

Cheongna Dalton School

High School Community Handbook



HIGH SCHOOL CONTACT DIRECTORY

Address: 344 Cheomdandong-ro, Seo-gu, Incheon, Korea

E-mail: info@daltonschool.kr | TEL: 032-563-0523 | FAX: 032-563-0524

Contact	Ext.	Email
CDS Administration Office		
General Information	109, 113	info@daltonschool.kr
Admissions	109	jchoi@daltonschool.kr
Tuition Information	108	hmchang@daltonschool.kr
PowerSchool	111	jhpark@daltonschool.kr eburton@daltonschool.kr
High School Office		
Assistant Division Director Mr. Jason Musselman	303	jmusselman@daltonschool.kr
High School Coordinator Ms. Taleen Brady	304	tbrady@daltonschool.kr
High School Assistant Mrs. Sunny Kim	312	skim@daltonschool.kr
Secondary School Assistant Mrs. Helen Park	311	hypark@daltonschool.kr
CDS Counseling Office		
Guidance Counselor Mr. Daehwan Choi	122	dchoi@daltonschool.kr
College Counselor Ms. Jennifer Ackerman	322	jackerman@daltonschool.kr
College Counselor Mr. Jeonghee Lee	321	jhlee@daltonschool.kr
College Counseling Assistant Ms. Sojin Han	325	sjhan@daltonschool.kr
School Services		
Director of Professional Development Mr. Timothy Bray	306	tbray@daltonschool.kr
Library Ms. Heidi Dong	112	hdong@daltonschool.kr
School Nurse Ms. Eum Jeong Park	119	ejpark@daltonschool.kr
Boys Dorm Supervisor Mr. Kyung Joo Go		kjgo@daltonschool.kr
Girls Dorm Supervisor Ms. Hyegyeong Oh		hoh@daltonschool.kr

Table of Contents

HIGH SCHOOL CONTACT DIRECTORY	2
HIGH SCHOOL PROGRAM PARENT-SCHOOL COVENANT	8
High School Calendar 2020–21	9
High School Office Hours	9
High School Events 2020-21	9
INTRODUCTION TO CDS HIGH SCHOOL	11
History	11
Mission	11
Educational Philosophy	11
Learning Principles	13
I. THE ACADEMIC PROGRAM	14
The Dalton Plan	14
The Academic Calendar	15
Four Year Educational Plan For High School	16
High School Time Table	18
Graduation Requirements	19
High School World Language Program	20
Math Exemption Exams	22
Online Credits	23
Early Graduation Policy	24
Service Learning	24
College Counseling Office	25
II. ACADEMIC POLICIES	26
Grades and Grading Scale	26

Advanced Placement (AP) Classes	27
AP Yearly Course Limit	28
Transferring into AP courses	28
Dropping an AP Course	28
Senior Project	29
Process	29
Sample Ideas	30
Senior Project Rubric	31
Senior Project Awards	32
Senior Project Seminar	32
Failure To Pass Presentation	33
Honor Roll	33
Valedictorian Policy	34
Schedule Changes	34
Dropping Classes	34
Homework	35
Absences and Assessment	35
Academic Probation	35
Korean Accreditation	37
III. GUIDELINES FOR STUDENT CONDUCT	38
A. PLACE OF LEARNING	38
General Conduct	38
Attendance Policy	38
Cafeteria Policy	45
Dress Code	45
English Language Policy	47

Dalton Media Policy	48
Littering Policy	48
Locker Policy	48
Personal Property Policy	49
Student ID Card Policy	49
Commuter Policy	49
School Bus Policy	50
Skates, Skateboards, Scooters, Bicycles, etc. Policy	50
Teacher Gifts Policy	50
Academic Honesty Policy	51
Study Hall Expectations	54
B. TECHNOLOGY POLICIES	55
Computer Policy	55
Information on Google Suite & Internet Services	56
Cell Phone Policy	56
Internet Use Policy	57
Personally Offensive Material (Including electronic) Policy	57
C. LIBRARY POLICIES	58
D. CONSEQUENCES FOR VIOLATIONS OF STUDENT CONDUCT	60
Positive Behavioral Interventions & Support	60
Behavior Flip	60
Minor Offenses (Offenses Resulting In A Behavior Flip Entry)	60
Major Offenses and Responses	61
Suspension	62
Non-Violent Behavioral Offenses	62
Violent Behavioral Offenses	63

IV. PARENT INFORMATION	64
Parent Involvement	64
Field Trips	65
Photographs	66
Equality of Opportunity	66
Appointments	66
Raising Issues	66
V. HEALTH AND SAFETY	68
Important Medical Information	68
Fire Drills and Other Practices	68
VI. STUDENT GOVERNMENT AND EXTRA-CURRICULAR ACTIVITIES	69
Student Government	69
Student Government Constitution	69
High School Athletic Teams	73
Athletic Awards	75
Extra-Curricular Club Activities	76
Student Proposals	78
APPENDIX	81
High School Specific Distance Learning Information	81
Digital Learning RISE Expectations	84
Ministry Of Education Violence Guidelines	85

CDS encourages all High School families to visit the school website for additional, timely information. There, you can find current information about the calendar, our weekly newsletters, photos and updates on student events, messages from the HS Administration, weekly cafeteria menus, and other school forms and documents.

<https://sites.google.com/daltonschool.kr/cdshighschool>

<http://daltonschool.kr>

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

HS Office (032-563-0523) ext. 312

V2021.7

This document is reviewed and updated prior to every school year.

HIGH SCHOOL PROGRAM PARENT-SCHOOL COVENANT

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

What can parents expect from the CDS High School?

Parents can expect:

- That the High School, in accordance with its mission, philosophy, and school-wide learning results (SLRs), will strive to maintain a safe, secure and welcoming environment for their children.
- Regular communication about their children from the school: powerschool, parent conferences, Google Classroom notifications, newsletters, announcements, etc.
- To be informed immediately if there is a serious concern regarding student behavior and/or discipline.
- Timely notification of any serious concerns regarding student academic ability and/or achievement.
- The CDS High School administration and faculty will model civility and manners in all its student and parent contacts.

What can CDS High School expect from parents?

The High School expects that parents or guardians:

- Support, encourage, praise, and help order the lives of their children.
- Model integrity and manners for their children.
- Hold their children accountable with consequences for inappropriate behavior.
- Trust and support the philosophy, mission, and SLRs of our school; that they will attend school events and activities, including parent conferences; and that parents will support and/or be a council member of the school's P.A.
- Actively and regularly seek and read information from the school: newsletters, announcements, report cards, messages, and websites; and attend parent conferences.
- Model civility in all contact with the school, and that they will be supportive and responsive to the school's policies, academic and disciplinary decisions, and other ongoing and typical requests.
- Register dissatisfactions and complaints in a responsible and fair way; to understand the structure of operations and management at CDS.
- Use proper channels; to give others the benefit of the doubt before judgment, and to seek a collaborative solution to problems.
 - Classroom teacher → HS Assistant Director → Head of School

High School Calendar 2020–21

Important Dates

* For up to date information about special events and non-school days, please regularly visit the CDS HS homepage at: <https://sites.google.com/daltonschool.kr/cdshighschool>

High School Office Hours

The CDS High School administrative office is open from 7:45am – 5:00pm, Monday through Thursday on school days and 7:45am - 4:00pm on Friday. Questions may be directed to the office staff during these hours at 032-563-0523 ext. 312

High School Events 2020-21

While we strive to make the 2021-2022 school year as normal as possible, understand that some events may be postponed, altered, or cancelled due to COVID-19. Please note that student facilitated events have not been added to this list.

- **New Student Orientation(s):** New families are welcomed into the CDS community. Shared on this day are expectations of the school, how to prepare for the first day of school, and how to have a successful experience at CDS. Students and parents will also have an opportunity to ask questions.
- **Back to School Night:** Back to School Night is an important ritual marking the beginning of the new school year. On this night, parents can meet each of their child's teachers, school administrators, and other CDS faculty members. Teachers explain their curriculum and goals for classes. Teachers also share information about their teaching style and methodology as well as grading policies. It's one of the best ways to begin building that all-important home-school connection.
- **Halloween Party:** The Halloween party is organized by the Student Council and involves a variety of festive activities, costumes, games, and decorations.
- **Parent-Teacher Conferences:** Parents and teachers have two scheduled times to meet each school year to discuss student progress and find solutions to any academic or behavioral concerns. The meeting is a way to clarify and supplement the information conveyed on report cards and in teacher comments. Students are encouraged to attend.
- **Math Competitions:** Each year CDS High School students participate in an internal Math competition as well as external math competitions based in the United States and Canada.
- **CDS Science Fair:** In this annual event CDS students showcase their achievement and intellectual curiosity in the field of science. The science fair encourages students to engage their peers and faculty alike with creative projects and presentations.

- **The Dalton 1,000:** In this annual event students compose an original flash fiction story (under 1,000 words). Students are given the freedom to choose a topic and genre. Students often develop and submit their work over the Winter Break.
- **Korean Writing Contest:** This high school event offers students a chance to express themselves and their writing talents using the Korean language.
- **World Languages Speaking Contest:** This event promotes the development of students' communication, creativity and critical thinking by presenting a theme in the target language. Presentations are linked to the class projects, in which students have the opportunity to deepen and acquire knowledge by searching information, and fostering their oracy and leadership skills.
- **Silent Art Auction:** Each year, the CDS First Program, Middle School, and High School use their artistic talents to raise money for charity. Funds support the non-profit organization Freedom Speakers International (formerly Teach North Korean Refugees)
- **Summer & Winter Concert:** Twice a year, before winter break and at the end of the school year, Orchestra, Band, & General Music students showcase their hard work and musical talent.
- **Candle Light Ceremony:** In this event, the CDS community comes together in celebration of its shared core values. Students from each grade light a candle and reflect on their experience half way through the school year.
- **We Run Cheongna:** This event is focused on building community and promoting healthy living. Our community participates in a 5k run in the Cheongna area.
- **Talent Show:** In this event, led by the Student Council, students have an opportunity to showcase their exceptional skills, talents, and abilities. Talent shows at CDS consist of many performances such as singing, dancing, acting, martial arts, playing musical instruments, and more.
- **Phoenix Festival (full day):** The spotlight is on coming together as a community. Students will have the opportunity to play games, challenge themselves, and build pride in our community.
- **Arch Day:** A tradition at CDS celebrating a successful year and looking ahead to future challenges and opportunities in the next grade and beyond.

INTRODUCTION TO CDS HIGH SCHOOL

History

Cheongna Dalton School (CDS) was founded in 2011 by Madame Bongduk Lee, the founder of Bongduk Education Foundation. CDS builds and expands on the Dalton Plan developed by Helen Parkhurst in the early 20th century. The school is committed to providing an education of excellence that meets students' interests, abilities, and needs.

The school is split up into three divisions – elementary school , middle school and high school. The elementary school, also known as the First Program, consists of Kindergarten to grade 4, the middle school consists of grades 5 to 8, and the high school consists of grades 9 to 12.

The information and policies in this manual apply only to the students in the high school.

Mission

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

Educational Philosophy



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

With the Dalton Plan (see section below for further information) as the foundation for the curriculum, CDS is designed to offer our students opportunities to acquire content knowledge, critical thinking skills, and collaboration skills through inquiry, experimentation, and research and analysis. Furthermore, students take control of their own

educational experience by learning how to make use of their free time, including Phoenix time and lab time.

As such, students who graduate from CDS will embody the following qualities:

<p style="text-align: center;">Character</p> <p>CDS graduates will cultivate compassionate mindsets by <i>empathizing</i> with others, <i>reflecting</i> on process and events, and always framing situations with a <i>growth mindset</i>.</p> <p>CDS graduates honor commitments and positively contribute as they participate.</p>
<p style="text-align: center;">Community</p> <p>CDS graduates will pioneer to serve the community both by demonstrating active <i>local citizenship</i> and <i>global awareness</i> while engaging in <i>service</i> opportunities as a regular practice.</p> <p>CDS graduates will display self-pride and pride in the school community through their actions and attitudes.</p>
<p style="text-align: center;">Critical Thinking</p> <p>CDS graduates will demonstrate the ability to <i>analyze</i>, <i>interpret</i>, and <i>synthesize</i> the vast array of information available in the 21st century.</p> <p>CDS graduates apply a design thinking process and can evaluate their own work and make improvements.</p>
<p style="text-align: center;">Curiosity</p> <p>CDS graduates will demonstrate curiosity by developing lines of <i>inquiry</i> that are <i>self-directed</i> and lead to <i>innovative</i> solutions.</p> <p>CDS graduates find a way to become genuinely interested in class material across the curriculum.</p>
<p style="text-align: center;">Collaboration</p> <p>CDS graduates fulfill the appropriate roles of <i>leadership</i> and <i>followership</i> at the appropriate times.</p> <p>CDS graduates will understand that an outcome can be improved through <i>teamwork</i> by integrating the voices and ideas of multiple people.</p> <p>CDS graduates consistently ask, “What do you think?” and “How can I help?”</p>
<p style="text-align: center;">Communication</p> <p>CDS graduates <i>transmit</i> information in a manner that displays audience awareness in all communication.</p> <p>CDS graduates <i>receive</i> information through active reading, listening, and observation.</p> <p>CDS graduates engage in disciplined and respectful <i>discourse</i>.</p>

Learning Principles

Learning principles are a fundamental truth, a guide to help clarify what learning for understanding means and requires. The following learning principles were modified from Schooling by Design in order to fit our context following a whole school review.

1. A key goal of school learning is fluent and flexible transfer--successful use of one's knowledge and skill, on worthy tasks, in situations of importance.
2. Engaged and sustained learning, a prerequisite for understanding, requires that learners constantly see the value of their work and feel a growing sense of efficacy wehn facing worthy challenges.
3. Success at transfer depends on understanding the big ideas that connect otherwise isolated or inert facts, skills, and experiences so that new challenges can be met and new experiences understood.
4. An understanding is a learner realization about the power of an idea. Understandings cannot be given; they have to be engineered so that learners see for themselves the power of an idea for making sense of things.
5. Learners need clear, completely transparent priorities and a practical understanding of how learning goals are to be met in terms of work products and standards of excellence.
6. Learners require regular, timely, and user-friendly feedback in order to understand goals, to produce quality work, and to meet high standards.
7. Understanding can be attained only by regular reflection, self-assessment, and self-adjustment in trying to apply prior learning to new situations and tasks via activities and assessments that demand such reflection and transfer.
8. The capacity to deeply understand depends greatly on the capacity to think things anew (and other related habits of mind), because any insight typically requires the refining of earlier ideas. Becoming willing and able to rethink requires a safe and supportive environment for questioning assumptions and habits.
9. Because achieving understanding and transfer require a willingness to think, rethink, and push beyond one's normal comfort level, learners need a safe and supportive environment for intellectual risk taking and questioning assumptions and habits.
10. Learning is enhanced when it is personalized-- when the learners' interests, preferences, strengths, contributions, and prior knowledge are sufficiently honored.

I. THE ACADEMIC PROGRAM

The Dalton Plan

The Dalton Plan is a progressive educational plan developed by Helen Parkhurst in the early 20th century. Focused on developing the whole child, the Dalton Plan tailors each student's program to his or her needs, interests, and abilities. It fosters a student's independence and curiosity while striving to develop their character, their sense of community, and their ability to collaborate with others. The Dalton Plan, which consists of the House, Assignment, and Laboratory, offers a structural foundation where curiosity, independence, and collaboration are encouraged within the curriculum. CDS will build upon this educational plan and seek to expand it by providing innovative ways to educate each student. The following sections detail how the Dalton Plan is applied at Cheongna Dalton School.

House

All CDS high school students are assigned to a House. The House is a place for students to meet with their House teachers and fellow House students each morning and during a Long House period on Fridays. House is a vital part of the Dalton Plan, as it serves as a smaller community within the school. As the students' advocate and mentor, the House teacher must play a vital role in monitoring the House students' academic, social, and emotional well-being.

