. The student will receive credit for work done during an in-school suspension. While on suspension, a student may not participate in school sports or activities until approved by the principal. Only the principal may assign an in-school suspension.



Out of School Suspension

Students serving out-of-school suspension are not allowed on campus nor can they participate in any school function while serving their consequence. Suspensions will occur through the following process:

1. The decision to suspend a student will be made by the principal after taking all reasonable measures to gather the relevant facts, consulting with any involved teacher or staff member, and meeting with the student.
2. The student and the parents will be notified immediately.
3. If required by the principal, parents will accompany the student upon his/her return to their classes following the suspension for a conference.

Indefinite Suspension

When the principal and General Director deem that student misconduct has placed other students at risk, or the student has not complied with efforts to remediate behavior, the school will consider indefinite suspension or expulsion. In such cases, the student is suspended until the end of the academic year and may not be readmitted for the following academic year.

Dismissal from School (Expulsion)

The school reserves the right to dismiss a student from school should a student violate the school's rules and policies set herein. We do not take dismissing a student lightly and we will use all measures to support a school who has violated our rules and policies to ensure they remain a student at CDS. Violations of behavior contracts and academic probation requirements are the two most likely ways for a dismissal to occur.

There are occasions where the violation is egregious enough where an immediate dismissal shall take place. These violations are considered to place the safety of our school community members at risk where an immediate dismissal is warranted.

School Right to Respect

CDS reserves the right to inspect the student's locker, bookbags, and personal items. Inspection will be carried out in case of suspicion that the student carries an illegal substance or paraphernalia,



and / or whose carrying implies a violation of the national legislation or school rules and policies of CDS.

In addition, CDS reserves the right to carry out inspections at random, without any suspicion, in order to verify that students do not carry articles, substances or materials whose carrying implies a violation of national legislation or school rules and policies of CDS. In both cases -specific suspicion and / or random review- the procedure specified below will be followed.

Lockers

CDS assigns a locker to each student at the beginning of the school year. These lockers are the exclusive property of CDS. It is prohibited for students to exchange or share lockers without prior approval by the Principal. Nor can they take an empty locker without the approval of CDS. Lockers must be kept locked at all times. If the locker is damaged, the student responsible for the locker must report this damage to CDS as soon as the damage has been discovered. All lockers must be cleaned on the last day of school.

For the 2021-2022 School year, lockers have been removed to allow for appropriate distance of students in the hallways.

Revision and Inspection of Lockers

If for any reason there is a suspicion that the materials stored in a certain locker do not comply with the rules and policies of CDS, or whose possession by the students would imply a violation of the national legislation, it will be requested to the student who was assigned to open and inspect it.

Random inspections of students' lockers may also be carried out in order to verify that they do not store materials that do not comply with the rules and policies of CDS or whose possession by students would imply a violation of national legislation. In both cases -specific suspicion and / or random review- the following procedure will be followed:

- The review will be conducted in the presence of two witnesses of legal age and additionally in the presence of the following school personnel: HS Principal or designee appointed by the Principal or General Director.
- The student will be asked to open their locker.
- If the student refuses to open it, the administration will open it and the student will be given the option of being present when it is opened.
- If material or substances that do not comply and are in violation with the rules and policies of CDS are found in the box or whose possession implies a violation of the national legislation, photographs of said materials or substances will be taken.
- From the proceedings, a report will be immediately drawn up and signed by the staff of the school that witnessed the opening as well as by the witnesses.



- The student's parents will be immediately informed of what happened and will be given access to the minutes and tests.
- If appropriate, a disciplinary procedure will be initiated in relation to the student, in accordance with the internal regulations of CDS.
- CDS may keep possession of the materials or substances found until the disciplinary procedure ends.

Inspection of Bookbags, Lunchboxes and personal Items

If for any reason there is a suspicion that the materials inside the bookbags, lunch boxes, or in general in the belongings of any student or students, do not comply with and/or violate the rules and policies of CDS, or whose possession by part of the students would imply a violation of the national legislation, CDS will be able to inspect it.

Random inspections of the bookbags, lunch boxes, or in general the belongings of the students may also be carried out in order to verify that they do not carry or introduce materials to the CDS campus that do not comply with and/or violate rules and policies of CDS, or whose possession by the students would imply a violation of the national legislation. In both cases - of specific suspicion and / or random inspection - the student may also be asked to empty the pockets of his clothing. The procedure -if there is a specific suspicion and / or in case of random inspection-, the following procedure will be followed:

- The inspection will be conducted in the presence of two witnesses of legal age and additionally in the presence of the following school personnel: HS Principal or designee appointed by the Principal or General Director..
- The student will be given the option to be present at the inspection.
- All CDS students are required to allow the aforementioned review to be carried out.
- If as a product of the inspection there are substances or materials that do not comply with and/or violate the rules and policies of CDS, or whose possession implies a violation of the national legislation, photographs of said materials or substances will be taken.
- From the proceedings, a report will be immediately drawn up and signed by the staff of the school that witnessed the opening as well as by the witnesses.
- The student's parents will be immediately informed of what happened and will be given access to the minutes and tests.
- If appropriate, a disciplinary procedure will be initiated in relation to the student, in accordance with the internal regulations of CDS.
- CDS may keep possession of the materials or substances found until the disciplinary procedure ends.

