*2018-2019 High School Student and Family Handbook*

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**Introduction**

Welcome to the school year 2018-19 at the Country Day School in Costa Rica.

The policies and procedures contained in the Student and Family Handbook aim to ensure a productive and efficient partnership between the school, faculty, students and parents. The foundation of all policies and procedures is the desire to create a safe, respectful learning environment in which all parties understand and fulfill their responsibilities and obligations. Such an environment not only supports the academic and emotional success of students but also supports their continued development as a young adult to “*Be Ambitious”* as they prepare to live in a global society.

The Handbook contains a wide range of information from overarching concepts such as the **Mission Statement** and **Profile of Graduates**, to very specific details about procedures to follow in specific situations. Setting out the policies and procedures allows for visible expectations and responsibilities for all constituents. However, it is impossible to have a written policy, or detailed procedures, for every eventuality that could occur in an active high school. Ultimately, our Core Values and our commitment to ensure a safe, respectful environment will guide our interactions with regards to the policies, procedures and spirit of the Handbook. As you navigate the Handbook, you will find that most of the topics are listed alphabetically under a broad theme. The exception is the Child Safety section.

On behalf of the CDS community, and the HS faculty in particular, I welcome you to the school year 2018-19 and look forward to sharing in the learning journey of each child at the Country Day School.

José Luis (Joey) Menendez

High School Principal

**\*This Handbook is constantly being updated, please be aware that we reserve the right to change our policies and procedures at any time.**

**SCHOOL LEADERSHIP TEAM**

Patrick Brow President

Scott Adams Director

Dora Sevilla Business Manager

**PRINCIPALS**

José Luis Menendez High School

James Tucker Middle School

Jack Young Elementary

Keitsa Brisson Early Childhood

**CURRICULUM LEADERS**

Vera Adams MS/HS Curriculum Loor

Marie Franklin EC/ES Curriculum Coordinator

School Website: <https://www.cds.ed.cr/>

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**HIGH SCHOOL STAFF DIRECTORY**

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**2018-19 SCHOOL CALENDAR**

First Semester August-December 2018

Wednesday, August 1 Administrators, Principals and Counselors Return

Monday, August 6 First Day for New Teachers

Monday, August 13 First Day for All Teachers

Wednesday, August 15 Mother's’ Day (CR) Holiday-School closed-

Friday, August 17 New Families and Students Orientation Day

Monday, August 20 **First Day of School for All Students**

Friday, October 12 Día de las Culturas (CR) Holiday-No classes-

**Friday, October 19 End of the First Quarter (44 days)**

Wednesday, October 24 No classes for EC/ES/MS Students

Parent/Teacher Conferences Half Day (8:00am-12:00md) for High School Students

Thursday 22 and Friday 23 Thanksgiving (US) Holiday-No classes-

Friday, December 14 **End of Second Quarter (37 days)**

**Half Day for All Students - Mid-Year Vacation**

Second Semester January-June 2019

Monday, January 7 School Offices Open

Tuesday, January 8 Principals and Administrators Return

Thursday, January 10 Teachers Return – Professional Days

Friday, January 11 Orientation Day for New Students and Families

**Monday, January 14 First Day of School - Second Semester begins**

Monday, February 18 Presidents’ Day (US) Holiday -No classes-

**Friday, March 15 End of Third Quarter (44 days)**

Wednesday, March 20 No classes for EC/ES/MS students

Parent/Teacher Conferences Full day of school for HS Students

Thursday, April 11 Dia de Juan Santamaria (CR) Holiday-School closed-

Friday, April 12 No classes for EC/ES/MS/HS Students

Monday, April 15 to Friday 19 Easter Week (Semana Santa-CR)-School closed-

Wednesday, May 1 Dia del Trabajador (CR) Holiday-School closed-

Saturday, June 8 HS Graduation 53rd Commencement Exercises-Class of 2019

**Thursday, June 13 End of Fourth Quarter (55 days)**

**Half Day for All Students - Last day of School**

Friday, June 14 Last day for Teachers-Half Day-

**INTRODUCTION TO COUNTRY DAY SCHOOL**

Country Day School was founded in 1963 as a private coeducational school similar to U.S. college preparatory schools. The school grew from an initial 18 students to its present combined enrollment of more than 800 students representing more than 40 nationalities. CDS spent many years at its Escazú campus. In August of 2016 the school moved to a brand new purpose-built facility in San Rafael de Alajuela. Country Day School is recognized throughout Costa Rica and Central America for its level of consistent excellence in academics, its contributions to social justice and its leadership in being stewards of environmental awareness.

***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).

***Mission***

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

***Beliefs***

At Country Day School we believe that:

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

***Profile of Graduates: “The Four Pillars”***

1. Our Country Day School students demonstrate **a strong academic foundation**:

* thinking and communicating mathematically and scientifically
* knowledge and inquiry processes that allow informed decision-making for the public good as citizens of an interdependent world
* coherent oral and written expression in both English and Spanish, including listening and speaking
* responsible, safe, and effective use of technology for education and personal growth
* literacy in the areas of print and electronic media
* organizational skills, study habits, and effective time management
* analytical and critical reading of a wide range of texts

2. Our Country Day School students are able to utilize the following **thinking skills**:

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

3. Our Country Day School students are able to **actively and meaningfully contribute** by:

* working both independently and collaboratively
* actively building community locally, nationally, and globally
* courageously showing empathy and compassion to others
* demonstrating respect for people of different backgrounds, including ethnicity, learning differences, country of origin, race, nationality, sexual orientation, gender, or beliefs
* respecting and caring for our planet through active stewardship