In addition to House teachers, a group of students known as the House Council is involved in the process of creating our school community through House activities. The House Council is responsible for helping to plan House activities at bi-weekly Phoenix time meetings and for helping to motivate Housemates to participate in House activities each day.

In the morning House sessions, attendance, announcements, and messages are delivered. During this time, students may also arrange for appointments with the House teacher for any reason. In the Long House session on Fridays, discussions and activities can be held to bring the House closer together as a group or to address issues and topics important to the school community.

Assignment

The Assignment, a cornerstone of the Dalton Plan, was originally intended to enable students to work independently and fully accomplish course objectives even when they are unable to attend class on a given day. While we do not require this level of detail, our Assignment, based on a provided template, serves as a robust syllabus that provides clear learning objectives, performance tasks, assessment criteria, and a detailed outline of instruction. Ultimately, the Assignment requires students to become responsible for their own education

by providing students with the framework and resources to acquire a better understanding of the course.

Lab

The Laboratory (Lab) is another integral aspect of the Dalton Plan. It provides students with an opportunity for individual consultation with teachers or for small group interaction with peers as they pursue course objectives. Students are encouraged to make appointments with teachers to meet their personal learning needs. Lab may also be used to pursue independent study projects or extracurricular activities that pique the students' interest.

Students are required to remain in their House teacher's classroom during lab time unless they have a previously planned appointment with another teacher or a group of students. Lab appointments must be made in Google Calendar and verified by the House teacher ahead of Lab time.

The Academic Calendar

CDS utilizes a two semester academic cycle. Each semester accounts for 50% of the student's cumulative yearly grade. The two semesters will be broken down into four quarters which allows for more feedback both to students and parents. It is important to note that the end of quarter 1 and quarter 3 are not hard deadlines for completing academic units, but teachers will provide a snapshot of student progress at that time. At the end of quarter 2 and 4 we have a week dedicated to assessment.

Academic Terms 2021 - 2022	
Quarter 1	August 24th – November 1st
Quarter 2	November 2nd – January 25th
Quarter 3	January 26th – April 7th
Quarter 4	April 12th – June 15th

CDS students are expected to take ownership of their academic career. They will gain the skills to solve problems through inquiry based learning, much like scientists through experimentation. We focus on collaboration and cooperation as a vital part of learning in CDS.

In the 2022-2023 school year, CDS will begin holding semester long courses.

Four Year Educational Plan For High School

The following charts detail the courses currently offered for the high school students.

	Freshman	Sophomore	Junior	Senior
English	Literature & Composition I	Literature & Composition II	Literature & Composition III	Literature & Composition IV
			AP Language & Composition	AP Language & Composition
				AP Literature & Composition
Math	Geometry	Geometry	Algebra II	Pre-Calculus
	Algebra II	Algebra II	Pre-Calculus	Calculus
		Pre-Calculus	Calculus	AP Calculus
			AP Calculus	AP Statistics
			AP Statistics	Applied Math*
Science	Biology	Chemistry	Physics	Physics
		AP Computer Science A	AP Computer Science A	AP Computer Science A
			AP Biology	AP Biology
			AP Chemistry	AP Chemistry
			AP Physics C	AP Physics C
				Environmental Science
Social Studies	World History I	World History II	US History*	US History*
		AP Psychology	AP Psychology	AP Psychology
		AP World History	AP World History	AP World History
		AP Human Geography*	AP Human Geography*	AP Human Geography
			AP Economics	AP Economics
			AP US History*	AP US History*
			AP Comparative Government & Politics	AP Comparative Government & Politics
				Comparative Government & Politics*
Spanish & Chinese	Lv 1	Lv 1	Lv 1	Lv 1
	Lv 2	Lv 2	Lv 2	Lv 2
	Lv 3	Lv 3	Lv 3	Lv 3
		Lv 4	Lv 4	Lv 4

			AP	AP
Korean				Korean Literature
Physical & Health Education	PHE	PHE		
Fine Arts	Music	Music	Music	Music
	Orchestra (0.5 credit per year)			
			AP Music Theory	AP Music Theory
	Drama	Drama	Drama	Drama
				Theatre & Film Study
	Art	Art	Art	Art
			AP Studio Art	AP Studio Art
Korean Accreditation			Korean History	
			Korean	

¹ Students wishing to pursue the science fast track may choose Physics in grade 10 (in addition to Chemistry) by replacing their Fine Arts option.

*AP Human Geography (open to grades 10-12 in 22-23) will be alternating with AP World History (21-22, 23-24).

*AP Comparative Government and Politics (21-22, 23-24) will be alternating with AP US History (22-23, 24-25).

*Courses with * are not offered in the 21-22 school year.

If students wish to receive academic accreditation from the Korean government to enroll in Korean university, students must take Korean 10 and Korean History during his/her year of grade 11.

For more detailed information regarding each department's progression please ask your teacher or visit the Division Director. High School class selections during the 2021-2022 school year will begin on April 18, 2022.

High School Time Table

Time		Monday	Tuesday	Wednesday	Thursday	Time		Friday
Start	End					Start	End	
8:00	9:10	Period 1				8:00	9:10	Period 1
9:15	9:30	House				9:15	10:25	Period 2
9:30	9:55	Lab				10:30	11:40	Period 3
10:00	11:10	Period 2				11:45	12:30	Long House
11:15	12:25	Period 3				12:30	13:10	HS Lunch
12:25	12:55	Phoenix Time				13:10	14:40	HS Student Organization Time
12:55	13:35	Lunch						
13:35	14:25	Period 4	Period 4	G9,10 & 11: Long Lab G12: Senior Seminar	Period 4			
14:30	14:45			HS Student Organization Time				
14:50	16:00	Period 5	Period 5	Period 5				

In High School, each class is 70 minutes long for all grades. There are 5-minute breaks between classes for High School. On Friday, students are dismissed at 14:40.

Graduation Requirements

To graduate from Cheongna Dalton School, a student must receive a **minimum** of 22 academic credits and a maximum of 26. 1 academic credit consists of three 70 minutes classes per week for one academic year (approximately 180 days). School contact days are approximately 180 days per year. Specific departmental requirements are:

English	4 Years	4 credits
Mathematics	3 Years	3 credits
Science	3 Years	3 credits
Social Studies	3 Years	3 credits
World Languages	3 Years	3 credits
Fine Arts	2 Years	2 credits
Physical & Health Education	2 Years	2 credits
Korean: Mandatory courses for Juniors in order to receive Korea Accreditation		
Other Academic Electives	7 credits	
Service Learning	60 hours	
Senior Project: All Seniors must complete a senior project		

*Members of the Class of 2025 will be required to take 2 or more Fine Arts courses. Students in other grades will only be required to complete one credit.

High School World Language Program

Students build on the foundation they acquired during MS. HS WL Program enables students to use the target language in professional or academic situations and culminates in an AP World Language and Culture course. Students entering late to CDS will be able to join the program and build a strong language foundation.

Requirements

Three credits of World Languages (Spanish or Chinese) are required for graduation when students enter CDS HS in grade 9. Two credits are required when they enter in grade 10 and one credit is required when they enter in grade 11. Students are encouraged to pursue an Enrichment World Languages track by taking more WL credits than required during High School and/or take two language options in Grades 11 & 12 when schedule allows them.

There are restrictions to change language and earn credits from the same level in different languages, please kindly check the Language Changing Policy below.

Courses

	Grade 9	Grade 10	Grade 11	Grade 12
Spanish				
Spanish I	•	•	•	•
Spanish II	•	•	•	•
Spanish III	•	•	•	•
Spanish IV		•	•	•
AP Spanish			•	•
Chinese				
Chinese I	•	•	•	•
Chinese II	•	•	•	•
Chinese III	•	•	•	•
Chinese IV		•	•	•
AP Chinese			•	•

Language Changing Policy (Chinese/ Spanish)

Restrictions apply when changing from First Choice Language (FC Lang) to Second Choice Language (SC Lang). Changing language after level 1 is not allowed, changing the language after level 2 is only possible when a student's Yearly Grade is D or has obtained less than 70% on the final exam. Only after completing level 3 of First Choice Language (FC Lang) changing to Second Choice Language (SC Lang) is allowed at students' discretion. Entry-level in both First Choice Language (FC Lang) and Second Choice Language (SC Lang) are determined by a level test.

Itineraries

Scenarios divided by grade entry to HS and language entry-level. Students joining an academic year after term 2 and who have no previous experience are encouraged to wait until the next academic year to take a WL course.

Possible Scenarios for students entering grade 9

1. FC Lang Level 1 → FC Lang Level 2 → FC Lang Level 3
 ↘ SC Lang Level x*
- ↗ SC Lang Level x* → SC Lang Level x+1
2. FC Lang Level 2 → FC Lang Level 3 → FC Lang Level 4
 ↘ SC Lang Level x
3. FC Lang Level 3 → FC Lang Level 4 → FC Lang AP
 ↘ SC Lang Level x → SC Lang Level x+1

*Only possible when a student's Yearly Grade is D or has obtained less than 70% on the final exam.

The level "x" will be determined based on whether the student has taken the SC language in MS.

Possible Scenarios for students entering grade 10

1. FC Lang Level 1 → FC Lang Level 2
 ↗ SC Lang Level x*
2. FC Lang Level 2 → FC Lang Level 3
 ↗ SC Lang Level x
3. FC Lang Level 3 → FC Lang Level 4

4. FC Lang Level 4 → FC Lang AP
 ↳ SC Lang Level x

*Only possible when a student's Yearly Grade is D or has obtained less than 70% on the final exam.

The level "x" will be determined based on whether the student has taken the SC language in MS.

For students entering grade 11 or grade 12

Students can access any level according to their level test.

More Information is available in the [following document](#):

<https://docs.google.com/document/d/11XAoi2UXdt2-sA7LWDEvjNvpTEVf7t58K3EOOnPmzm0/>

Math Exemption Exams

At the end of every academic year, the CDS Mathematics Department offers an Exemption Exam for grades 8 – 10. The Exemption Exam will allow students to receive an exemption from their next anticipated level of Mathematics and move into the next level. The Exemption Exam will consist of content and skills that require mastery throughout the entire course. These exams are here to ensure all students are challenged in their respective math courses, allowing those who can demonstrate sufficient mastery to progress at their own rate.

It is important to note that students will only be allowed to skip a course once throughout their academic career. Students who are already enrolled in a year-advance Math course are not eligible to take the exemption exam.

Applications for the Exemption Exam will be available during May 2022. In order to request to take the Exemption Exam, students must end their current Math course on an A (93% or above). Furthermore, students taking the test are required to demonstrate sufficient mastery of the entire course by scoring 93% or above on the Exemption Exam in order to skip the next level of Math. A grade below 93% indicates that students would still benefit from taking the course and have not shown mastery of all content areas.

Students will be notified of a pass or fail grade following the exam via email. No percentage grades will be given out to students following the exam. Students may review their exemption exam in the next academic year with their teacher but copies or photographs of the exam will not be provided.

The exam will take place on Thursday, 16th June for the 21-22 academic school year. The exemption test is 90mins long. No study guides, labs, or lessons will be provided by CDS teachers.

In order to see a progression of possible courses, refer to the table on the next page:

Grade	Current Course	Exemption Exam that you may take if you have an A in your Current Course	Classes that you will be able to register for if you earn an A on the Exemption Exam
Grade 8	Algebra I	Geometry	Algebra II in Grade 9
Grade 9	Geometry	Algebra II	Pre – Calculus in Grade 10
Grade 10	Algebra II	Pre – Calculus	Calculus / AP Calculus AB / AP Calculus BC / AP Statistics in Grade 11

Please feel free to contact your child’s current Math teacher with any questions that you may have.

Online Credits

Should a student fail a course, wish to take a course not offered by the school, or simply use their summers to work towards graduation requirements, students may take approved accredited courses online. In order to receive credit for these courses towards graduation, students must:

- Locate an accredited course.*
- Receive approval from the High School Administration prior to registering for the course.
- Share documentation that the course has been completed with a passing grade.

These courses will count towards a student's graduation requirement, but not towards their GPA. A maximum of two credits from online courses can be applied to a CDS transcript.

*The course must be a course not offered at CDS course in order to be qualified toward the graduation requirements.

Early Graduation Policy

Notification of the intent to graduate early must be given to the Korean college counselor by the end of the junior year. Early graduation is not granted until a student has been accepted to Korean university(ies).

Eligibility

In order to apply for early graduation, the student must:

- Complete the junior year with a minimum of 21 credits with no failures/withdrawals:

Grade 9	Grade 10	Grade 11	Total Credits
7	7	7	21

- Be in the top 10% of his/her entire class
- Have no disciplinary history
- Have attended the CDS high school for three full years

Confirmation

In order to be confirmed for early graduation, the student additionally must:

- Be accepted to college(s)
- Have completed the minimum graduation requirement
- Not exceed 10 days of absence (excused or unexcused) during their senior year
- Not commit any academic misconduct during the senior year

Exceptions

Any exceptional cases for early graduation would be discussed in an Early Graduation Committee, formed by the Secondary School Director.

*Early graduate(s) will not receive a partial refund of their tuition.

Service Learning

CDS students will pioneer to serve the community both by demonstrating active local citizenship and global awareness while engaging in service opportunities as a regular practice. Providing service to the community allows students to gain awareness of issues facing society, and allows students to become active agents of change. Through their service,

it is our hope that students come to understand the value of empathy, compassion, and caring as the basis for civic responsibility.

In high school, students must fulfill 60 hours of service learning for graduation. Student service opportunities can include work both beyond and within the CDS campus.

Students who graduate from CDS having dedicated over 150 hours of service to our community will be named “Service Pioneers” and will be recognized and receive an award on graduation day. Service hours must be completed 48 hours prior to graduation. However, if a student wishes to be named a Service Pioneer, they must complete the hours two week prior to graduation.

College Counseling Office

The CDS college counseling office partners with students and families to help them achieve and realize their goals for college. The college counselors meet with students and families individually to successfully guide them through both the Korean and the U.S. university application process, which begins in junior year. We understand that selecting a college is a personal decision, and we empower students to find a college that is ultimately the right match for them. A separate college counseling handbook is distributed to every student.

Students can find more information on the College Counseling website located on the CDS high school webpage.

II. ACADEMIC POLICIES

Grades and Grading Scale

Each academic year has two semesters (four quarters). Students will be able to locate their grades and teacher's comments at the end of each semester in Powerschool.

Quarter Grades

Within each quarter, teachers will follow the grading standards established by the relevant academic department. Assessment rubrics for each unit will be included in the unit Assignments for each subject. We have included two sample grading formulas below:

<u>A</u>			<u>B</u>		
Tests	-	%	Skill #1	-	%
Quizzes	-	%	Skill #2	-	%
Projects	-	%	Skill #3	-	%

Year Grades

Each Year Grade will be calculated as the mean of both semester grades numerical value. For example, a First Semester grade of 91 (A-) and a Second Semester grade of 87 (B+) would yield an overall Grade of 89 (B+).

Letter Grades, Percentages, and Grade Point Calculation

For the purpose of computing grade point average, letter grades will be assigned the following point values:

Letter Grade		Grade Scale	Grade Point	
Regular	AP		Regular	AP
A	A	93-100	4.0	5.0
A-	A-	90-92	3.7	4.7
B+	B+	87-89	3.3	4.3
B	B	83-86	3.0	4.0
B-	B-	80-82	2.7	3.7
C+	C+	77-79	2.3	3.3
C	C	73-76	2.0	3.0
C-	C-	70-72	1.7	2.7
D+	F	67-69	1.3	0
D		63-66	1.0	
D-		60-62	0.7	
F		0-59	0	

A student's Grade Point Average (GPA) consists of the grades for all the subjects as follows: English, Mathematics, Science, Social Studies, World Language, Fine Art, Physical & Health Education, and Electives.

Advanced Placement (AP) Classes

AP classes are equivalent to an entry-level college/university course and allows students to experience and engage in a demanding curriculum. Advanced placement or AP classes are offered for students starting in 10th grade. In order to be accepted into an AP course students must meet the required prerequisites, these are published each year in the course catalog.