Reenrollment/Matriculation

CDS reserves the right to withhold reenrollment from any student who violates any CDS policy

Student Support Services

Guidance Counselors

The high school has three counselors:

- A College Counselor
- A Guidance Counselor for grades 9 to 12
- A student support services specialist for grades 9 to 12 whose primary responsibility is to ensure the academic success of students who need additional support.

The Guidance Counselor and the student support services specialist are available at Country Day School for consultation with students and parents to assist with academic, personal, family, and other issues that may be impacting students' academic performance or emotional well-being. Services available include individual and group counseling and referral to appropriate community resources. They facilitate programs including new student orientation, individual and group testing, academic scheduling, data analysis of student demographics, and consultation with faculty and parents. As well, our staff is trained in crisis management and have up-to-date training in child protection protocols.

College and Career Counseling

Country Day School provides a comprehensive post-secondary counseling and placement service to all of its students. The CDS college counselor, provides individual college counseling, coordinates visitations from college admissions offices and to area college fairs, advises students regarding college application preparation, assists with college essays, résumés, interview preparations, and supports students in seeking financial aid. Additional events specific to college athletics, support for students with specialized learning needs, and other transition needs are also provided throughout the year. Juniors and seniors planning to pursue post-secondary education are urged to schedule individual meetings with the college counselor. The placement office focuses on assisting all students to be career and college-ready.

The college counselor also assists with information necessary for college applications such as required courses, grade point averages, class rank, and SAT/ACT scores. Students may inquire in the college counseling office to review the credits they have accumulated, their current weighted and/or unweighted GPA, and the specific credits required for graduation.

U.S. colleges and universities rely on standardized examination scores to measure the scholastic potential of students. The college counselor can explain in detail the test dates and all requirements



for the PSAT, SAT I, ACT, SAT Subject Tests, and Advanced Placement exams. Other special events offered include grade-level college nights where students and parents are briefed on the college application and selection process and college fairs, which host college representatives who can supply specific information.

Crisis Response Team

It is possible that a crisis could occur that would impact the high school community. Recognizing this, a team of school and community members has been formed and trained to respond to such emergencies. The goal of the team is to facilitate a smooth and caring response in the event of a crisis, realizing the importance of maintaining a normal school atmosphere while providing help for those students and adults who need our support. A crisis response plan includes strategies for responding to personal, school, or community emergencies that impact the emotional and physical wellbeing of our students, staff, and community.

Technology

Google Classroom

In order to make teaching and learning more organized and streamlined, all high school teachers have adopted Google Classroom as a workflow and communication tool, effective 2017-18. Google Classroom is a blended learning platform that allows teachers and students to communicate, create, revise and assess learning in a paperless and efficient environment.

What can teachers do in Google Classroom?

- share resources, such as documents (directly for Google Drive), links, and videos with students
- make announcements to their students about classroom activities or show examples of exemplary student work
- assign work to students by “pushing out” a google doc to all students
- see a student’s work on a digital assignment in progress, allowing teachers to help/guide students as they work through an assignment, not just after it’s turned in
- pose questions and prompts to students; responses can be seen by the whole class or just the teacher, depending on what is valuable and/or appropriate
- organize a calendar to keep track of all assignments and due dates

What will teachers not do in Google Classroom?

- grade assignments or use Classroom as a gradebook
- post grades at the end of each quarter
- report MAP or PSAT scores



- take attendance

What can students do using Google Classroom?

- receive announcements
- easily access classroom resources
- receive assignments and turn in work
- see missing assignments
- see upcoming assignments and due dates
- see a calendar with all assignments from all classes

CDS requires that all students in the high school have a laptop computer. All computer use, whether private laptop or school property, is subject to the rules and regulations stated within the CDS Acceptable Use Policy, and parents are required to read the document, including the consequences for failing to adhere to the same. The document is published on the school's website. Attendance at CDS implies acceptance and adherence to these rules.

Within each classroom, teachers have the authority to establish specific guidelines of use pertinent to the subject and its needs for laptop use.

Note: See addendum, "CDS Technology Responsible Use Policy," (attached at the end of the Handbook)

Transportation

Change of Transportation

If parents wish to change their child's usual method of transportation home, they must send a note in writing or an e-mail to the HS secretary (fabiana.batres@cds.ed.cr) by 10:00 a.m. She will send a return email confirming the receipt of your request. For all children's safety, changes of transportation may not be made through a phone call.