4. Our Country Day School students exhibit the following **personal qualities**:

* integrity through adherence to moral and ethical principles
* accountability as shown by accepting responsibility for their actions
* leadership as shown through self-discipline, communication and organizational skills, and initiative
* adaptability as shown through adjustment to new environments, challenges, and conditions
* commitment to wellness as shown through making good choices that enhance emotional and physical health

**SCHOOL POLICIES**

***CHILD PROTECTION***

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

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

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

Please take a few minutes to review the full [**Child Protection Policy.**](https://drive.google.com/file/d/1BL7LSq2VuS3TAMg5BFWohYziIF6_j5et/view?usp=sharing)

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

***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 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).

Country Day School has rigorous and demanding courses, consistent with our objective to prepare students for entry to the top colleges in the United States, Costa Rica and the world. Therefore, students are required to demonstrate a high degree of proficiency on all entry examinations.

For entry to 9th and 10th grades, students must score, at a minimum, in the 60th percentile on both the reading and math sections of the MAP assessment (n.b. other standardized assessment measures may be accepted if the student has been recently assessed). For admission to 11th and 12th grade students must submit a transcript consistent with courses offered at CDS and must be able to fulfill graduation requirements by the end of senior year. For students admitted in the junior or senior year the Admissions Committee will look favorably upon students with successful AP or Honors-level experience.

***ASSESSMENT, EVALUATION 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. 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

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.

**Student and Teacher Responsibilities for Missed or Late Evaluations**

Students are responsible for providing evidence of their learning within established timelines, and shall realize that there are consequences for neglecting to complete evaluations or submitting those evaluations after the due date. 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 their class websites. 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;
* 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 Dean of Students;
* Deducting marks for late assignments. Should teachers choose to deduct late marks, typically as a last resort to ensure assignment completion, they must ensure that mark reduction will not result in a final grade that misrepresents the student’s actual achievement level.
* All assessments must be completed at the end of each quarter 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 in quarters 1, 2 or 3, an “Incomplete” may be entered for up two weeks, at which time a grade must be submitted. 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 are 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 three 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 4th quarter. 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 the College Board test. The teacher *may* factor the practice exam into the 4th quarter grade, 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 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 first quarter, second quarter, third quarter, and are currently at or above that level in fourth quarter 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 fourth quarter 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 grade by taking an extraordinary examination. The revised semester average is calculated by adding 70% of the extraordinary exam grade plus 30% of the failing grade. 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.

If a student is in danger of failing a semester, or the course, the teacher will send an email to parents and the principal outlining the cause of the low grade and what the student needs to do improve the grade. This notification from the teacher will be sent as soon as possible, but no later than two weeks prior to the end of a quarter and/or semester.

**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 (NMSQT) recognition is based upon performance on the PSAT during the junior year.

***ATTENDANCE***

Attendance is an essential aspect of success in the 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 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 8:00 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 Dean of Students. A student who arrives more than 15 minutes late to a class will 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 with an expectation that it is completed by the second day after returning to school. When absent, students should consult the online portal to obtain their assignments. Prior to a known absence, it is the student’s responsibility to obtain the pre-absence form for his/her teachers to fill out with respect to work that will be assigned and due 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.

***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; Academic Honor Roll; Outstanding Service; and Outstanding Citizenship.

**Academic Honor Roll**

There are two academic honor rolls in the high school. High Honor Roll students will have a cumulative semester average of 93% or above with no grade below 90%.

Honor Roll students will have a cumulative semester average of 90% to 92.9% or above with no grade below 87%.

* For Honor Roll status grades are not rounded up. Students must be at or above the minimum grade requirement in each range.

NOTE: AP classes will be weighted at .10 and Honors classes will be weighted at .05. Thus, a student with an 85% in an AP class will be considered to have a 95% for the purposes of identifying High Honor and Honor Roll students.

**GPA calculation:**

93-100 = 4.0 90-92 = 3.67 87-89 = 3.33

83-86 = 3.0 80-82 = 2.67 77-79 = 2.33

73-76 = 2.0 70-72 = 1.67 67-69 = 1.33

63-66 = 1.0 60-62 = 0.67

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, each academic year is given a separate GPA and the average is calculated from the combined GPA’s. Only courses taken at CDS will be counted towards the GPA sent to colleges and universities.

**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 combines 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 Víquez 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.

***COMMUNICATION***

**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.

In the high school, parent-teacher conferences are scheduled at least once per year for a significant part of

the day. They provide and opportunity for the parent and teacher to share concerns, exchange ideas and

develop strategies for the success of the child. Students are encouraged to attend the conferences to

provide insight and to take ownership of their learning.

**Parent Committee**

The Parent Committee is an organization that acts as a liaison between parents and the school

administration and, on occasion, within the community. The Parent Committee believes that there is a

direct relationship between parent participation and student performance at school. The Parent

Committee works to establish effective communication between parents and the school administration.

They also work with the school administration, in a team effort, to support the academic and

extracurricular efforts made on behalf of the students at Country Day School. The Parent Committee also

organizes monthly meetings with the principal – these meetings are open to all parents.

**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 classroom 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 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 pre-pay 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.

**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. If students wish to have visitors during lunch, students must notify the front office of the visit at least 24 hours before the scheduled visit. At no other times are students allowed to have visitors unless it is approved by the principal.

We ask that parents check in at the high school office, rather than go to the learning spaces during class time. Parents are kindly requested to check in with the office upon every school visit even if your child or a teacher is expecting you.