Students will be able to request an AP course if they have applied and meet the following criteria.

Automatic Entry

- ☐ 3.7 (or higher) unweighted GPA
- ☐ A- or better in the AP course prerequisite class
- ☐ 70% (or higher) AP predictor score the particular course, gathered from SAT and PSAT reports

Administrative Entry

- ☐ 3.4 (or higher) unweighted GPA
- ☐ B+ or better in the AP course's prerequisite class
- ☐ 50% (or higher) AP predictor score the particular course, gathered from SAT and PSAT reports

Teacher Recommended Only

- ☐ Unweighted GPA lower than 3.4 or
- ☐ B or lower in the AP course's prerequisite class or
- ☐ Lower than 50% AP predictor score the particular course, gathered from SAT and PSAT reports

AP Yearly Course Limit

Each grade level has a recommended maximum number of AP courses.

- Grade 10 students may take up to 2 AP classes
- Grade 11 students may take up to 4 AP classes
- Grade 12 students may take up to 4 AP classes
- Grade 12 students may request to take 1 additional AP class if their cumulative unweighted GPA is 3.8 or higher at the end of the last completed semester. Students interested in an additional AP course need to complete the [AP Additional Course Request Form](#).
- Students taking AP courses must enroll in at least 1 study hall during the SOT block

Transferring into AP courses

Students transferring to CDS during the school year are usually not eligible for AP courses. However you will be able to join an AP course if:

- You were enrolled in the course at the previous school

Dropping an AP Course

You may drop an AP course without penalty only if:

- It is within the designated drop/add period of registration
- It is within the first 10 school days of the new school year

*Students taking an AP course are expected to take the corresponding AP exam. For those students who take the exam, the course officially ends at the conclusion of the AP exam. For those students who do not take the exam the class will conclude at the end of the year. During the time after the exam, they will be required to complete an additional project.

Senior Project

The purpose of the senior project is twofold. First, it provides students with the opportunity to meaningfully improve the community through pursuing an area of interest they may have not been able to explore during the course of their studies at CDS. Secondly, it provides the CDS administration and faculty the opportunity to assess, prior to graduating, whether or not the 12th grade students possess the characteristics laid out in the Cheongna Dalton School graduate profile before they receive their CDS high school diploma. These characteristics are aligned with the 6 Cs, and they describe in detail the traits a CDS graduate should possess.

Process

A proposal poster must be submitted by September 24th (Committee will approve / deny proposal by October 1).

- The proposal must include the following:
 - Essential Question (EQ)
 - Product / Objective
 - Justification
 - Goals for each checkpoint
 - Mentor (name and meeting time agreed upon with mentor)
- A first draft of the proposal poster must be prepared in time for the Senior Project Pitch event on September 24

Senior Project Progress (checkpoints)

- Proposal Final Draft Due Date 9/24/2021 by 11:59 (following pitch event)
- Proposal Status Notification 10/1
- Senior Project Progress Checkpoints
 - Checkpoint 1 - October
 - Checkpoint 2 - November / December
 - Checkpoint 3 - January
 - Checkpoint 4 - February / March
 - Checkpoint 5 - Presentation First Draft to Mentor for Feedback (March 28-April 7*)
- Digital presentation turned in by April 8

Sample Ideas

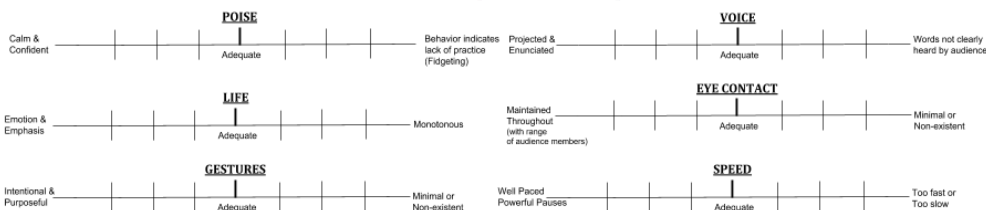
1. **Physical Projects:** Create a stained glass window, create a computer program, rebuild an engine, build a cabinet, create an efficient recycling plan
2. **Written Projects:** Book of poetry, novella, newspaper, children's book, journal of reflective essays
3. **Performance projects** (must include all of the planning and organization): Dance, instrumental or singing recital, drama show, musical video, magic show, slide show, fashion show, formal speech/debate
4. **Teaching or leadership experience projects:** Teach a middle school health class about teen issues, teach about a subject you are passionate about to a 5th grade class, coach a little league team, set up a neighborhood action team.
5. **Career-related Projects:** Shadow a police officer and write or speak about an experience to a specific audience, view and document medical procedures, volunteer time at a local veterinarian's office
6. **Service Projects:** Organize a food drive, develop and implement an exercise program at a local senior center

Senior Project Rubric

	6 Cs	Exemplary	Adequate	Inadequate
P R O C E S S	Character	<input type="checkbox"/> Honored Commitment to project by <ul style="list-style-type: none"> creatively overcoming obstacles and setbacks utilizing effective time management and displaying self-motivation (evidenced by journal kept throughout process) <input type="checkbox"/> Demonstrated a Growth Mindset by <ul style="list-style-type: none"> challenging himself/herself and developing himself/herself in a meaningful way in the course of the project (learning stretch) 	<input type="checkbox"/> Honored Commitments <ul style="list-style-type: none"> -persisted through some setbacks in order to complete project -utilized adequate time management and self-motivation <input type="checkbox"/> Growth Mindset <ul style="list-style-type: none"> -Project required some degree of self-development 	<input type="checkbox"/> Honored Commitments <ul style="list-style-type: none"> -abandoned (key aspects of) project because of setbacks/obstacles -ineffective time management and self-motivation <input type="checkbox"/> Growth Mindset <ul style="list-style-type: none"> -Project brought about little to no self-development
	Curiosity	<input type="checkbox"/> Engages in a genuine process of inquiry <ul style="list-style-type: none"> Entire project is driven by the process of answering an essential question (student returns to essential question throughout process) Develops a coherent answer to essential question 	<input type="checkbox"/> Project is adequately driven by EQ <ul style="list-style-type: none"> Demonstrates progress toward answering the essential question 	<input type="checkbox"/> Project does not appear to be driven by an essential question <ul style="list-style-type: none"> Student has not made progress toward answering the EQ
	Critical Thinking	<input type="checkbox"/> Student used a design thinking approach in their process (LAUNCH) <ul style="list-style-type: none"> Looked around - <i>What problem can I solve? Who needs help? What am I passionate about that I haven't studied at school?</i> Asked questions to understand the project Understood the project through an authentic research experience (conducting interviews, reading articles, watching videos, gathering/analyzing data) Navigated ideas - applied new knowledge obtained from research Created - Created a prototype/first draft of product Highlight and fix - Highlighted what was working and fixed mistakes in prototype 	<input type="checkbox"/> Student can provide evidence that they went through at least steps of the LAUNCH process to create their final product <ul style="list-style-type: none"> Student can provide evidence that they went through at least steps of the LAUNCH process to create their final product 	<input type="checkbox"/> Student did not go through a process that included the elements of the LAUNCH in order to reach their final product <ul style="list-style-type: none"> Student did not go through a process that included the elements of the LAUNCH in order to reach their final product
	Collaboration	<input type="checkbox"/> Mentor <ul style="list-style-type: none"> Kept mentor informed Attended all scheduled meetings with mentor and proactively sought mentor's help Utilized mentor as a collaborative creative partner, asking "What do you think?" and taking mentor's suggestions into account 	<input type="checkbox"/> Mentor <ul style="list-style-type: none"> Kept mentor informed Attended all scheduled meetings with mentor 	<input type="checkbox"/> Mentor <ul style="list-style-type: none"> Did not keep mentor adequately informed Did not attend all checkpoint meetings with mentor
P R O D U C T	Community	Project makes a highly significant and long-lasting impact on: <ul style="list-style-type: none"> the CDS school community OR the local community OR the global community 	Project benefits the CDS community, local community, or global community	Project does not benefit the CDS community, local community, or global community

COMMUNICATION - Presentation Delivery Criteria

Need at least adequate on ALL six to pass



COMMUNICATION - Building The Presentation Criteria

Need at least adequate on ALL five to pass

		Exemplary	Adequate	Inadequate
Audience	<ul style="list-style-type: none"> Speech is designed to engage audience <u>from beginning to end</u> Audience members are able to understand key ideas in speech 			
Content	<ul style="list-style-type: none"> Engaging content has been selected and included Extraneous content has been left out All sources for content are cited in MLA format (required) 			
Organization	<ul style="list-style-type: none"> Opening grabs audience's attention Signposts are used throughout speech to help audience follow speech easily Choice of organizational structure allows audience to easily follow ideas Clear, planned closing - (Not just: "Yeah...that's it.") 			
Visual Aids	<ul style="list-style-type: none"> Visual aids are used intentionally to enhance audience understanding and engagement Use of visual aids indicates practice and planning 			
Appearance	<ul style="list-style-type: none"> Appearance and attitude during presentation are professional 			

Senior Project Awards

In order to be eligible for one of the six senior project awards, students will need to achieve “exemplary” on one or more areas of the senior project rubric and pass the project overall on Friday, April 8th.

6C Awards: Awarded to the seniors who have gone above and beyond in one of the six areas of focus.

- **Communication Award:** This award will be given to the student who builds and delivers the most exemplary presentation on the Senior Project Convention day.
- **Curiosity Award:** This award will be given to the student who most clearly demonstrated an active, genuine interest in learning about their project through sustained inquiry.
- **Critical Thinking Award:** This award will be given to the student who most effectively utilized a design thinking approach in completing their project.
- **Community Award:** This award will be given to the student whose project is found to have the most profound and long-lasting impact on the school, local, or global community.
- **Character Award:** This award will be given to the student who most faithfully honored their commitment to their project and demonstrated a growth mindset through the completion of their project.
- **Collaboration Award:** This award will be given to the student who can most clearly provide evidence that they continuously sought and utilized advice and feedback from not only their House teacher, but from other individuals throughout the completion of their project.

Senior Project Seminar

Throughout the first term of the year, seniors will be required to attend Senior Project Seminar every Wednesday. The purpose of this seminar is to provide seniors with a designated time to work on their senior project, ask questions, and receive information critical to the senior project process. Attendance will be taken, and any absence from Senior Project Seminar will be treated as an unexcused absence from a class. After term one, attendance at the seminar becomes conditional upon the senior’s meeting of the designated checkpoints. Please see below for more detailed information about the Seminar after term one.

●

Failure To Pass Presentation

- If a student does not pass their presentation on April 8th, the following will happen:
 - CONDITIONAL PASS
 - This status is reserved for students whose passing the project only requires completing a specific task. These are students who only received “inadequate” in one area on the rubric and/or really have only one task to complete that is limited in scope. Students in this category will **not** be required to present again. (If their one area of inadequacy is “communication,” they, of course, will have to present again.)
 - Students in this situation should take it upon themselves to find a time when a member of the senior project committee is available, send a Google Calendar invite, and then show the committee member their updates at the appointed time.
 - FAILURE TO PASS
 - This status is for students who did not meet “adequate” in more than one area of the rubric and have to continue their process in order to demonstrate the 6 C’s. These students must present again, and they will lose their blank periods until they have passed the project.
 - They must re-present their project before May 27th at 4:00pm
 - They must continue attending all Wednesday seminar sessions.
- Students who have completely passed by May 27th will not walk across the stage to receive their diploma during the graduation ceremony. However, these students may attend the ceremony and wear a cap and gown.
- Students will not receive a high school diploma from CDS until this graduation requirement is met.

Honor Roll

The end of the year GPA earned with more than 5 credits will be used to determine qualification for the Honor Roll. A student will not be eligible for the Honor Roll, he or she receives a “C”, “D”, or “F” on his or her report card. Students with a “W” on their transcript will need to explain the reason for dropping the class through a written petition in order to be considered for the honor roll. This decision is up to the administration after a review. At the end of the academic year, students will be placed on the Honor Roll based on their grades.

Each grade level will have two honor rolls (highest and regular). Students with a 3.75 to 3.99 will be placed on the Honors list. Students with and above 4.00 will be placed on the Highest Honors list.

Valedictorian Policy

The term “valedictorian” comes from the Latin term “*vale dicere*,” which means, “to say farewell.” The valedictorian is the individual selected from the graduating class to deliver the commencement ceremony’s farewell address in June, which is called a “valedictory.”

The valedictorian will be selected from the 12th grade by the administration following quarter 3. The selected student will:

- Have the highest weighted GPA
- Have no disciplinary incidents throughout the entirety of their senior year
- Complete 25-26* credits with no failed/withdrawn courses at CDS
- Meet all graduation requirements
 - Achieved the minimum departmental credits within CDS offerings
 - Completed all 60 service hours
 - Passed the senior project
- Have attended the school for four full years

In the event of a tie, multiple valedictorians will be selected.

*Starting with the class of 2024, 26 credits must be completed in order to be qualified for Valedictorian.

The valedictorian will make a speech on behalf of the graduating students at the CDS graduation ceremony in June.

Schedule Changes

Student schedules will not be changed unless there is a legitimate academic reason to do so. Course changes must be approved by the Secondary School Director and/or Assistant High School Director and may not be made after the first two weeks of the school year.

Dropping Classes

Courses may be dropped within the first 10 days of the school year without penalty. Courses dropped after that time will be recorded as a W for Withdrawal on a student’s official transcript. Any student wishing to drop a course must make a written request to the High School Director and have written parental approval.

Seniors may not change or drop classes at the end of the first semester unless they have met the conditions for early graduation.

Homework

Students will be given homework (both weekly and quarter based) to develop their time management and independent learning skills. To maximize student benefit, teachers expect all homework to be completed independently and with sincere effort.

Teachers Homework Policy

As student well-being and sleep are of primary importance to our community, teachers make a sincere effort to limit work over breaks, weekends, and due late at night. All short term homework, unless indicated otherwise, is due the following class period. Long term assignments (i.e. projects, papers, lab reports) that require multiple days to complete may be asked to be submitted at night, however no later than 10pm.

Teachers may not actively assign students homework and require it to be due the same day it was assigned. However, occasionally classwork assignments will be given additional time by the teacher. Those assignments may be due the same evening, but not after 10pm.

Absences and Assessment

If a student is absent for any reason they must complete all missed work. Students are responsible for obtaining directions from their teacher(s) regarding missed work and requesting any additional assistance in completing it. Teachers are permitted to make reasonable adjustments if extra time is needed; such an agreement must be requested by the student, parent or guardian in advance of the due date for the assigned piece of work.

In the event that a student is absent for reasons that do not clearly prevent them from doing their schoolwork (for example, if they are quarantined, but they are not ill), they are required to keep in contact with their teachers, checking email and Google Classroom at least once in the morning and once in the afternoon, and replying to all messages in a timely manner. They must follow all instructions regarding work assigned by their teachers and ask questions to make sure they understand so they can keep up with their classes. If a student has technical problems with checking their email or Google Classroom in this kind of situation, they should call the school to keep communication with teachers as needed.

Students who miss any kind of assessment will be offered a chance to retake that assessment or take an alternate one, at the discretion of his or her teacher(s). This process is further explained in the attendance policy.

Academic Probation

The purpose of academic probation is to uphold high academic standards for all students and to assist students in improving their academic performance. Academic probation is in no way a punishment, instead it is a way for the school to focus on assisting students back to acceptable grade levels.

Criteria for Academic Probation

A student will be placed on academic probation when, on a quarterly report, his or her grades are below the 2.0. Parents will be notified each term that the student is on academic probation. Academic Probation will be noted on a student's yearly grade report.

Academic Probation Protocol

Once a student meets the criteria, listed above, the following protocol will be initiated:

- 1) A parent/teacher conference will be called. This meeting will be attended by the student, their parents/guardians and the Assistant Director of High School/High School Coordinator and subject teachers. At this meeting all voices will be heard and a strategy to get off academic probation will be developed.
- 2) Probationary requirements will be issued. The student will be required to meet with their house teacher who will check up and guide the student to improve their study habits. The student will also be required to attend a weekly conference with the Assistant Director of the High School/High School Coordinator to ensure there is no deterioration of effort. Additional requirements to meet with specific teachers or to restrict down time may also be issued.
- 3) Should a student fail to get off of academic probation over the course of two consecutive quarters, an Academic Review Board (ARB) will be formed to determine if the student should be expelled or determine further consequences.
 - a. The ARB is made up of Secondary School Director, Assistant High School Director, High School Coordinator.
 - b. The ARB will weigh the extenuating circumstances (death in the family, prolonged health and medical issues, divorce, etc) so they have the widest and clearest perspective of the situation.
 - c. The student's attitude, behavior, influence on others, and effort will be taken into consideration in the final decision by the ARB.

Responsibilities

1. Student – The student must make every effort to complete homework promptly, seek additional assistance as he or she feels necessary, meet at least once per week with the teacher(s) in whose class he/she earned a "C" or below, and attend meetings with counselors and teachers. The student is responsible for making arrangements for the weekly meeting with his or her teacher(s).

2. Parent(s)/Guardian(s) – Parent(s)/guardian(s) need to encourage the student, provide an environment at home conducive to study, and maintain close communication with school personnel regarding the student's progress. Parent(s)/guardian(s) of boarding students need to sign the boarding rule contract before moving in.
3. Teachers – Teachers need to be available to meet with the student on a regular basis, complete weekly progress reports, and communicate with the student, parents, House teacher, and Assistant Director of High School/High School Coordinator.
4. The High School Coordinator is responsible for sending out the academic probation notices to parents at the end of each term. At the end of the school year, parents will be notified by the Director of Secondary School as to the student's status, either for promotion, retention, or termination.

Korean Accreditation

Cheongna Dalton School is the first government-recognized international school in Korea that fulfills the accreditation of a local Korean school. As the law currently dictates, CDS fulfills these requirements by allowing our students to take the Korean Language (KL) as their second language and Korean History as a Social Studies class (102 hours per year).

Korean students studying abroad or in other international schools are required to take the Korean GED (General Equivalency Diploma) or its equivalent to matriculate into the universities in Korea. Currently, students in the international schools in Korea cannot matriculate into Korean local schools. Acknowledging these intricacies, CDS allows only the students who want to fulfill the Korean matriculation requirements to take the Korean Language course.

Korean nationals who do not take the Korean Language courses at CDS may NOT get recognized when they transfer or matriculate to colleges in Korea.

Students who are wishing to apply for Korean universities must take Korean 10 class during Grade 11.

III. GUIDELINES FOR STUDENT CONDUCT

The guidelines written in this handbook emphasize the principles that Cheongna Dalton School holds in high regard. All members of the CDS community are expected to show respect, citizenship, character, tolerance, and integrity towards each other and our learning environment. As such, these rules have been established as common and basic expectations for the community.

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

A. PLACE OF LEARNING

General Conduct

Every member of the CDS community has the right to learn and work in a safe, secure, and supportive environment. Students are expected to respect each other in shared spaces and to respect staff and visitors. Behavior that disrupts classes or the learning experience (such as offensive language, loud voices, or music) is unacceptable. The school supports the principles of mutual respect, citizenship, character, tolerance, and integrity.

Students who display behaviors that are disruptive to the learning environment or do not follow Cheongna Dalton School's conduct expectations will be referred to the Assistant Director of High School who will determine further action (see section "Guidelines for Student Conduct" for more detail).

The school also expects off-campus behavior to reflect the values of the Cheongna Dalton community. Students are subject to disciplinary action up to and including expulsion for failing to meet acceptable standards of general conduct off-campus as well.

Attendance Policy

"Attendance" is defined as a student's presence both in school and in the classroom to which the student is assigned at all scheduled instruction and activity times. Attendance is critical to academic success at CDS. Being present at the school allows teachers to meet the academic needs of students and provides students with the face to face opportunity to learn from both their teachers and classmates. Communication and Collaboration are two of our central values and physical attendance enhances student development of these qualities. Parent(s) or guardian(s) are expected to ensure regular attendance for their children and absences, either excused or unexcused, should be avoided if possible.

Students are required to attend a minimum of 80% of all class periods per term. Special exceptions may be made prior to planned academic absences or due to extenuating circumstances (i.e. prolonged illness) with approval from the administration.

In an online learning context, attendance may be defined differently depending on the requirements of a given class. The 80% minimum attendance requirement still applies.

Please call the High School Office as soon as possible to report absences, tardiness, or other attendance issues. See below for a more thorough explanation on how to report anticipated absences.

Student Responsibility Pertaining to Absences

A student who has been absent from class, for any reason, is responsible for the work missed, including homework, assessments, presentations, or projects that occurred during the absence. Teachers will work with students to provide reasonable alternatives to missed work, but students are expected to take the initiative. Students must contact their teachers as soon as possible when they know they will be absent.

Excused Absences

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

- ✓ Illness of the student,
- ✓ Illness of a family member or death of a family member,
- ✓ CDS-excused religious observances,
- ✓ Suspension of the student,
- ✓ Student’s required attendance in court or in legal matters,
- ✓ A student’s interview with either a potential employer or a college or other higher education admissions officer,
- ✓ Visa or license examinations or procedures,
- ✓ Unavoidable medical or dental procedures that absolutely cannot be scheduled at any time other than during the school day.

Please note that excused absences still count against the attendance requirements outlined above. The above list is not exhaustive and other excused absences will be considered. Student absences are considered “unexcused” until documentation is received and verified.

Students absent from school due to participation in approved school activities such as field trip, service project, athletic competition, in-school AP exams, education assignment, or meeting will be considered to be in attendance. These absences do not count towards the attendance requirements stated above.

Regarding Short Absences & Early Dismissals

If a student has been or will be absent for one day only, or needs early dismissal, the parent(s) or guardian(s) should call or email the school to notify administrators a day in advance if

possible and state the reason why. If the school is not notified of absences and early dismissals in a timely manner the student will be recorded as skipping class and will be subject to disciplinary action as described in this handbook.

A student may not leave the school early unless an administrator approves their dismissal request.

If a student returns to CDS after an illness-related absence of more than two consecutive days, a doctor's statement must be submitted to the High School office as evidence of the student's illness. If the illness was contagious, the doctor's statement must note that the student no longer has the illness. Note that a prescription is not equivalent to a doctor's statement.

If a student or parent is suspected of making an attempt to undermine the CDS attendance policies, this will automatically qualify for parents and students to meet with members of the high school administration.

Regarding Long Anticipated Absences

In cases of anticipated absences of three days or more, the parent(s) or guardian(s) must notify the Head of School and the Director of Secondary School by completing the Long Absence or Study Trip Anticipation Form. These forms should be completed as soon as possible but must be received no later than two weeks ahead of the absence. See "Absences and Assessment" in Part II: Academic Policies for expectations about doing classwork during and/or after absences from school.

A student who returns to CDS after an absence longer than the previously approved duration must provide CDS with a note, dated and signed by the student's parent(s) or guardian(s), which explains the reason for the prolonged absence.

Approved long absences will not be counted against the 20% attendance limit.

Extenuating Circumstances

In the case of extenuating circumstances that may result in a short or long absence, please contact the school as soon as possible. The school will make every effort to be understanding and accommodate unforeseen emergencies that may arise. If the student needs to leave the school, arrangements must be explicitly agreed upon between the parent(s)/guardian(s) and the Director of the Secondary School or Head of School before the student will be dismissed.

Following a prolonged absence, the student and parent/guardian will attend a conference at the school with the relevant subject teacher(s), and the Director of Secondary School to discuss accommodations or alternative methods of earning credit(s).

Unexcused Absences, Lateness and Truancy

Unexcused absences from class or school within the school day are subject to the CDS Disciplinary Code. Students are not permitted to leave school property at any time of the school day.

Students who arrive after the start of the school day are required to report to the high school office and obtain a written pass.

Should a student be tardy, without a valid reason, it will be recorded both on Powerschool and in BehaviorFlip. Tardies registered after ten minutes of class have elapsed are deemed to be a major behavioral issue.

Truancy is a student's absence from a part of the school day or the whole school day without the knowledge of his or her parent(s) or guardian(s). Truancy is a very serious offense and the school reserves the right to discipline any violating student. The following are examples of truancy for which the student will be subject to the Disciplinary Code:

- ✓ A student leaving the school premises without permission during school hours,
- ✓ A student leaving class due to sickness who does not go directly to the nurse's office,
- ✓ A student being in school but not at his or her assigned class.

Chronic Absence Issues

Once a student has missed 15% of the school days in a term (or the equivalent in classes), a meeting will be called between the parent(s)/guardian(s) to determine a course of action for ensuring school attendance and academic success.

If a student continues to be absent and has missed 20% of the school days in a term (or the equivalent in classes) potential repercussions may ensue barring an extenuating circumstance.

Example:

Days In Each Quarter	15%	20%
Quarter 1 - 45 days or approximately - 190 class periods	Absent - 7 days or 30 class periods	Absent - 9 days or 38 class periods
Quarter 2 - 45 days or approximately - 190 class periods	Absent - 7 days or 30 class periods	Absent - 9 days or 38 class periods
Quarter 3 - 44 days or approximately - 185 class periods	Absent - 6.5 days or 27 class periods	Absent - 8.5 days or 36 class periods
Quarter 4 - 46 days or approximately - 195 class periods	Absent - 7 days or 31 class periods	Absent - 9 days or 40 class periods

If a student misses more than 20% of all school days or equivalent class periods (36 school days or 180 class periods) for any reason, then a meeting will be initiated with the student, parents/guardians, and school administration to discuss attendance issues, during which the school holds the right to withhold academic credit. Again, approved long absences will not be counted against the 20% attendance limit.

Attendance-Related Discipline Consequences

Students who do not meet the attendance standards set forth in this document are subject to the disciplinary actions laid out in the CDS High School Handbook. Additionally, failure to comply with the CDS attendance policy could result in the denial of participation in school-sponsored events such as social functions, athletic events, and field trips. Repeated offences will always lead to a disciplinary committee being summoned.

Responsibilities of Students, Parents, and Guardians

Classroom Attendance for Students

Students are expected to follow the CDS bell system and daily schedule. Students are expected to be in their seats and prepared for the start of class when the start bell rings.

Parents/guardians are expected to make arrangements to allow their child to come to school regularly and in a timely manner. Parents/guardians are also expected to communicate absences and tardies with the school well in advance, when possible.

Once in class, students are not permitted to leave without permission. Students must use the digital hallway pass after receiving permission from their teachers. Students who are unable to use a digital pass must receive a physical pass from their teacher.

If a student is found outside of class without permission or is abusing their leave from class (for example, going to the cafe, talking with other students or teachers for extended periods of time, etc.), the student may be subject to disciplinary action. If a student repeatedly uses passes inappropriately, he or she may have pass privileges taken away.

Powerschool Attendance Code

P	Present	T	Tardy
A	Unexcused Absence	TE	Excused Tardy
AE	Excused Absence	SE	School Event (Inside and Outside)
M	Excused Absence Medical (Nurse's Office)	SUSP	Suspended

Student Appeals

Students are permitted to appeal any violations of the attendance policy. Appeals should be submitted in written form to the Director of the High School. The Director will consider these appeals in a timely manner and, based on evidence presented and the attendance infraction, decide to uphold, reduce, or eliminate disciplinary action.

Special Cases

During AP Exams

All students are required to attend classes during the weeks of AP Exams. However, students with AP Exams will be allowed to remain home before, and after their exam on the day of the test. These students will be marked absent excused and will only be required to come to school for their exam.

Absences in Physical Education

Students may be excused medically from physical education classes. If a student is not able to participate in gym classes for a medical reason, the student's parent(s) or guardian(s) must provide a doctor's letter explaining that the student is unable to participate. Students are still

required to attend class, however the Physical Education teacher may provide students with alternative lessons or activities.

Regarding Missed Major Assignments

CDS anticipates that students will occasionally be absent for valid reasons and sometimes these absences will occur on a date when a major assignment is due. However, to address chronic absenteeism during scheduled exam times, and to determine when re-tests should be considered, the school has developed the following protocol.

When a student misses a major assignment in a course, the student is expected to make up or turn in the major assignment as soon as they return to the school. If the assessment takes less than 30 minutes, it may be scheduled during Phoenix Time. If the assessment will take longer, it will be scheduled at the next available Student Organization Time (W/F) or Blank Period. If the major assignment is a project, the work should be turned in immediately to the teacher upon return to school unless prior arrangements have been made with the teacher.

In the event that a student does have an absence on the due date of a major assignment, the following steps have been created to ensure accommodations will be made by teachers.

- The student should contact their teachers as soon as possible when they know they will be absent in order to assist teachers in making arrangements for the student's absence. Direct contact with the specific teacher is required as well as contacting the school's main office.
- In the event of multiple tests missed, a letter from a physician will need to be presented to the administration. A note from the school nurse is not sufficient, nor is a prescription.

What follows are the consequences for absences during a major assignment. These steps pertain to each course individually and are not accumulative across courses.

1. After the first justifiable absence the school will allow for the student to make up the major assignment immediately upon returning to school during the designated time as decided by the teacher.
2. The second absence for a major assignment in the same course will result in a conversation with the teacher, student, and administration about student attendance responsibilities. The second absence may also result in up to 10% grade reduction, at the discretion of the teacher.
3. The third absence for a major assignment will result in the student being unable to make up the work and they will receive a zero, barring extenuating circumstances that have previously been discussed with the administration in a prior meeting.

On occasion, students may miss a scheduled make-up. In this case this will count as the second or third offence as stated above.

Students can expect that teachers will provide an assignment that is comparable in difficulty and equivalent in format to the one missed (if necessary). Any evidence of student collusion will result in the failure to take the make up assessment and the student will receive a zero.

Administrative Discretion

It is impossible to be prescriptive for all situations that may arise. Therefore, the administration reserves the right to use discretion when administering this policy, and decisions can vary from the aforementioned policy statements, when, and if, the need can be justified.

Cafeteria Policy

A hot lunch is served daily, and students may choose between a Korean or Western style meal. Each week's lunch menu is posted on our CDS website. Students who have dietary restrictions, or have made a request to the office, may bring sack lunches. Students are not allowed to order food from an off-campus vendor unless given permission from the school's administration.

Students are expected to use trays and clean up after themselves. Students should only take enough food for themselves from the buffet food options to reduce waste. Any misbehavior in the cafeteria reported by the cafeteria staff will result in behavior intervention in accordance with school policies.

Dress Code

The purpose of the CDS dress code is to enhance the positive learning environment of the school by minimizing distractions and ensuring modesty and comfort for all students. It is a student's responsibility to be in proper dress for the duration of the full academic day. What follows is the school's dress code guidelines:

Tops:

Shirts, Hoodies & Cardigans

- Students must wear an approved CDS style top which include the following:
 - CDS polo-style shirts in the following solid colors: gray, white, purple, navy blue.
 - Dalton School hoodies and cardigans.
 - Other approved options listed on the school's webpage.
- A piece of approved clothing must be the outermost layer.

School Jackets

- Only approved school outdoor (jackets & fleeces) may be worn as a top uniform in the school building during the school day. These garments are available from the school website. Other jackets may be worn while commuting to school but must be removed upon entering the building.

Bottoms:

Pants, Skirts & Shorts

- Students are asked to wear single color (**black, navy blue, or beige**) bottoms that are appropriate for school.
 - Athletic shorts, sweatpants, leggings and similar pants are deemed to be extremely casual and inappropriate for our academic context.
- Bottoms should not have holes, frays or distracting designs.
- Special consideration should be made to ensure bottoms are appropriate for the school environment.

Footwear

- In order to ensure student safety, we ask that students wear closed toed shoes during the school day.

Headwear

- In order to build and maintain a strong community, we ask that students refrain from wearing hats or hoods during the school day.