***COMMUNITY FACILITIES***

**Food Services**

Hot and cold lunches, including a variety of drinks, snacks, desserts and a vegetarian menu, are available each day from the school cafeteria. Students may pay in cash or by deposit in the business office. Students may also choose to bring lunch from home. For safety reasons, we cannot allow glass bottles or other breakable containers on campus. Students are expected to eat healthy, nutritious food that will contribute to increased energy and focus throughout the school day. Any fundraising or club events that involve food need the prior approval of the principal.

**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.

**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 office. Please feel free to come and 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.

**Senior Area**

The senior study area is a privilege for our students, not a right. At the discretion of the principal, the seniors may have a designated area for studying. It is the responsibility of the seniors to keep the area clean and to maintain an environment that is conducive to learning. The school will determine what furniture can be placed in the senior area. Seniors should also consider that they play an important leadership role on campus, therefore it is important to be visible and to be positive role models in the school.

***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 to 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 ADDS/DROPS 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.

The following AP courses may be offered for the 2018- 2019 school year pending enrollment numbers:

US History World History Economics (Macro & Micro)

Psychology Comparative Politics

Biology + Lab (1.5 credits) Chemistry + Lab (1.5 credits) Physics I + Lab (1.5 credits)

English Literature English Language and Composition Environmental Science

Calculus AB Calculus BC Statistics

Spanish Literature Spanish Language and Culture

Studio Art 2D Studio Art 3D Design

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 the high school, the school day begins at 8:00 am and ends at 2:55 pm. The exception is that school dismisses at 2:00 each Wednesday. There are seven academic courses within the schedule as well as “flex” times when students have assemblies and electives. During three-day or four-day weeks, the schedule will be modified so that the first period of every week is “A period” and the week ends with a “G period.”

**High School Schedule 2018-2019 5 Day Week**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5 Day Regular Schedule** | | | | |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **A** (8:00-8:55) | **G** (8:00-8:55) | **E** (8:00-8:55) | **C** (8:00-8:55) | **B** (8:00-8:55) |
| **B** (9:00-9:55) | **A** (9:00-9:55) | **F** (9:00-9:55) | **D** (9:00-9:55) | **C** (9:00-9:55) |
|  | **Assembly/Senior Speech** |  | **Assembly/Senior Speech** |  |
| **Break (9:55-10:20)** | | | | |
| **C** (10:25-11:20) | **B** (10:25-11:20) | **G** (10:25-11:20) | **E** (10:25-11:20) | **D** (10:25-11:20) |
| **D** (11:25-12:20) | **C** (11:25-12:20) | **A** (11:25-12:20) | **F** (11:25-12:20) | **E** (11:25-12:20) |
| **Lunch (12:20-12:55)** | | | | |
| **E** (1:00-1:55) | **D** (1:00-1:55) | **B** (1:00-1:55) | **G** (1:00-1:55) | **F** (1:00-1:55) |
| **F** (2:00-2:55) | **Elective** (2:00-2:55) | **2 pm Dismissal** | **A** (2:00-2:55) | **G** (2:00-2:55) |

**4 Day Week**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| **A** (8:00-8:55) | **G** (8:00-8:55) | **E** (8:00-8:55) | **C** (8:00-8:55) |
| **B** (9:00-9:55) | **A** (9:00-9:55) | **F** (9:00-9:55) | **D** (9:00-9:55) |
|  | **Assembly/Senior Speech** |  | **Assembly/Senior Speech** |
| **Break (9:55-10:20)** | | | |
| **C** (10:25-11:20) | **B** (10:25-11:20) | **G** (10:25-11:20) | **E** (10:25-11:20) |
| **D** (11:25-12:20) | **C** (11:25-12:20) | **A** (11:25-12:20) | **F** (11:25-12:20) |
| **Lunch (12:20-12:55)** | | | |
| **E** (1:00-1:55) | **D** (1:00-1:55) | **B** (1:00-1:55) | **G** (1:00-1:55) |
| **F** (2:00-2:55) | **Elective** (2:00-2:55) | **Day 2 or 3 Early Dismissal** | **Student Council** |

**3 Day Week**

|  |  |  |
| --- | --- | --- |
| **1** | **2** | **3** |
| **A** (8:00-8:45) | **A** (8:00-8:45) | **A** (8:00-8:45) |
| **B** (8:50-9:35) | **B** (8:50-9:35) | **B** (8:50-9:35) |
| **Break (9:35-10:00)** | | |
| **C** (10:05-10:50) | **C** (10:05-10:50) | **C** (10:05-10:50) |
| **D** (10:55-11:40) | **D** (10:55-11:40) | **D** (10:55-11:40) |
| **E** (11:45-12:30) | **E** (11:45-12:30) | **E** (11:45-12:30) |
| **Lunch (12:30-1:15)** | | |
| **F** (1:20-2:05) | **F** (1:20-2:05) | **F** (1:20-2:05) |
| **G** (2:10-2:55) | **G** (2:10-2:55) | **G** (No G on Wednesdays) |

***DRESS CODE AND SCHOOL UNIFORM***

The purpose of a uniform at Country Day School is to create a favorable climate for learning in which all students are treated as equals. Final interpretation of any uniform rests with the principal and, if necessary, the general director. 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 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.

All high school students may wear a Grey polo shirt with an embroidered CDS logo. Since CDS has a new logo and therefore a new uniform students are allowed to use their old uniforms for the next two years.