Physical Education Uniform

- Students taking PE are required to have a pair of athletic shoes and the official PE uniform. Students in grades 5-12 are required to change into their PE uniforms for their PE class. The PE uniform is available from the school website.
- Earrings must be removed prior to class.
- No student will be allowed to wear glasses during class. Sports goggles or contact lenses must be worn.
- It is highly recommended that long hair be tied back during class
- It is highly recommended that each student bring a water bottle to class.
- Do not leave anything in the changing rooms. Bring all your stuff to the gym and leave it on the bench area.
- All students will be given 5 minutes at the end of class to change and shower. Students must supply their own toiletries.
- Hats are only permitted for outdoor activities.
- Students must wear athletic shoes during PE class. During the first two weeks of school, the teacher will determine whether your shoes are appropriate for physical activity.
- PE clothing may not be worn outside of PE class. Students wearing PE clothing during non-PE class time will be deemed out of uniform.

Additional Rules

- Students are allowed to wear earring(s) in their ears only. No other type of body piercing is permitted on school property, or at any school-sponsored activity.
- During the winter, blankets will be allowed in class provided they are not a distraction.

- If students have tattoos, it is asked that they are covered throughout the school day.

All clothing should be modest, tasteful and appropriate for the academic day and school related events.

If you have difficulty finding clothing that meets these guidelines, please contact the CDS Administration Office for information about local retail outlets that have items meeting our dress code requirements.

Guidelines for Violations of the Student Uniform Policy

CDS has the right to regulate student dress, and students should always respect the school policy. If attire fails to meet the above guidelines the following steps will be taken:

- Step 1: The student will be asked politely to take the necessary steps to correct the uniform issue. If the student is unable to correct the issue immediately then step two will be taken.
- Step 2: When appropriate, the student will be escorted to the Assistant Director of High School or High School Coordinator who will provide the student with the appropriate piece of the uniform.
 - The borrowed item will be worn throughout the school day and returned at its conclusion.
- Chronic offenders, or individuals with highly inappropriate clothing will meet with the Director of the High School or Dean of Students to determine further punishment.

English Language Policy

Statement of Philosophy

CDS is committed to the development of multilingualism. We strongly believe that this aids in the development of intercultural awareness and open-mindedness. In a school environment where different languages can be spoken, we believe that the use of a common language is essential to ensure inclusion for all and to enhance understanding of the many different cultures represented.

Values

We recognize the complexity of language use for students, faculty, and staff within our community. While we understand and appreciate the social and emotional implications of language use for our students as they develop social relationships within the school, we strive to hold these values in balance:

- To include everyone in our school community by using a common language (English)
- To develop social and academic English for current and future studies as well as for global citizenship
- To support the use and development of students' native languages in non-exclusionary contexts
- To create an environment for acquiring additional languages within world language courses

Language of Instruction

English is the language of instruction at CDS. In all courses, other than world language courses and Korean history or Korean literature, students and faculty must use English as the primary means of academic communication. Should students need the support of their native language to better comprehend complex concepts in class, they may ask their teacher for permission to explain or receive explanations in their native language.

Language Use

CDS promotes the use of English as the primary language of communication on campus by students, faculty and staff, in both instruction and non-instructional interactions. Responsible use of inclusive language should be of utmost consideration at all times. It is the responsibility of students to remain aware of the context in determining which language to utilize. **Using language as a means to exclude students or faculty goes against our school's core values.**

CDS encourages students, faculty and staff to take opportunities both on and off campus to practice other languages they are developing.

Dalton Media Policy

Students or alumni creating content for the school must observe the following rules and regulations:

- No profanity (cursing/swear words) or allusions to cussing
- No sexual content
- No drugs/smoking or references to
- No drinking or references to

Any content must be approved by the appropriate faculty member or administrator prior to it being shared with the CDS community.

Littering Policy

Littering goes against the core values that the school wishes to emulate. Students must place all trash in provided trash receptacles on school campus grounds. Students who do not comply and are found disrespecting common areas will be subject to the school's behavioral interventions.

Locker Policy

Students will be assigned a locker for use on campus. CDS is loaning the lockers to each student, and students are expected to respect their locker as a shared community space. Students must supply their own lock and are responsible for remembering their

key/combination. Due to time constraints, CCTV footage will not be checked for items missing from an unlocked locker.

Students are to keep their lockers tidy and free of any vulgar materials, weapons, drugs, or alcohol. Any malfunctioning locker should be reported to the administration office.

The school reserves the right to open school lockers without consent for any reason deemed appropriate by the administration.

Lockers without a name or a lock are considered the property of the school. Items located here may be discarded at any time. Students are not to use any locker that does not belong to themselves.

Personal Property Policy

It is very important to keep track of all the items students bring to school each day. Labeling all clothing, book bags, belongings, lunch boxes (and containers) with the student's name and grade helps ensure the return of the item, should it be misplaced. Please check at the lost and found area in the office for misplaced items. Students are discouraged from bringing non-essential belongings to school.

Large sums of money and other valuable items should be left at home. Distracting electronic devices (psp, gameboy, expensive cameras, etc.) and similar items should not be brought to school. The school assumes no financial responsibility for loss of student's property while on the school premises.

Due to time constraints CCTV footage will not be checked for items left unattended within the school.

Student ID Card Policy

Students will be presented with a CDS identification card. Students use their Student ID cards to check out books from the library and to be served lunch. In the case of a lost ID card, a student will need to request the reissue of an ID card. There will be a fee charged for reissuing an ID card.

Commuter Policy

CDS is a closed campus. Students are to remain on campus during the entire school day and may not leave unless given permission by the Admin Office. Students who do receive permission must obtain a note from the office to present to the security guard in order to leave school premises.

Driving to School

Students arriving by car may use the main entrance when they arrive in the morning. No children are to be left unattended in front of the school before the door opens.

Parents may drop off only at the designated areas. High school students are not permitted to park their vehicle on campus at any time.

School Bus Policy

Riding the school bus is a privilege. Any student reported to the administration for a rules violation is subject to disciplinary action, including the loss of bus privileges. Parents will be responsible for the transportation of any pupils who have lost bus transportation privileges. Students must be on time for the bus. While on the bus, the students must respect and obey the bus driver's directions. Students who engage in disruptive behavior will be referred to the High School Coordinator. Consequences may include loss of school bus privileges and/or further disciplinary actions. The following is a list of rules for those on the school bus.

- Always have your seatbelts on.
- Find a seat as soon as you are on the bus.
- Remain seated until the bus comes to a complete stop.
- Do not fight, cause commotion, make loud noises, or throw things inside the bus.
- Keep all parts of your body inside the bus, do not throw things outside of the bus, and be respectful to the people outside of the bus.
- Do not eat, drink or chew gum on the bus.
- Dangerous items such as lighters, knives etc. are prohibited.
- Do not vandalize or damage the items on the bus. Offenders will be held responsible for all damages.
- In case of an accident, please follow the directions of the bus driver.
- Respect the bus driver. Please refrain from distracting the bus driver, such as talking loudly, playing loud music, or playing games.

Skates, Skateboards, Scooters, Bicycles, etc. Policy

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

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

Teacher Gifts Policy

Parents appreciate teachers as much as the children and they express this sometimes by offering gifts to teachers. At CDS, teachers are prohibited from accepting any gifts from parents and students that fall outside of what is listed below. All gifts will be reported to the responsible department at CDS to ensure we are in accordance with the Anti-graft Act in Korea (Kim Young-ran Law).

The following gifts are permitted:

- Small gifts collectively purchased and presented by the entire class.
- Bouquets provided by graduates following the ceremony.
- Food under 30,000 won
- Gifts under 50,000 won

Academic Honesty Policy

The basic policy is that...

1. Students should not receive any help on graded work except from the teacher who assigned the work.
2. If they do get any other help, they should inform the teacher who assigned the work.

How this works:

- Before getting any help on graded work, students should ask themselves, “If I get this help, will I be comfortable telling my teacher about it?”
 - In a situation like using a cited source for a research paper, the answer is obviously YES.
 - Other situations are less clear.
- If the student is unsure or they would feel uncomfortable telling their teacher about it afterwards, they should ASK their teacher BEFORE getting help to make sure it’s okay.
- If they DO get help, they should make it 100% clear to the teacher exactly what kind of help they got and where so that the teacher is fully informed about what was completely the student’s work and what was not.
 - It is a student’s job to be SURE the help they got is acceptable.
 - If there is ANY uncertainty, they should meet with the teacher and clearly communicate the situation *as soon as possible* so there is no chance of a misunderstanding and so there will be time to correct any problems.

Students are not responsible for fully understanding plagiarism while working on their assignments. Instead, when they *inform teachers about any help that they get* they can learn more about plagiarism through the teacher’s feedback about that help.

- When a student proactively informs the teacher about help they got before an assignment deadline, they have automatically removed the element of dishonesty, and it becomes an issue of teaching rather than responding to wrongdoing.

When writing in Google Docs / Sheets / Slides:

- Students should comment and tag teachers as needed to clearly identify any help that isn't already cited.
- When writing a paraphrase based on writing from another source, students should COMMENT on the paraphrased text. In the comment, they should include the ORIGINAL text that they paraphrased so the teacher can see if the paraphrasing is properly done.
 - If a student's paraphrasing is poorly done, the result is sometimes plagiarism.
 - In a case like this, if they do NOT comment with the original text, it looks like they were trying to hide the plagiarism, and they can suffer consequences.
 - In a case like this if the student DOES include the original text in a comment, it is clear that they were not hiding anything, and it is a learning opportunity instead of a risk.

Outside of Google Docs / Sheets / Slides:

- Students should make it their goal to be just as informative to teachers even when they don't have the convenient commenting functions available in Google apps.

It is better to be too informative about help than to hold back. If students make it their goal to fully inform their teachers they will quickly learn what is okay and what is not through teacher feedback.

NOTE: Everyone involved is responsible for making sure the teacher knows when students are getting help. For example, if one student helps another, they should BOTH make sure the teacher knows about it so the teacher can help them understand whether or not the help is appropriate. If it's the kind of help that would be considered cheating, and the students don't make sure the teacher knows, then there is no choice -- it must be considered academic dishonesty, and any students involved will be in violation of this policy.

VIOLATION STEPS

These are the standard consequences, but they may vary based on patterns of behavior.

- Students who have issues with plagiarism / academic dishonesty must show clear progress in understanding and avoidance of these issues as a result of teacher guidance.
- Clear patterns of plagiarism/dishonest behavior can result in further disciplinary consequences even if the student consistently admits to receiving help prior to an assignment deadline.

Action	Highest Possible Grade*	Notes
No Academic honesty issues	100%	
Inform teacher before deadline and before academic honesty survey, if one was given	100%	If the student can correct the issues promptly, there may be no penalty, but if they go over the deadline a 10% or greater penalty may apply.
Inform teacher in academic honesty survey	100%	If the student can correct the issues promptly, there may be no penalty, but if it is not prioritized for immediate correction a 10% or greater penalty may apply.
Inform teacher after deadline or after academic honesty survey, if one was given	70% - AP 60% - Non-AP	Highest possible grade will be the lowest passing grade of the course. In order to receive a grade higher than 0%, the student must update the work under their teacher's guidance so that the final version fully meets the standards of academic honesty.
Never admit or admit only after being confronted	0%	With clear patterns of academic dishonesty there may be further potential disciplinary consequences up to and including suspension and/or expulsion. Admitting after being confronted can still possibly reduce the reparations required. This goes on the student's permanent academic record.

* In classrooms attempting to implement standards, competency, or mastery based learning, students may still receive up to 100% credit for the assignment based on their performance when redoing it in an academically honest way, if the assignment is considered essential learning evidence. These students will receive consequences that address the behavior without affecting the grade.

Study Hall Expectations

Student Norms & Expectations

While in a study hall, students are expected to:

- Maintain a respectful volume
- Remain awake
- Limit distractions
 - Electronic (i.e. phones, social media, etc)
 - Impact on peers (i.e. loud talking/music, group work)
- Focus solely on academic or school affiliated work.
 - If there absolutely is no work to be completed students are expected to:
 - Find something productive to do that doesn't disrupt the learning environment (reading a book, online research for areas of interest, etc)
- Remain in the designated study hall for the duration unless a free teacher has agreed to supervise them.
 - If so, those students should remain with that teacher for the duration of the time or be escorted back to the study hall when the session is over.

Teacher Norms & Expectations

While in a study hall, teachers are expected to:

- Create and maintain an environment focused on academic work.
- Refrain from inviting students from other study halls.
 - This is a time for students to work independently, not to re-teach.
- Check google classroom of students who state they have no work to do.

B. TECHNOLOGY POLICIES

Technology is a vital tool in the learning process at CDS. CDS provides technological services, such as a wireless internet connection or LCD projectors, throughout campus. These resources are viewed as a part of the physical environment at CDS and are a privilege given to each student. We ask that students treat machines, software, and fellow users with proper care and respect.

Students are expected to follow the rules of personal conduct outlined in the student handbook, as well as abide by all local and federal laws in the use of the school's electronic resources.

The following are guidelines for using the CDS computer and internet resources.

Computer Policy

CDS reserves the right to monitor computers on campus, whether they are school computers or personal computers. We ask that students adhere to the following behavioral computer usage guidelines:

General guidelines

- All high school students are expected to bring a laptop to school for academic use every day.
- Computers and related technology should be used only for school and education-related purposes.
- A student shall only use their own logins and passwords.
- A student shall not access any file or folder not belonging to him/her.
- Under no circumstances should a student use a faculty's computer without their permission and presence.
- Students shall not post anonymous, threatening, or offensive messages.
- Email messages shall not be forged.
- Students shall not install any program, app, extension, etc. onto a school computer without receiving formal permission from CDS school staff.
- Computer software copyrights and licensing agreements must be honored.
- Computers and computer-related technology must not be used for commercial gain or fraud.
- Students shall not make any change in any school computer's interface, operating system or desktop settings.
- Students shall not degrade the performance capacity of any school computer or computer-related technology.
- All students are obliged to respect any additional computer and computer-related use regulation set forth by CDS school staff.

- All students shall not access inappropriate sites that violate normal decency standards and are expected to report any sites they discover to school officials.

Students who do not respect this policy will be subject to the school's behavioral interventions and the appropriate consequences will be discussed and carried out. Depending on the severity of the issue, breaches of the computer policy may be considered major offenses.

Information on Google Suite & Internet Services

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

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

Cell Phone Policy

CDS allows students to carry their cell phones on campus. However, students may not use their cell phone during class hours without a teacher's permission. Prior to class, all cell phones must be silenced and placed in the phone holder located in each classroom. They should remain in this holder for the duration of class unless otherwise instructed by the teacher.

If a student is found using their phone in class, or having purposely taken the wrong phone from the phone holder, they will be subject to the school's behavioral interventions and the appropriate consequences will be discussed and carried out.

When using cell phones during appropriate times, students must respect the privacy and space of other students, staff, and faculty members. Korean law clearly states that images and videos may be taken only after receiving permission.

Internet Use Policy

Sites blocked from students' access

CDS blocks adult sites, gaming sites, SNS sites (like Facebook, Instagram, and so on), gambling sites, and any other sites with "inappropriate" words or content.

Monitoring students' access

Student attempts to access inappropriate sites through the CDS network may be monitored and recorded.

Personally Offensive Material (Including electronic) Policy

The following materials are prohibited at our school:

- Pornography in digital and/or physical form
- Racial, homophobic, or sexist material(s)
- Lewd and/or obscene materials

Consequently, members of the CDS community should not engage in distribution of these offensive materials both digitally and physically. The possession or dissemination of these types of offensive materials will be considered major offenses, in which case suspension or expulsion is a possibility.

C. LIBRARY POLICIES

Everyone is welcome to use the library and to borrow materials. The library is a place for quiet study, research, and reading. The faculty and student body members are expected to be respectful of the shared space and shared materials.