In the spring of their junior year, rising seniors will be allowed to order a special shirt for their final year. This will be done in consultation with the senior adviser and principal. In addition, seniors may have a free dress day on the last Friday of each month.

High school students may wear navy blue pants or navy blue Bermuda shorts; girls may wear navy blue capris (cropped pants that extend below the knee). Pants must be straight, loose fitting, and to the waist. No denim or denim-like fabric, Lycra, leggings, leather, jeans, cargo or fatigue-style pants are permitted. Under no circumstances should pants sag or show underwear.

Shoes may be navy blue, black, gray, or white. They may have a minimal amount (up to 10%) of another color such as a logo or white sole; however, designs are not acceptable. All students must wear socks. They may be navy blue, black, gray, or white.

Students may wear sweaters or jackets that are solid navy blue, black, gray, or white. In order to promote college awareness, students may wear a college sweatshirt. Hand-size or smaller logos are allowed; stripes and designs are not. Any t-shirt worn under the shirt should be white or blue or an official school PE t-shirt. The t-shirt should not protrude from underneath the polo shirt.

In addition, students are required to have a physical education uniform consisting of red shorts and a t-shirt with the school logo, both available from the Campus Store. They may wear their official CDS athletic team uniform shorts for PE if they choose. T-shirts purchased for the annual 5K Fun Run or other official CDS t-shirts may be substituted for the school t-shirt. None of these shirts may be worn during lunch or recess time except for special events.

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 hairstyles are permitted. Hair must be well groomed and neatly maintained.

Only students leaving at the end of the school year will be allowed to have their shirts signed by their peers and teachers.

Appropriate uniforms are required to attend classes. Students who are out of uniform or whose appearance is deemed unacceptable will not be admitted to class at the discretion of the dean of students or principal. Our main goal is to ensure that students are in class and learning; however, as a community we must protect the learning environment and culture of the school. Any student who continually disregards the dress code policies may be required to sit in the office until appropriate clothing arrives from home disciplinary action may be taken for repeated uniform infractions.

CDS has changed its logo and thus changed the logo on the school’s uniform. Uniforms with the prior logo may be worn for two years until the 2020-2021 school year. Beginning in the 2020-2021 school year, the prior logo will no longer be allowed.

**Special Dress Days:**

Occasionally we will have a dress down day or special dress day. On these days students must follow the theme of the day, or the dress regulations as stipulated for that day. At no time will jeans with rips, holes or tears be allowed. In keeping with our high standards at CDS it is expected that students will always dress appropriately and not be a distraction to the learning environment. During the school year, there will be several events of a special nature, for example MUN conferences, Band and Choir performances, etc. For those days, the teacher, or a student leader should see the principal to gain approval for special dress privileges.

**Sport and Spirit Days**

On days when we have a home athletic game students may wear their red spirit shirts, or a CDS team shirt. These days will be requested by STUCO and require the approval of administration. Athletes participating in the game may wear their team shirts (but not team shorts or sweatpants) on days we have a home or away game. Students must wear regular school pants or shorts.

For AASCA pep rallies students may wear a team jersey or the red spirit shirt. Students are permitted to wear jeans on days we have a pep rally. However, the jeans must not have rips, tears or holes.

***EMERGENCY, SECURITY AND SAFETY PROCEDURES***

Emergency preparedness is our most important ally, and at school we run regular drills so that students will know exactly what to do in case of an emergency. The signal for an emergency drill is a continuous bell or siren. High School students and teachers evacuate the buildings and proceed directly to The Green in front of the high school and they remain with their classroom teacher for attendance. Should the need arise to evacuate the campus, students will be moved to the Soccer field to prepare for evacuation. In the event of a school-wide evacuation, a parent or a designated alternate will pick them up as soon as possible. Parents must pick up their children since bus transport will not be available.

At the beginning of each school year, the CDS director sends detailed emergency information to each family. Families are also asked to update emergency telephone numbers for our phone tree.

Each year each school family is asked to complete an emergency consent form. This form is kept on file and in the case of emergency is used to determine who should be called, who is allowed to pick up the children in case the parents cannot be located, and where the home is located. It is imperative that each family complete and return this form to the school as soon as possible after it is distributed to homes.

In the event of injury to a student, the school will render first aid as necessary, and will notify the parents immediately. Should the student be seriously injured, requiring immediate transport to a hospital or clinic, the school will arrange for such transport by car or ambulance and notify the parents to proceed to the hospital. In such a case, a student is never sent alone; the nurse, a teacher, or an administrator always accompanies him or her.

**In case of a Fire or Emergency that requires leaving the classroom:**

The signal for an emergency drill is a continuous bell or a siren. Students and teachers should evacuate buildings quickly, calmly and quietly to the designated areas. High school exits are as follows:

Second- and third-floor classes exit down the outside stairs to the first floor and out the main entrance; ground-floor classes exit from the main entrance.

Students should proceed directly to the courtyard and meet in their assigned groups. Students should remain with their teachers throughout the emergency drill. At the conclusion of the drill, the sounding of a long bell will signal the orderly return to classes.

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

**Earthquake: What to do during an Earthquake**

Stay calm! If you're indoors, stay inside. If you're outside, stay outside.

“Drop, cover and hold on.”

Drop to the floor, or ground, as quickly as possible as it is difficult to stand and maintain balance during an earthquake. Cover your head and neck. If possible, get under a table so that you do not get hit by flying debris or heavy objects. Hold on to something so that you move with the motion of the earthquake – this will give you a better sense of stability and safety.