Library Hours

- Monday – Thursday: 7:30am - 5:00pm
- Friday: 7:30am - 3:00pm

Library Etiquette

The library is a place to quietly read, study, or work on school assignments. Students are expected to be quiet and considerate of other students and facilities at all times. Food and drink, except drinks in a closed container, are not permitted in the library.

When utilizing the shared space, students are expected to:

- Leave their space exactly as they found it.
- Utilize the library space quietly and respectfully.
- Ensure that any collaborative work is done in a library collaboration room.
- Take their belongings upon departure.
- Throw out their trash.

This list is not exhaustive of all positive behaviors, but should act as a guide for others.

Students who do not follow proper library etiquette will be subject to the school's behavioral interventions. Library staff are able to fill out behavioral intervention forms and issues will be treated the same as any issues that occur anywhere in the school.

Printing Guidelines

Printers for student use can be found in the library. Students must have their own T-money card in order to use the printers. These printers may only be used during regular library operating hours. To print in black and white, the cost per page is 50 won. For a color print it is 200 won per page.

Borrowing Policies

- **Borrowing Books:** Students may borrow up to two books at a time for a period of three weeks. Books must be brought to the library in order to be renewed.
 - Reference books can be checked out for use in the library only.
- **Overdue Books:** Students who have overdue books may not borrow additional books from the library until the overdue books are returned.

- **Lost or Damaged Books:** Students who lose or damage a library book will be responsible for the cost of replacing the book (the current cost of the book plus any shipping fees). Alternatively, if a replacement copy is unavailable, the student may be charged for the original cost of the book (if known) or an estimated value of the book. In addition, a processing fee of 10,000 won will be assessed for the time and materials involved in billing the patron, re-ordering the book, and processing the replacement book. If the cost of replacing the book is in a foreign currency, it will be converted to Korean won at the current exchange rate. Payment should be made to Cheongna Dalton School within 30 days of receiving an invoice for a lost or damaged book.

D. CONSEQUENCES FOR VIOLATIONS OF STUDENT CONDUCT

Positive Behavioral Interventions & Support

The faculty and administration in the high school is committed to enhancing student learning and maintaining a safe school environment. We achieve this by emphasizing positive behaviors that reflect our school values and intervening constructively when behaviors occur that interfere with the learning environment.

Interventions and supports will be administered based on the severity and recurrence of violations.

Behavior Flip

BehaviorFlip is a data collection system that CDS uses to record student behaviors, both positive and negative. These entries allow teachers, administrators, parents and students to detect patterns in student behaviors. When the patterns are negative, we are able to develop interventions to help produce desired results collectively.

When the data in Behavior Flip shows that a student is misbehaving regularly, the administration is notified and a student is pulled aside to engage in a reflective conversation, and to restore the situation. Should the student be demonstrating positive community behavior, parents and students can expect phone calls home and praise.

The ultimate goal of using BehaviorFlip is to help all members of our community help students develop character and learn from mistakes rather than simply punish them. Should you have an issue accessing this data, please contact the High School Office.

Minor Offenses (Offenses Resulting In A Behavior Flip Entry)

Any behavior that detracts from the preservation of a positive and safe learning environment will result in a behavioral intervention. The following actions will take place:

- Teachers will have a brief discussion about the behavior and inform students of their expectations. Students are invited to demonstrate their character to repair the harm caused by their actions.
- The behavior will then be recorded into Behavior Flip, which will serve to track student behavior patterns individually and over time.
- If a behavior pattern is detected for an individual student, that student will be asked to visit the Assistant High School Director and/or High School Coordinator, who will

work with the student to determine the course of action needed to repair the damage to the community.

- This meeting, along with any necessary actions, will take place during a student's Lab, Phoenix Time, or Student Organization Time.
- Minor Offenses - Examples (not an exhaustive list)
 - Use of non-inclusive language outside of the classroom.
 - Use of a language other than English within the classroom. (This excludes world language classrooms.)
 - Repeated uniform violations.
 - Leaving trash or belongings behind in common areas.
- Restorative Actions - Following a negative behavior, we invite students to repair the harm caused and reflect upon their behavior. The following are examples of restorative practices used for minor incidents. This is not an exhaustive list of practices used:
 - Conversations with the wronged party
 - Letters of apology
 - Complete community service to the school
 - Developing a public service announcement or video to help educate others
 - Develop a forum to discuss the issue with other students

Major Offenses and Responses

Any major behavioral offense found to be committed by a student will automatically trigger the school's notification and review process. The Head of School, Assistant Director of High School, High School Coordinator, House teacher, and parents will be notified of the infraction and the administration will explain the next steps. The Assistant Director of High School and/or High School Coordinator will determine whether or not a Discipline Committee, or Violence Committee should convene or if the matter should be handled directly by the administration.

Should a Discipline Committee Hearing be necessary, parents and students will be informed. This formal meeting is an opportunity for the student to answer questions and provide evidence. As this is an information gathering opportunity, we ask that parents support the process.

Following an investigation of the offense, a potential formal disciplinary committee hearing, and a review by the Director of the Secondary School and Head of School, the student and family will be informed of the response to the offense. This response may include suspension or expulsion.

The guidelines set forth below for the Discipline Committee and the administration are the minimum consequence for each type of infraction. These guidelines do not exclude more severe consequences up to and including expulsion if, in the view of the committee or administration, a particular case is deemed so serious as to warrant such action. The administrative and/or discipline committee review will take into account such factors as past history of offenses, circumstances under which the offense occurred, the age and grade of the

student, and all other factors that are perceived to bear on the consequence of the infraction. The discipline committee/administration will determine the consequences to be imposed, however an appeal can be made whether the matter is handled by the discipline committee or administratively.

Suspension

Suspension may be either on-campus or off-campus, but each involves removal from all courses and participation in extracurricular school activities or events.

- In school suspension is seen as an extended period of detention and is recorded on the school's internal records. These records are not shared with any external bodies.
- Out of school suspension is reserved for major offences and is recorded on both the internal and external records for a student.
- Exceptions may be made for students to complete community service and/or internships, however that is at the discretion of the Director of Secondary School Assistant Director of the High School and the Discipline Committee.

On PowerSchool, students serving in school or out of school suspension are recorded as suspended. However, as stated above, the records are dealt with differently depending on the type of suspension.

Students should not suffer double consequences so participation grades are exempted when not in class. Teachers will also allow extensions for work due during suspension periods.

On-campus suspension means monitored work on school property. Off-campus suspension requires separation of the student from school grounds. Students who are suspended will be on probation for the remainder of their time at Cheongna Dalton School.

Non-Violent Behavioral Offenses

Major offenses will result in disciplinary action. Although the Administration may apply progressive discipline, it is not required to do so. The Administration retains the discretion to deem a disciplinary transgression a major offense and to vary the penalty for that offense based on the facts and circumstances. Although minimum penalties are recommended for a major offense, they are not intended to limit the Administration's discretion in imposing appropriate disciplinary action. Below are examples of major offenses. These are provided by way of example only and are not all-inclusive.

Alcohol

Possession, use, or being under the influence of alcoholic beverages is prohibited on school property, at school functions, on school trips, or within school proximity.

Arson/Fire Violation

Attempting to, aiding in, or setting fire to/on school property is prohibited.

Drugs

The sale, transfer, possession, use or being under the influence of illicit substances or drugs is prohibited on school property, on school trips and events, or within proximity of the school.

Smoking

Possession or use of any tobacco or tobacco products is prohibited on school property, at school functions, on school trips and within proximity of the school.

Theft

Stealing is considered a serious offense and is prohibited on school property, at school functions, on school trips and within proximity of the school.

Gambling

Gambling is prohibited.

Inappropriate Use of Computer / CDS Network

Any inappropriate use of computer / CDS network is prohibited. When the conduct of CDS students outside the school (e.g. trips, parties and social networking activities via electronic communications) has an adverse effect on the CDS community, as determined by the school, CDS may take appropriate disciplinary action.

Violent Behavioral Offenses

CDS does not tolerate violent behavior. Violent behavior can be physical, emotional, social, or digital. All behaviors deemed to be malicious and violent committed at CDS will be investigated and tried following the Ministry of Education (MOE) guidelines. A school Violence Committee is formed at the start of the year to determine if the case will be determined internally or externally. However, parents of victims may also determine if the case should be reviewed externally at any time. More information about the MOE violence guidelines can be found in the appendix. A few examples of behaviors that would fall under this category include:

Seriously Disruptive or Injurious Behavior

Such behavior, including harassment based on gender, race, religion, or sexual orientation; physical intimidation or abuse, verbal abuse, bullying, cyberbullying, social aggression, or causing physical or mental harm to another person is prohibited. Additionally, sexual harassment and inappropriate intimate contact are prohibited in school and at school-related functions.

Extortion/Blackmail

The process of obtaining property from another, with or without that person's consent, by wrongful use of force, fear, or threat is prohibited.

Weapons

The possession of a weapon or causing bodily harm with a weapon is prohibited on school property, on school trips, at school events, or within close proximity of the school.

IV. PARENT INFORMATION

Parent Involvement

A strong school/parent relationship is a vital ingredient for a happy, healthy school. There are a number of ways that parents can get involved in carrying out our school's mission and support student achievement and growth.

PARENTS INFORMATION SESSIONS

Throughout the school year the high school administration will hold information sessions. These meetings are a great opportunity to learn about upcoming events, changes to school policy, or how to best support your child not only academically but also socially and emotionally (this is not a complete list). Dates and agenda will be set and announced via the high school newsletter. These meetings are great opportunities for parents to ask questions, meet other parents, and school administrators.

PARENTS TEACHER FORUMS

Two times a year the school will host Parent Teacher Forums. These meetings involve parents and teachers engaging in smaller groups (with a translator) discussing pre-determined topics. Topics focus on improving student outcomes and strengthening our community. This is a great opportunity to get to know your students' teachers on a deeper level while embodying and modeling one of our key school values, collaboration.

PARENT ASSOCIATION

Eight parents (two from each grade level) will be selected by the Assistant High School Director, Secondary School Director, and Associate Head of School to make up the PA at the start of the school year. This group will meet on the third Thursday of every month to discuss ways in which parents can best support, promote, and enrich the interests and welfare of our wider community.

Specifically members of the PA will do the following:

- Help set a monthly agenda based on input and concerns from the grade level they represent.
- Attend one meeting a month with the high school administration.
- Communicate important information with ones grade level parents within our community.
- Assist in coordinating parent support for school events and initiatives.

We encourage parents to communicate their thoughts and concerns through the PA, who will help build the agenda every month. However, we also welcome all parents to communicate their needs and concerns to the high school office or directly with teachers when appropriate.

Should you be interested in being a member of the PA in future years, please reach out to the Assistant High School Director or high school office for consideration.

ADDITIONAL INVOLVEMENT OPTIONS

- Support our school events. It is fantastic to see parents joining our Winter and Spring Concerts, sports games and other special events!
- If you have a unique job or skill that you can share with our school, please reach out to the high school office. In previous years we have had parents present on stress, help set up assemblies, and even mentor senior projects.
- Help make a connection for our school community. If you have connections to other institutions which can add value to our community, please let us know!
- At times we could use parent expertise for specific projects.
- Should classes elect to go on a field trip, we could always use assistance chaperoning these events.

PARENT VOLUNTEERS AND CONFIDENTIALITY ISSUES

Occasionally you will become aware of information about the students which is confidential or private to the student or their family. This is a delicate matter which requires you to remember that anything you see or hear in school is in confidence. You should never discuss with people who are not members of staff any school matter or student; any such conversation would be a breach of the school's confidence.

Similarly, do not get drawn into conversations with parents concerning their child's progress. Tactfully suggest that if they have any queries they must make an appointment to see the class teacher.

Please remember that you may not have all the information about a student to which the teacher is privy. The occasion on which you see a child working, reading, or even misbehaving may have a history or may be part of a program to extend or support the child. If you are unsure, do not talk about it to other parents, talk to the teacher and s/he will tell you as much as possible without breaching confidentiality.

The teacher and parents have ample appropriate opportunities to discuss children's progress or concerns if necessary, so the rule of thumb is – *you would not like to hear from another parent about what your child did in class, so consider their viewpoint if you told them about their child.*

Field Trips

Field trips are an essential part of the school curriculum, enabling the students to experience

exhibitions or places of interest that fit in with their class work. On field trips, the class teacher plans for the students to be accompanied by an appropriate number of adult supervisors. A first aid kit will be procured and taken on the trip.

Parents will be provided with details in advance of planned field trips. If a parent decides that they do not wish for a student to go on a particular field trip, the implications of keeping a student away from school on that day must be considered, as alternative supervision may not be available. Valid reasons for not allowing a student to go on a field trip, e.g. physical disability following an accident, will be taken into account.

Transportation expenses for educational day field trips are covered by the school but we may ask parents to contribute to special event entrance fees if applicable.

Photographs

News or commercial photography or filming can only be undertaken at school with the permission of the Head of School. Parents taking photos of their students at school, sports events, performing arts events, or other school occasions, are reminded that these should be for a personal record and are not for publication in the media or on websites. Please treat the images of other parents' children with respect in regard to their rights to privacy and security.

Equality of Opportunity

The school does not have the facilities or expertise to help every student with a specific physical, learning, intellectual, behavioral, language, or emotional difference. In these cases the parents are counseled as to the best course of action to take for their child. We do not discriminate on the basis of sex, religion or race either in the manner in which our learning experiences are presented or in the way in which our students are afforded access to the curriculum. We organize the learning opportunities both within the school and on field trips to coincide with this policy.

Appointments

If you would like to see the Head of School, the Assistant Director of High School or any other member of staff, [please contact the High School Office by phone or email and an appointment will be arranged as soon as possible. For urgent matters it may be possible to meet a staff member without an appointment.

Raising Issues

As a parent you need to feel confident that whatever your concern is, it will be sympathetically and effectively dealt with at the appropriate level. In most cases the issue is dealt with quickly and to everyone's satisfaction and the matter closed at the teacher level, to that end we offer the following as a guide:

- If it is a concern about what your child has told you, please be aware there are two sides to every story and possibly more. Children often forget this fact and only re-tell the part about which they feel aggrieved. As a result, please be open to hearing the other side of the story. Talk calmly with your child, try to work out all the details, and then speak calmly with the member of staff concerned to find out more details and to discuss a solution. In the majority of cases this will alleviate any concerns.
- If the matter continues or you feel that the issue would be better addressed ‘higher up’, then speak with the Director of Secondary School. On very rare occasions, you may feel that the issue requires a school-wide policy change or is of such a concern that you feel the Director of Secondary School would be unable to deal with it as you would wish. You may then speak with the Head of School. Any further action will then be dealt with at that level. We hope that things will never get to this stage. Like most people, teachers like to hear all the nice things and the above procedure can also be used as effectively for areas of celebration.

V. HEALTH AND SAFETY

Important Medical Information

CDS Students in grade 10 must resubmit their medical form to each division office by Wednesday, August 25. This is necessary so we can monitor each student's health condition and best support them depending on the situation.

There are two medical forms we will need submitted:

1. Medical History Forms: Pages 1 and 2 should be checked to indicate any change in the student's health status, and if there is anything added to the vaccination record, please note the changes.
2. Report of Medical Exam: Page 3 must be submitted after visiting a hospital for an examination.

Please proceed to [the link below](#) to download the medical form.

http://www.daltonschool.kr/one_board/board_read.php?board_id=downloads&category_no=&m_id=admin&exec=&no=7&step=0&sgroup=5&sfloat=&position=0&mode=&find=&search=&korea=

Fire Drills and Other Practices

The school holds regular fire drills and crisis management drills throughout the year. In the unlikely event of a natural or military emergency, the school will do the following:

- If safe and practical, the school buses will take the students home. Those students who normally walk home will do the same.
- If the buses are not allowed on the streets, then we plan to keep the students on the campus until parents or a designated adult picks them up.
- If it becomes necessary to evacuate our students from CDS, then the emergency information provided on application forms will be used to move them to a safe address.