Listen for instructions from a teacher or principal. If you are inside a building, stay away from windows and doorways. Get under a table as quickly as possible. Once the shaking stops, move to a safe place away from heavy objects, electrical lines, trees, or buildings. Be prepared for aftershocks. If you feel an aftershock, “Drop, cover and hold on.”

**Evacuation Plans**

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.

**Medical Emergency**

A student who becomes injured or ill during the school day must report to the clinic. If clinic staff is unavailable, the student is to report to the main office. If the situation warrants it, a parent/guardian will be contacted. In the event of injury to a student, school personnel will render first aid as necessary and will notify the parent immediately. Should the student be seriously injured requiring immediate transport to a hospital or clinic, school personnel will arrange for such transport by car or by ambulance and will notify the parent immediately so they may proceed to the hospital. A student is never sent alone; he/she is always accompanied by the nurse, a teacher, or an administrator. All students have insurance coverage that provides for ambulance service if they need to be transported.

**Emergency Consent Forms**

***Note: See Addendum, “Emergency Consent Form,”***

Country Day School provides a consent form for parents to designate an alternate person to pick up their children in case of an emergency. These designated drivers should keep this form in their cars at all times. In an emergency, they will be allowed to pick up students only if they give the consent form to the teacher in charge.

**Accident Insurance**

All students enrolled at Country Day School are insured against accident and injury 24 hours per day, year-round. At present, the policy covers medical expenses incurred from an accident with a 5% deductible. Claim forms as well as more information are available in the business office for reimbursement of expenses incurred for medical treatment.

**Closed Campus**

Because CDS is responsible for knowing where every student is every day to ensure student safety and well-being, the school operates a “closed campus.” Students in all school divisions must remain on campus during the school day, including during after-school activities. If a student must leave campus for an appointment or other valid reason, the student may do so with written permission from a parent or guardian and with a pass from the office. Students who leave school without permission will receive serious consequences.

***EXTRACURRICULAR ACTIVITIES***

**ATHLETICS:**

The objectives, goals and beliefs of the Athletic program are included in this Handbook. Specific details for rules and Policies can be found in the handbook titled *Athletics and Activities at Country Day School,* which is available online.

**Philosophy**

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.

**WE BELIEVE**

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.

Participation on a team reflects the values of CDS as per the Profile of Graduates.

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.

Every student should have an equal opportunity to participate in sports and co-curricular activities at Country Day School. These opportunities include, but are not limited to: player, student coach, statistician, photographer, delegate, actor, musician, artist, etc.

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 will have completed a full background check to ensure that they are eligible and qualified to work with children.

**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. Often times 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 in not in alignment with our nutrition policies,

we will only approve those on an as-needs basis.

**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.

***National Honor Society***

Country Day School has an active NHS chapter that performs meaningful and proactive service to CDS and 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…

Section 3. 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.

ARTICLE III: 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 Dean of Students 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.

***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 3 World Languages 3 Fine Arts 3 (includes 1.0 PE)

Core Electives\* 2 additional credits

**Credits Required: 22 (Graduates of 2017 and 2018)**

**24 (Graduates of 2019 and future years)**

**Sample of a schedule of courses from grades 9-12**

9th Grade 10th Grade 11th Grade 12th Grade

|  |  |  |  |
| --- | --- | --- | --- |
| English 9 | English 10  Honors English 10 | US Literature  AP Language | British Literature  AP Literature |
| World History I (.5)  Costa Rica SS (.5) | World History II  AP World History | US History  AP US History | AP Human Geo  AP Comp Gov’t  AP Psych  AP Economics  Economics I & II (.5 each)  Psychology (.5) |
| Biology | Physics  Honors Physics | Chemistry  Honors Chemistry  AP Physics and Lab | AP Bio and Lab  AP Physics and Lab  AP Chem and Lab  Environmental Science |
| Integrated Math 1    Integrated Math 2 | **Integrated Math 2**  Integrated Math 3  Honors IM 3 | **Integrated Math 3**  Pre-Calculus  Honors Pre-Calculus | Applied Math or Pre-Calculus  AP Calculus BC  AP Calculus AB  AP Statistics  Hon Pre-Calculus |
| Spanish 9  Spanish Second Lang | Spanish 10  Spanish Second Lang | Spanish 11  Spanish Second Lang  AP Spanish Lang | AP Spanish Literature  AP Spanish Lang |
| Band or Choir or  Music 9 (history and appreciation of music) | Band  Art  Choir | Band  Pre AP Art  Choir | Band  AP Studio Art  Choir |
| Physical Education | Lifetime Sports elective |  |  |

***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).

The maximum time in minutes to be spent on homework per school day is 10 times the grade level for regular college prep courses with 10 minutes extra maximum for an honors course and 20 minutes extra maximum for an AP course. Homework may only be set on days when the class meets (4 days out of 5), and there is no requirement to set homework each class. Saturdays and Sundays are not class days; therefore, no homework time applies to these days and no homework submission is to be required on these days. However, students should monitor their progress in all courses and recognize when additional review time or extra work may benefit their progress. Also, if there is a test or assessment on Monday students will need to study to be prepared.

**Some students do need additional time to complete homework and assignments, therefore the chart below should be treated as a rough guide that indicates how long most students would need to complete homework. Also, many students want to spend additional time on some homework to gain a deeper understanding of the material.**

|  |  |  |
| --- | --- | --- |
| Grades | Homework Time Per School Day  (Regular Courses) | Homework Time Per Class  (Regular Courses) |
| 9 | 90 min (1hr 30min) | 15 min |
| 10 | 100 min (1hr 40min) | 15-20 min |
| 11 | 110 min (1hr 50min) | 15-20 min |
| 12 | 120 min (2hr) | 20 min |

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 curriculum that is aligned with content standards. Grades should directly reflect student performance in demonstrating proficiency related to the curriculum. To this end, homework assigned should clearly align with the school’s curriculum. Homework should be done for its intrinsic value and to prepare for other assessments.

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.

**RESPONSIBILITIES 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.
  + Recognize student effort.
  + Inform parents of the homework policy and their roles related to homework.
  + Promote quality work.
  + Motivate students to be successful

**RESPONSIBILITIES 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.

**RESPONSIBILITIES OF PARENTS**

* + Establish routines related to study times and study habits.
  + Provide a suitable environment and study area.
  + Reduce distractions.
  + 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’ website course 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.

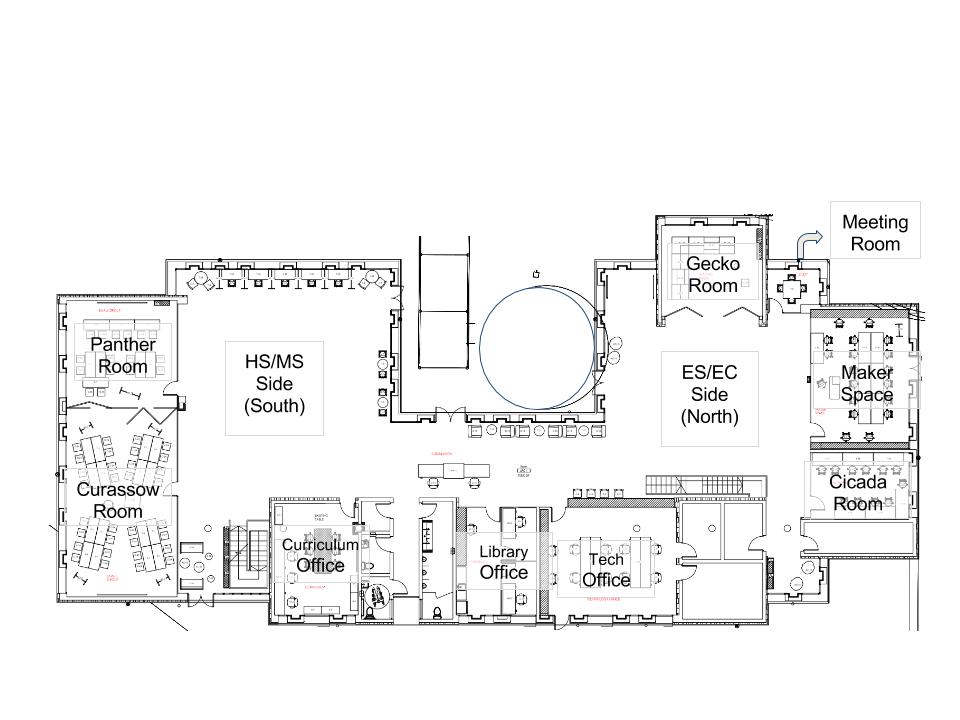
***LEARNING RESOURCE CENTER***

General Library Policies and Information

## Mission Statement

The Country Day School Libraries provide 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 engage students to enjoy reading.

**Library Spaces**



The library has different spaces that can be used for activities that have no other logical meeting space. Staff and CDS parent community members may reserve some of these spaces on a first-come, first served basis. To make reservations please email lrc\_reservation@cds.ed.cr.

Curassow Room - Large reservable lecture room good for meetings with 20+ people or class lecture/research.

Panther Room - Small reservable lecture room good for meetings with 10-20 people or class lecture/research.

Lego Corner - a space for students to build, create and explore using legos

Gecko Room - reading room for the ES and EC students with multi-colored furniture

MakerSpace - multipurpose room for instruction, imagination and creation

Cicada Room - multi-purpose instruction room for ES and MS

Crow’s Nest - leveled readers for choosing just right books with their teachers; work tables for independent work space

Meeting Room - quiet room for studying, recording voice threads, or audio for a movie

## Patron Information

### Checkout Policies:

#### Student policies:

**Books**

Check-out period is for two weeks

· 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.

Check-out period is for four weeks:

· Students in grades 6-7 may check out 5 books at a time.

· Students in grades 8-12 may check out a maximum of 10 book at a time.

· Parents are encouraged to check out up to 10 books for each of their children.

· Parent check out times are everyday from 7:30 to 9:00 and 2:00 to 4:00 Monday - Friday.

**Magazines**

## Magazine Subscriptions

The school has a combination of 17 online subscriptions and 5 hard copy subscriptions that we receive.

Flipster - Through our EBSCO subscription we have our Flipster account. The EBSCO account can be accessed directly through [myCDS](http://www.cds.ed.cr) under the School links and Files section. The following titles can be accessed through Flipster:

|  |  |
| --- | --- |
| The Artist’s Magazine | Ask |
| Automobile Magazine | Better Homes & Gardens (Aust. Ed.) |
| Bon Appetit | Boy’s Life |
| Cicada | Comics & Gaming Magazine |
| ESPN Magazine | Girl’s Life |
| Highlights | Ladybug |
| Muse | Ranger Rick |
| Ranger Rick Jr. | Wired |
| World Soccer |  |

Hard Copy - These magazines may be checked out for a two week period, except for the current copy which stays in the Library. Copies from previous years are bound and may be checked out the same as books. The following magazines are received in physical copies:

American Girl

National Geographic

National Geographic for Kids

Sports Illustrated for Kids

La Nacion (newspaper)

If you want to request a new magazine, you have to write a proposal to the director.