VI. STUDENT GOVERNMENT AND EXTRA-CURRICULAR ACTIVITIES

Student Government

The Cheongna Dalton School student government provides an opportunity for leadership in the community. The student government exists to give the students a voice to issues that affect the school community through public discourse. Faculty members and the high school student body are encouraged to participate in student government by attending meetings or running for office. Elected leaders and representatives will convene to discuss issues or implement legislation.

Please check the High School Calendar for the 2021-2022 School Year Student Council Election Dates.

Student Government Constitution

Amendments and changes to the constitution may be made throughout the year if needed. All motions for change must follow the guidelines written in Article VI of the constitution.

Article I : General Assembly

SECTION I: Organization: The High School student government will consist of a unicameral legislature, called the General Assembly, composed of House Representatives, officers, and moderators from the faculty. The officers will lead the meetings of the General Assembly as dictated in Article II.

SECTION II: Grade Representatives: Each grade in 9th, 10th, 11th and 12th grade will elect four representatives, two female and two male, to serve in the General Assembly by an election.

SECTION III: Rules of Procedure: The General Assembly will proceed in the manner prescribed by the document entitled “Provisional Rules of Procedure of the CDS Student Government.”

Article II : Officers

SECTION I: President: The student body will elect one from the high school to serve as President of the CDS student body as described in Article IV. S/he will lead all meetings of

the General Assembly and serve as a liaison between the student body and the administration. The president will be expected to meet the standards of attendance enumerated in Article V.

SECTION II: Vice-President: The student body will elect one student from the high school to serve as Vice-President of the CDS student body as described in Article IV. S/he will be responsible for posting all government events on the CDS Calendar, and will lead all meetings of the General Assembly when the president is absent.

SECTION III: Secretary: The student body will elect one student to serve as Secretary of the CDS student government as described in Article IV. S/he will be responsible for taking attendance at all meetings of the General Assembly, collecting all necessary paperwork and signatures from representatives, and will lead all meetings of the General Assembly when the president and vice-president are absent. The Secretary will write an organized and thorough report of the meetings as it may be published in the Phoenix Rising Newsletter in the future.

SECTION IV: Treasurer: The student body will elect one student to serve as Treasurer of the CDS student government as described in Article IV. S/he will be responsible for the financial recordkeeping of the General Assembly.

SECTION V: Exclusivity Clause: All officers are disqualified from holding a position as grade representative.

Article III : Committees

SECTION I: Overview: All representatives of the student government will be assigned to one of several committees. Every committee is required to have no less than one chairperson, who will be selected by the moderators from the representatives of the high school. The student government moderators will oversee each committee.

SECTION II: Standing Committees: Every student government will have the following standing committees:

- Student Life: This committee will be responsible for discussing the petitions of the student body in an attempt to improve the CDS community.

SECTION III: Activity Committees: Individual committees will be formed on a part-year basis to plan for specific government-sponsored activities (e.g. dance, activity night).

SECTION IV: Ad Hoc Committees: Additional ad hoc committees may be formed as necessary. Any new committee formed will be structured by following the guidelines set out in Article III, Section I.

SECTION V: Information Transparency: Meeting progress can be publicized to the whole school community via the Phoenix Rising Newsletter.

Article IV : Elections

SECTION I: Requirements: Any student may run for the office appropriate for their grade provided they meet the following criteria:

- Students interested in running for office must fill out the appropriate application. As part of this application, candidates will be required to submit a personal statement outlining why they are running for a particular position and what they plan to improve in the current community.

SECTION II: Voting Rights: The right to vote will be extended to all high school students.

SECTION III: Election Procedure: Candidates for President and VP will run on “a ticket” pairing them together. Before the speeches, the executive candidates will be required to make a video introducing what their speeches are going to talk about {including their commitment(s)}. Candidates for President and VP must participate in a public debate, which will require them to answer questions from the student council advisor and from the student voters. All candidates will prepare a two-minute speech (three-minutes for presidential candidates) that they will present to the voting student body at a designated assembly. Following the speeches, students will vote using an electronic device (preferably Chromebook) provided by the school in booths on the same day of the speeches. Voters will rank every candidate (1 being the preferred choice). Votes beyond first choice will only be used in the event that a voter’s first choice has been removed from a runoff (as per Section IV). The moderators will communicate the results to the candidates via email. After they have been informed, the student body will be informed.

SECTION IV: Winning the Vote: Candidates must receive a majority vote to win office. In the event that no candidate receives a majority, then the candidate with the fewest number of votes will be removed from the race and his/her votes will be distributed by their next highest preference. Runoffs will be held until a candidate receives a majority.

SECTION V: The student government supervisors will count the ballots.

SECTION VI: Rules, Guidelines and Penalties.

- No favors may be given out to fellow students during the campaign. Money, candy and other forms of bribes are not allowed.
- No campaign material may slander any other candidate.
- Candidates may not loiter in the polling area.
- Candidates may not violate items listed in the school’s code of conduct.

Any reports of wrongdoing will be reviewed by the school’s administration who will determine the appropriate action. Penalties may be as follows:

Class A Violations (Major Offenses)	Class A Penalties
Any violation of School Code of Conduct or federal laws, election fraud (including vote buying, election manipulation)	Disqualification from any leadership positions for at least 2 years.
Class B Violations (Minor Offenses)	Class B Penalties
Deliberately destroying other candidates' campaign material without a written consent of the specific candidate.	Voting reduction; 10 votes will be deducted from his/her received votes from the final results. *Two or more Class B violations will constitute a Class A violation and will be subjected to Class A Penalties.

Article V: Attendance and Removal from Office

SECTION I: Attendance: All representatives are expected to attend every meeting of the General Assembly and all meetings of committees to which they belong. All officers are expected to attend every meeting of the General Assembly and attend a committee meeting every week when one is scheduled. All representatives and officers are expected to attend all student government sponsored events. A representative or officer arriving more than five minutes late to a meeting without alerting the president prior will be counted as absent.

SECTION II: Excused Absence: The student government moderators are responsible for granting all excused absences. Representatives or officers with prior commitments must request an excused absence at least one day before the meeting or event to be missed. Those absent for emergency reasons must notify the moderators at the earliest possible moment. Those with an excused absence from school are automatically granted an excused absence from meetings or events on that day but are still requested to notify the moderators. Representatives or officers absent from school on a day of an event will not be admitted to that event.

SECTION III: Student Government Events: Representatives and officers in good standing have the privilege of working at Student Government Events. Any representative or officer with three or more unexcused absences at meetings, or one unexcused absence from a student government sponsored event will be ineligible to attend the Student Government Event. The Assistant Head of School / Head of School must approve students on academic watch or behavior watch before they may become eligible to attend.

SECTION IV: Removal from Office: Head of School / Director of the High School, at the recommendation of the student government moderators, may relieve any officer or representative of his or her position for any of the offenses listed in Section II or behavior grossly unbecoming a CDS student. The moderators, at their discretion, may remove a chairperson from serving as head of committee. Any representative or officer with three or more unexcused absences at meetings, or one unexcused absence from a student government sponsored event will be relieved of his or her position.

SECTION V: Vacancy: In the event of a complete vacancy of the office of the Presidency, the Vice-President will assume the position of president. In the event of a vacancy of the office of Treasurer or Secretary, the remaining Vice President will also assume the vacant position. In the event of a vacancy of the office of Vice-President, a new officer will be chosen by a majority vote of the General Assembly. In the unlikely event of a vacancy in multiple positions, a new officer will be chosen by a majority vote of the General Assembly. Any House representative may stand for these elections. In the event of a vacancy of a grade representative position, speeches and voting will be held exactly as they are held in September, with the entire grade involved. Any student of the same gender and grade as the student who vacated their grade representative seat may run to fill the grade representative position.

Article VI : Ratification and Amendments to the Constitution

SECTION I: Ratification: This Constitution will take effect upon an affirmative vote of three-fourths of the General Assembly.

SECTION II: Amendments: Any member of the student body may propose an amendment to this Constitution. If proposed, the amendment is brought to the Student Council Advisor(s) and the officers of the CDS Student Government. If a majority of the aforementioned group votes affirmative, the amendment will be brought to the General Assembly. If the amendment receives a three-fourths affirmative vote in the Assembly, the amendment is ratified. Amendments failing the necessary support may be rewritten and resubmitted.

SECTION III: Incorporation: Amendments to the Constitution, when adopted, shall be incorporated in the body of the constitution. The effects of an amendment may be repealed through another amendment.

High School Athletic Teams

CDS is a member of the KAIAC sports conference and as such participates in a number of competitions annually. Being a student-athlete and participating in Cheongna Dalton School's interscholastic programs is a privilege. Athletics can play a vital role in the educational development of young men and women and we at Cheongna Dalton School feel that a properly controlled, well-organized sports program meets with the students' needs for self-expression, mental alertness and physical growth. It is our hope that by providing a

sound athletics program that students will develop and improve upon the skills in life that will be beneficial for them in their futures, such as cooperation/teamwork, leadership, time management, perseverance, dealing with success & failure, commitment, social skills, improved health and self-confidence.

Participation & Academic Performance

Once a student is selected to be a member of a team, they must have an Athletic Participation Form filled out and turned into the head coach within one week after tryouts have finished and before the first game in order to remain on the team. By filling out the Athlete Participation Form, Parents & students are acknowledging that they have read, understand and agree to abide by the rules & regulations set out by those found in the Student-Athlete / Parent Handbook which is found on the CDS Athletic Website. Team members must maintain a GPA of 2.5 or higher throughout the duration of the season. Any member that does not meet this requirement will not be allowed to participate in any matches until they are able to obtain the 2.5 GPA again.

Tryouts, Practices & Games

Tryouts will be held in advance of each season in order to determine the squad. During the season, additional players may be added to the squad at the coaches' discretion. Teams practice 2-3 times per week (usually 4-6pm) and can have 1-2 matches per week as well.

Transportation

Students are required to organize their own transportation home after practices and after matches. For away matches, there will be a bus that will travel to and from the host school and all members are expected to be on these buses unless written approval from parents is given to the head coach granting their son/daughter to leave the host school on their own.

Attitude & Behavior

Team members displaying behaviors or attitudes that are not in line with our values as a school will be subject to the school's intervention and support. This may include possible game suspensions. The values of the school are stated in this handbook under section (D. **CONSEQUENCES FOR VIOLATIONS OF STUDENT CONDUCT.**)

Medical

Team members must submit medical forms before participation in games. Team members cannot play if they have visited the nurse or missed classes on game/practice day. Any student planning to return to practices and games following a major injury must have medical clearance by a doctor & the athletic director before they may resume activity.

Equipment

Team members must have a full uniform in order to participate in matches. The jerseys for three sports (soccer, volleyball, and basketball) will be provided by the school for students to use during games. These uniforms will be borrowed by the team member for the season and returned to the school at the end of the season. If any part of the uniform is not returned, was lost, stolen or damaged, then the parents for that team member will be billed 150,000 won as

a replacement fee. Uniforms must be purchased by the individual student for the swim team, badminton team, cross country team, cheer team, etc. unless they have a uniform from the previous season that is still suitable for competition.

- Soccer* - Cleats/boots, Shin pads, Socks, Shorts, Shirt, Water bottle
- Swimming* - Swimsuit, Goggles, Water bottle
- Volleyball* - Suitable footwear, Knee pads, Shorts, Shirt, Socks, Water bottle
- Badminton* - Suitable footwear, Shorts, Shirt, Socks, Water bottle, Racket
- Basketball* - Suitable footwear, Shorts, Shirt, Socks, Water bottle

Glasses and or jewelry cannot be worn during matches or practice as they represent a serious chance of injury so protective goggles or contact lenses should be prepared.

Other sporting events are organized through KAIAC. For more information on these events as well as rules, guidelines or results please visit the KAIAC webpage (www.kaiac.org).

For more information on CDS athletics & teams, please refer to the CDS Athletic website (<https://sites.google.com/daltonschool.kr/cdsathletics>)

Athletic Awards

Team of the Year Award

The “Team of the Year” Award will recognize the CDS team that is most outstanding on a year-to-year basis. This will be a plaque that stays in the trophy case in the gym hallway.

Sportswoman of the Year Award

The “CDS Athlete of the Year” Award is presented to the most outstanding athlete in their entire division. The student must have lettered in at least one sport and have maintained a GPA of 2.5 or higher.

Sportsman of the Year Award

The “CDS Athlete of the Year” Award is presented to the most outstanding athlete in their entire division. The student must have lettered in at least one sport and have maintained a GPA of 2.5 or higher.

Female Scholar-Athlete Award

The “CDS Scholar-Athlete Award” is presented to the most outstanding Scholar-Athlete in our athletics program. To be nominated, a student must have lettered in at least two sports during the school year, and have an academic year GPA of 3.75 or higher.

Male Scholar-Athlete Award

The “CDS Scholar-Athlete Award” is presented to the most outstanding Scholar-Athlete in our athletics program. To be nominated, a student must have lettered in at least two sports during the school year, and have an academic year GPA of 3.75 or higher.

The Phoenix Award

The “Phoenix Award” is presented to the Student-Athlete that contributed most to building the spirit of Phoenix within the school community, through athletics and multiple other activities. This is the most prestigious award that a student at CDS can win.

All-Phoenix Team

The five most outstanding players that the Phoenix have to offer! These are the superstars of CDS! They likely played on 2-3 sports teams, are team captains, have won MVP’s, MIP’s, Scholar-Athlete Awards, KAIAC All-Tournament Awards and championships! The pillars of our success!

Iron Phoenix Award

Awarded to those athletes that have fully participated on at least 3 teams in one school year.

Phoenix Commitment Award

Awarded to seniors that have participated on at least 12 CDS teams in high school.

Dalton Coach of the Year Award

The “Coach of the Year” Award is presented to the coach that has contributed most to the CDS athletics program throughout the year. This can be defined as winning championships, coaching multiple sports teams, and showing dedication of time and resources above and beyond what is expected.

In addition, each team awards a Most Valuable Player (MVP), Student Athlete and Most Improved Player (MIP), Rookie of the Year (ROY), Sportsmanship Award, Offensive & Defensive Players of the Year (Soccer only) & Sixth Man of the Year (Basketball only) for each season.

Extra-Curricular Club Activities

Cheongna Dalton School prides itself on the freedom it allows students to pursue their interests and hobbies at school. As such, any student body member is able to form a club at Cheongna Dalton School. Written below are the rules governing the formation and continuation of clubs at Cheongna Dalton School. Clubs can be formed at any time with the approval of the Assistant Director of High School/High School Coordinator.

1) To form a new club, the student head(s) must:

a) Complete the New Student Organization Application. It should clearly indicate:

- The official name of the club
- The faculty advisor and student organizer(s)
- The club’s desired meeting location & time
- A Statement of Purpose, which explains the needs, objectives, and/or the community benefit resulting from the creation of the new club.

- The criteria for membership in the new club.
 - The method of selection for new club leaders.
 - Short & long term goals
- b) Secure a faculty advisor(s) who is committed to the purposes of the club as outlined in the Statement of Purpose. The advisor(s) must also review and approve the proposed Charter and be present at meetings.
 - c) Submit the Application to the Student Union and Division Director for administrative approval. The administration has the right to request that changes be made to the Application as a condition for approval. If the administration ultimately denies approval of the formation of the proposed club, it must do so in writing to the student(s) and advisor(s) who submitted the Application.

2) To maintain recognition as an official Dalton club, the club will:

- a) Function in a manner consistent with its Statement of Purpose and according to the procedures outlined in its Application.
- b) Maintain an active membership of at least five students as well as at least one actively involved faculty advisor.
- c) Meet at least twice per month. Meeting times will be predetermined to the extent possible and publicized effectively. Student leaders are expected to attend all meetings and faculty advisor(s) are expected to attend unless special circumstances do not allow it.
- d) Arrange regular meetings between the head(s) and the advisor(s) in advance of all full group meetings. The advisor(s) will be informed and consulted on all matters pertaining to the functioning of the group, including any special events being planned.
- e) Select its new head(s) prior to the end of the previous academic year, according to the procedures outlined in the Application, unless specific administrative permission is granted. The advisor(s) will oversee the succession procedure and will submit the names of the new head(s) to the Division Director. The advisor(s) has full authority and discretion to ensure that succession is handled fairly and smoothly, including removing sitting heads for reasons of malfeasance and/or irresponsibility.
- f) Submit term long goals to the Student Union and successfully meet those goals. At the end of the term, the group will review and report in writing on how successful (or not) it was in achieving its goals for that year.
- g) Abide by all rules and regulations pertaining to school sanctioned activities, e.g. publications, trips, raising/spending of funds, etc. Issues which might lead

to controversy or problems will be discussed as soon as possible with the advisor(s) and, if necessary, with the Division Director.