**Equipment**

Computers/Laptops: The LRC has 3 MacBooks and 20 Dell laptops available for checkout to MS & HS students. 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.

Students in grades 5-8 will be given Dell laptops. Middle School students need a signed note from their teacher giving them permission to check out a laptop from the LRC.

Students in grades 9-12 will be given MacBooks until they are all out. High School students do not need teacher permission to check out.

Patrons must sign their name and the number of the laptop they’re borrowing in the check-out sheet that’s at the circulation desk. Only one laptop can be checked out per person. All computers must be returned to the LRC by the end of the day that it was checked out. The computers are to remain on campus and should not be taken home.

Failure to follow these policies will result in loss of privilege for future checkouts. Students will receive up to **three** strikes with varying consequences for each day the laptop is not returned.

1. If the laptop is kept overnight one night, the student will get one strike and a verbal warning.
2. If the student keeps the laptop any second night, they will get a second strike and a notice will be sent out to them and respective principal who will contact the family if necessary. Additionally, MacBooks will be disabled remotely, and High School students will be limited to Dell laptops for future check-outs.
3. If the student fails to return the laptop any third night, they will lose the privilege to check out **any** laptops for the remainder of the school year.

TI Calculators: Students may check them out by semester. The fine policy is the same as books. If one is lost, the student has to replace it.

### Renewals

Students and/or parents need to bring the book in to renew their books. If the book is on hold, the book may not be renewed.

### 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. The student has one week to come and pick it upl

### Lost/Overdue Books

Fines for overdue books are 25 colones a day per book, excluding weekends and holidays. There is a 3-day grace period. But after the 3 days, the fine starts at 100 colones on day 4.

If a book is lost, the person that borrowed it must either pay 5,000 colones or the cost of the book, whichever is greater. Replacement books are accepted for lost books at the discretion of the librarian.

Students and/or parents are automatically set up to receive emails when their books are overdue or they have fines. A report is sent out Monday morning of each week.

Yearbooks are held at the end of the year in June for lost books and fines. If a book is lost, then they need to pay the replacement cost.

**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. Fine policies 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 with a pass. Any recurring issues with HS or MS students will be reported to house principals for further action.

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, they must have headphones on.

## Library Hours

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

The schedule is determined by the grade level teachers. Grades Pre-Kinder to 3 are fixed and assigned a library time in their schedule. Grade 4-6 have a flexible schedule which means they have a regularly scheduled check out time and research times/lessons are incorporated in with class projects. Grade 4 has a scheduled 20 minute weekly check out time. Grades 5-6 have a bi-weekly 20 minute check out time. These 20 minutes include a 5-8 minute mini-lesson on genres or a book talk and the remaining time is to check out books. Grades 7-12 are free to come check out at their convenience.

**Textbooks and Supplies**

At the beginning of each semester, students are issued textbooks for each subject studied. Each student’s name is recorded with the corresponding number of the textbook. At the end of the semester, the textbooks are collected, and each is student credited for the return of the book with the book’s condition noted.

Students know they must not write on or deface their textbooks since these books must be used for other students in subsequent years. It is the responsibility of the student to pay full value for a lost or badly damaged textbook. The replacement cost will be the price of a new textbook plus 20% to cover shipping costs to Costa Rica. Similarly, any supplies or resources that have been signed out by a student and subsequently damaged must be paid for in full by the student, plus any additional shipping costs.

***STUDENT CODE OF CONDUCT***

The CDS code of conduct reflects the core beliefs of the CDS community.

* CDS students should always behave in a manner that reflects honesty, trust, concern for the rights of others, and openness to ideas, feelings, and cultures that may differ from their own. Our community will not tolerate actions that are rude, disrespectful, or dishonest.
* It is the responsibility of all CDS staff members to articulate, model, and enforce the CDS code of conduct. All students are expected to respond positively and immediately to the legitimate requests of a staff member. Failure to do so becomes an issue of insubordination and is considered serious misconduct.
* Chronic minor misconduct or serious misconduct should be referred to the school principal. In those cases, the principal may consult with interested parties before taking disciplinary action.

**GENERAL CONDUCT GRADE**

Class behavior during the quarterly grading period generally determines the general conduct grade although behavior outside of class (media centers, field trips, assemblies, etc.) is also considered.

1. An overall conduct grade is assigned using the class conduct rubric:
2. Conduct grades in subjects are assigned with letter grades, but for averaging they have the following numerical values:

E 90% - 100%

G 80% - 89%

S 70% - 79%60%

NI 60% - 69 %

U Below

1. Each quarter, students are identified for the Citizenship Honor Roll. A student must achieve a minimum of 90% in conduct in each subject for the quarterly grading period.
2. Conduct grades are used in two main areas: The first is the Citizenship Award. In order to qualify, a student must achieve the Citizenship Honor Roll for at least three quarters. Conduct grades are also considered when determining members of the National Honor Society.
3. A quarterly conduct grade below 60 will be considered reason for conduct probation. The Ministry of Education considers a failure in conduct for the year to be a failure in every subject, requiring that the academic year be repeated.

**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.

**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:** |
| 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. 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.   14. Representing a project as one’s own when it involved collaboration without prior teacher approval. | **First Offense**  These less serious consequences offer students an opportunity to learn from their decisions:  •Zero on the assignment (teacher’s discretion) and in consultation with the principal  •Conference that will include the student, parent, administrator, and teacher or counselor if necessary  •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)  **Second and subsequent offenses:**  Depending on both the severity and frequency of offenses, a violation may carry any of the following consequences:  •Suspension (note that for any class missed due to suspension, all assignments, including tests, may earn zeros).  • 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 |

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 the 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**   * 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 | **Corrective Measures**   * Verbal warning (by either teacher, dean or principal) * Parent notification or parent conference * Mandatory community service * Detention (after school or lunch) * Withdrawal of privileges * Other appropriate measures |

***Level-Two Infractions***

|  |  |
| --- | --- |
| **Infractions**   * 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 | **Corrective Measures**   * 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**   * 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 | **Corrective Behaviors**   * Parent notification or parent conference * Withdrawal of privileges * Out-of-school suspension up to 5 days * Required counseling * Expulsion * Restitution of property |

**DETENTION**

Teachers and administrators may give detentions to students for misconduct. In such cases, the administration will be notified in writing via a behavior referral form. Detentions will consist of supervised periods of time primarily after school.

**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.

**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.

4. During a school suspension period, the student may receive zeroes on all work assigned during that time.

**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.

***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.

**Health Services**

Country Day offers the full-time services of a registered nurse, whose office is located in the Elementary Administration Building. The nurse will not administer medication to any student, however, unless and until permission is granted by parents. If a student develops a fever or otherwise becomes ill at school, parents will be called immediately to come and pick up the student. Please do not send students to school if they have fever, vomiting, diarrhea, conjunctivitis, head lice, or any contagious virus or disease.

In addition, the school nurse provides: nursing assessments, interventions, and comprehensive nursing care; promotes health, safety, and emotional well-being; develops and implements individual health plans; provides case management; performs mandated health screenings; maintains student health records; develops health protocols; and serves as a liaison between home, school, 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

**MyCDS**

Parents, students and teachers each have myCDS accounts based on Rediker data management systems. Teacher use myCDS to take attendance and post grades. Parents use MyCDS to check grades, access student schedules, access frequently used parent forms, and check MAP scores. To either be set up with a myCDS account or receive technical support please contact [cds\_technology@cds.ed.cr](mailto:cds_technology@cds.ed.cr)

**CELL PHONE USE**

Cell phones may not be used during class periods. Messages from parents to students will be delivered as soon as possible after they are received. We request that parents not call students during class time as active cell phones disrupt the continuity of classroom instruction.

**LAPTOP USE**

The academic program is enhanced by our 1:1 laptop program, a model replicated by leading secondary 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.

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***

**BUSES**

Country Day School offers a transportation pay service for many of its students in the morning and at the end of the day.  However, because we serve the entire San Jose metropolitan area and the variety of locations in which families choose to live, students are not offered door-to-door service in every case. Parents are entirely responsible for bringing and picking up students to and from the designated bus stops along one of the pre-established bus routes. Our only door-to-door service is at 12:00 p.m. for the mid-day, early childhood students.

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.

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

**CARPOOLS**

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

**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 (alfredo\_madrigal@cds.ed.cr) by 10:00 a.m.**  He 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.*

**PARKING**

Please park your car in the  visitors’ parking lot in front of the business office.  The parking spacesinside the main gates are reserved for faculty and staff only.  After 3:30 p.m. or during evening school activities, however, you may park inside the main gates should there be space available.  CDS will not be responsible for damage or theft.

**TRAFFIC FLOW**

To enter the school, there are three lanes. Registered cars should enter through the arm gate in the middle, visitor should report to the guard on the left line and school busses enter through the right lane.   Cars dropping students off at the Early Childhood area will be allowed on most of the days to turn left at the entrance to go directly where they need to be.

**STUDENT DRIVERS**

Student drivers must have a valid driver's license and must park their cars in the north parking lot. All student cars should remain parked in the designated area during school hours, and they may not be driven at lunchtime or any other times of the school day. Student drivers are required to register their cars with the high school office during the first month of the first semester.

**ADDENDUMS**

1. Responsible Use Policy

1. Attendance Appeal Application

2. Emergency Consent Form

3. Honor Code Agreement 2016-2017

**Country Day School**

**2018-2019 Responsible Use Policy**

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 a network, MyCDS and Google account, 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 Library/Media/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 from the heart of the following responsible use guidelines that are intended for all High School 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, MyCDS, 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 (Twitter, texting, etc.) 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 the downloading of music or video files, intentional importation or creation of computer viruses, efforts to bypass security systems 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 the School's system.
* 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 inspect private computer files and to monitor email and internet activities if there is reason to believe that any violation of the guidelines may be occurring.  Students do 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.

***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 clearly 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 *Acceptable Use Policy* before signing the agreement.

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Parent signature                                                                   Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student name printed

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature Date



CDS High School

**Attendance Appeal Application**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dates of Absences:

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Please detail the following in a separate document and attach.

1. Indicate the extenuating circumstances for each absence recorded with CDS. Please provide supporting documentation. Letters should be on file.
2. Please provide teacher recommendation for course credit in each class where credit will be withheld.
3. Has the student ever skipped class or detention (been absent without excuse or prior notice) during the semester?
4. How many days has the student arrived tardy to school? (Office will have record.)
5. Has the student shown evidence of improvement over the past semester?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Parent Signature

FOR SCHOOL USE ONLY

Indicate by circling: Approved Denied

Signature of Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