Please Note: Failure to comply with the policies cited above may lead to the removal of official school recognition as a club. This decision will be made only after consultation between the Division Director, and the group's advisor(s). In all but the most egregious cases, the head(s) will receive fair warning as to concerns about the group's continued existence. If after a reasonable time period, these concerns are not appropriately addressed, the organization's status will be revoked, and the social community (including the college office) will be notified of the group's inactive status. Any of the above requirements may be adjusted by the Student Union as needed to accommodate school-wide extenuating circumstances.

Student Proposals

Any student, or student organization, may make a proposal to host or promote an event, or get assistance from the school. In order to do so, students must complete the "Student Proposal Form" located on the CDS High School website.

All proposals require a faculty advisor, who must be informed of, and personally approve, the proposal prior to its submission. Upon submission, a digital copy of the proposal is sent to the individual who filled out the form, the faculty advisor, and members of the administration. Please ensure that the form is completed so that an individual who is not familiar with your event, cause, organization or request would be able to fully understand.

No matter when submitted, all proposals are reviewed by the administration on Wednesday at 11am. If approved, students will receive an email from the High School Assistant. If denied, a member of the administration will contact you. What follows are some things to note when making a proposal.

Fund Tracking & Reporting

Beginning in 2021-22, the CDS administration will now require students to track funds for any student organization, event, or fundraising initiative. If your proposal involves receiving money or spending money in any way, you must document this on the spreadsheet provided. This will elevate the levels of transparency, trust, and consistency of all student initiatives.

Noted expenditures or donations will need to be accompanied by scanned/digital receipts.

Student Promotions

Anything students wish to promote on school grounds or on Dalton affiliated media platforms, must be approved by the CDS administration. This includes, but is not limited to:

- Posters
- Video advertisements
- House announcements

- Newsletter

Student Facilitated Competitions

In 2021-22, the “Student Proposal Form” will no longer be used for student facilitated competitions. Competitions that students wish to facilitate must be first approved and adopted by a CDS department. All CDS competitions must have a department that is ultimately responsible for its quality and successful outcome. This is done to ensure that all competitions are fair, transparent, and of the highest quality.

Should you wish to facilitate a student facilitated competition please follow these steps:

1. Draw up a clear and detailed proposal of your competition including:
 - Name of Event
 - A Detailed Event Description (who, what, where, when, etc.)
 - Event Objectives
 - The connection of this event with the 6C’s
 - School requests (money, transportation, staff, facilities, certificates, etc.)
2. Set up a meeting with a department head in order to pitch your competition
3. If necessary, modify your proposal in order to get departmental approval
4. If a department determines that they will be responsible for your event, the department head will fill out the “Faculty Event Proposal Form” in order to get administrative approval
5. Once approved, your event will be placed on the CDS High School Calendar and you may begin with all planning and preparations in conjunction with the department responsible for your event.

Please note that departments are under no obligation to approve events and generally will only hold three events a year. The school aims to approve just 10 high quality student facilitated competitions every year.

Student facilitated events must:

- Have clear success criteria (i.e. rubrics) that are clear and provided to all participants at the same time sign ups begin.
 - Participants should all understand how the winner(s) will be determined.
 - Success criteria must assess students on their knowledge, understanding or mastery of the competition’s focus. Inconsequential factors such as (but not limited to) “page length” or “presentation duration” may be good parameters for students who wish to participate, but not have a place on the rubric.
- Ultimately be judged by members of the faculty.
- Include question security throughout the entirety of the event.

- Prompts, or questions, should ultimately be selected by teachers from a few options prior to the day of the event.
- Students found sharing or receiving competition question information may face disciplinary action, be disqualified from participating in this or any future CDS competitions, or lose other school privileges.
- Ensure complete transparency about how funds paid to enter the competition will be used at the same time as students sign up.
 - Fees to enter competitions should never exceed \$25.
- Provide **only** certificate prizes.

On Certificates & Awards

As all competitions are now student facilitated, and departmentally overseen, the main office will ensure that participants and winners receive their certificates following the event on a generic award template.

APPENDIX

High School Specific Distance Learning Information

Expectations for High School Teachers

- Plan to accomplish around 50 - 85% of what you would under normal circumstances in a normal class period (70min class).
 - Students should be able to accomplish work on a given day during their class period.
 - Be mindful of assigning work that requires more screen time outside of your class period.
- Be available online from 8:00 am to 4:00 pm Monday through Thursday, and until 2:40 on Friday.
- Teachers should enter Distance Learning Plans for a given week by Sunday at 5 pm. This means that students will only have to copy the spreadsheet once at the beginning of the week to have access to all of the class plans for that period.
- Learning Objectives should state the learning intention and not the agenda.
- Assignments due the day they are assigned should be due the following class. However, if the assignment was due during class but additional time was provided, it should be due no later than 10:30 pm. The intent is that students are not working beyond 10:30 pm for online submission.
- Online assignments should have clear directions and expectations to avoid confusion.
- Think creatively and strategically about assessment.

Attendance

Teachers will be taking attendance for each class and documenting via Powerschool whether a student is Present, Absent or Tardy.

		Looks like...
P	Present	<p>a) Student is actively participating in virtual check-ins or class discussions.</p> <p>b) Students completing classwork, exit tickets or assessments during the allotted class time.</p> <p>Teachers should use their individual judgement to determine if the level of engagement determines “presence.”</p>
A	Absent	<p>a) Students do not check in or complete any of the assigned lessons.</p> <p>b) Student check’s in but is clearly disengaged and does not demonstrate they are working towards the lesson’s objectives.</p>
T	Tardy	<p>Students complete the allotted work and turn it in well beyond the time the lesson ended.</p> <p>Students who hand things in slightly late should not be marked tardy. Students who have not engaged in other ways and turn items in over two hours after the end of class should be considered absent.</p>
AE	Excused absence	A student or parent <i>proactively</i> informs the school and their teacher that they will not be present for a scheduled class.
Additional Items		<p>Students who are having technical difficulties performing their responsibilities in the allotted time should contact their teacher and/or the school at the moment the issue arises rather than after the fact.</p> <p><i>**Parents will be contacted when a student's attendance interferes with their learning.</i></p>

VIRTUAL PRESENCE

Virtually Present is an attendance status that is allowed by the MOE for those students who have legitimate health and safety concerns about attending school during the Covid19 pandemic. If you are truly in fear of your safety and therefore choose not to attend school during the pandemic, you may use the VP attendance option.

- For example, if a student has a serious pre-existing health condition such as Cystic Fibrosis, and cannot be around other people, they can use the VP attendance option in order to continue to attend school.

In order to use this option, your level of concern is understood to be very high, and in that case we expect you NOT to come to school for any reason, unless you follow the same protocol that was required during a complete shutdown (informing the school in advance and getting approval for a specific and limited purpose).

- Your decision to obtain VP cannot change day-by-day. At best, it should change month to month, or minimally, week to week. Should you decide to make your decision to be VP for the week, your decision should be made by Monday and students should remain out through Friday.
- Either you are seriously in fear of your safety and stay home, or you accept the risk and are expected to attend class every school day.
- VP should not be used to take a day off to study for exams, catch up on sleep, visit your grandparents, or any other similar reason. Should you wish to miss school for these types of reasons you will be marked Absent (A) or Absent Excused (AE) if your parents call in.

If a student is genuinely sick or injured and cannot attend school, we encourage you to call in and use the AE designation. Students who are sick or injured should be recovering and resting. They should not be doing school work until they are well again. For this reason, those students are not expected to be VP.

Digital Learning RISE Expectations

RESPECT

- Be punctual for online meetings and with assignment deadlines.
- Be respectful of your teacher and classmates in all communication.
- Utilize online tools responsibly.

INTEGRITY

- Be honest and do your own work.
- Always give proper credit when referencing or quoting another source.
- Inform your teacher about any help that you get on your work.
- Listen and be open to others' opinions and ideas.

SERVICE

- Be in a location where distractions are minimized and preferably not your bedroom.
- Do your best to limit distractions (phones, sns pages, pets, etc)
- Actively look for ways to help those in need.

EXCELLENCE

- When communicating live, you must be clearly visible on camera unless you are told otherwise.
- When communicating live, dress appropriately.
- Proofread before posting/sending, avoid caps lock, and distracting emoticons.

Distance Learning Plans (DLP)

The DLP document will be posted online and holds all the information that will be covered every week in your classes.

Ministry Of Education Violence Guidelines

학교폭력 사안처리 이렇게 진행됩니다 (예시)

① 학교폭력은 무엇인가요?

학교폭력예방 및 대책에 관한 법률 제2조

'학교폭력'이란 학교 내·외에서 학생을 대상으로 발생한 상해, 폭행, 감금, 협박, 약취·유인, 명예훼손·모욕, 공갈, 강요·강제적인 심부름 및 성폭력, 따돌림, 사이버 따돌림, 정보통신망을 이용한 음란·폭력 정보 등에 의하여 신체·정신 또는 재산상의 피해를 수반하는 행위

② 학교폭력 사안처리 과정은 다음과 같습니다.



* 전담기구 심의사항(객관적 요건)

1. 2주 이상의 신체적, 정신적 치료를 요하는 진단서를 발급받지 않은 경우(전담기구 미제출 시, 미발급 판단)
2. 재산상 피해가 없거나 즉각 복구된 경우(전담기구 심의 전까지 복구하거나 복구 이행을 약속한 경우, 충족 판단)
3. 학교폭력이 지속적이지 않은 경우
4. 학교폭력에 대한 신고, 진술, 자료제공 등에 대한 보복행위가 아닌 경우

- 사안인지 및 조사: 학교폭력이 발생하거나 신고가 접수되면, 학교 내 전담기구 또는 소속 교사가 학교폭력 사안을 조사합니다.
- 학교폭력 전담기구 심의: '학교장 자체해결제' 적용 또는 '학교폭력대책심의위원회' 개최요청 여부를 학교 내 전담기구에서 심의합니다.
- 4가지 객관적 요건 충족 + 피해학생 및 보호자 동의⇒자체해결

학교장 자체해결제란?

학교폭력예방법 제13조의2 등

- ▶ 경미한 학교폭력 사안에 대하여 학교장이 자체적으로 해결하는 제도
- ▶ 학교장 자체해결제 시행 시, 약 1개월 이상 소요되는 심의 과정 없이 조기에 교육적인 방식으로 교우 관계의 회복을 도모합니다.
- ▶ 학교폭력 관련 사항이 학교생활기록부에 기재되지 않습니다.

- 학교폭력대책심의위원회 심의: 학교장 자체해결 요건에 해당하지 않은 경우(객관적 요건 불충족 또는 피해학생 및 보호자 부동의) 학교가 아닌 "교육지원청 학교폭력대책심의위원회"에 출석하여 심의를 통해 피·가해학생 조치를 받게 됩니다.

* 관할 교육지원청 학교폭력대책심의위원회

● 피·가해학생 조치목록

피해 학생에 대한 조치	1호	심리상담 및 조언	가해 학생에 대한 조치	1호	서면사과	6호	출석정지
	2호	일시보호		2호	접촉,협박,보복 행위금지	7호	학급교체
	3호	치료 및 치료를 위한 요양		3호	학교에서의 봉사	8호	전학
	4호	학급교체		4호	사회봉사	9호	퇴학
	6호	그 밖의 조치		5호	특별교육 또는 심리치료		

- 피·가해 학생 조치 결정 및 통보: 학교폭력대책심의위원회는 심의 후 조치 결정사항을 통보하고, 학교에서는 그 즉시 학교생활기록부에 가해학생 조치사항을 기재합니다(단, 1호, 2호, 3호 조치를 받은 경우, 조치를 이행하거나 또 다른 학교폭력으로 가해조치를 받지 않은 경우 기재를 유보할 수 있음).
- 심의위원회 결정에 불복하는 경우, 재심을 청구할 수 있습니다.

③ 학교폭력 발생 시 학부모님의 대처방안

- 학부모의 올바른 대응은 자녀가 마음을 열고 적극적으로 문제를 해결하고 학교생활을 계속하는 데에 큰 도움이 됩니다.

피해학생이라면?	피해학생의 경우 위축되어 있거나, 상황을 과대 해석하게 되는 경향이 있습니다. 올바른 대처를 통해 자녀를 학교폭력으로부터 지켜주세요.
	1) 자녀에게 심리적으로 안정감을 주며 차분히 대화하세요. 2) 자녀의 말에 공감과 지지를 표현해주세요. 3) 자녀가 말하는 학교폭력 사실에 대해 경청하며 아이가 원하는 것을 파악하세요. 4) 먼저 담임선생님께 도움을 요청하세요. 5) 보복하지 마세요. 보복으로 아이의 상처를 치료할 순 없습니다.

가해학생이라면?	가해학생의 경우 자신의 잘못을 인지하지 못하고 있을 수 있습니다. 이 경우, 자녀와 학부모 본인의 책임을 인정하고, 문제를 해결해나가기 위해 함께 노력해야 합니다.
	1) 가해사실을 확인하세요. 아이와 친구, 교사에게 정확한 경위를 확인합니다. 2) 부인하지 마세요. 또 다른 가해 행위입니다. 3) 잘못을 인정하세요. 아이의 잘못과 부모의 책임을 인정합니다. 4) 정당화하지 마세요. 애들은 싸우면서 크다며 폭력을 정당화하지 마세요. 5) 포기하지 마세요. 부모가 자포자기하면 최악의 상황으로 이어집니다. 6) 진심으로 사과하세요. 피해학생에게 아이와 함께 사과하고 회복을 지원합니다. 7) 다시 기회를 주세요. 전문가 상담, 봉사활동 등은 성장의 기회를 줍니다.

※출처 : (재)푸른나무재단

④ FAQ (자주 묻는 질문)

상담비용이나 치료비의 부담	학교폭력예방법 제16조제6항 ▶ 제16조제1항제1호부터 제3호까지의 규정에 따른 상담 등을 받는 데에 사용되는 비용은 ①가해학생 측에 직접 비용을 청구하거나, ②학교안전공제회에 비용을 청구하면 학교안전공제회가 보상심사를 거쳐 비용을 지급합니다. 이후 학교안전공제회는 가해학생에게 구상권을 청구합니다. ※ 제1호(심리상담) 및 제2호(일시보호) 조치는 교육감이 지정한 기관이어야 함
상대 학생 확인서 열람 가능 여부	학교폭력예방법 시행령 제33조 ▶ 관련학생(상대, 목격) 확인서를 공개할 수 없습니다. 단, 보호자가 요구할 경우 본인 자녀 진술서 또는 확인서만 공개 가능합니다.
상대 학생 잘못이 매우 크지만,우리 학생도 잘못이 있는 경우	학교폭력 사안처리 가이드북(교육부) ▶ 이는 쌍방 사안으로 두 학생 모두 피해자이자 가해자가 됩니다. 쌍방사안의 경우 누구의 피해가 더 큰가에 따라 가·피해 학생이 나뉘는 것이 아니라, 각각의 학생이 한 행위의 정도에 따라 심의위원회 조치의 경중이 달라집니다. ▶ 한 학생이 피해학생 보호조치, 가해학생 선도조치를 모두 받을 수 있습니다.
심의위원회 출석이 필수적인지 여부	학교폭력예방법 제16조제2항, 제17조제5항 ▶ 심의위원회에 부득이한 사정이 있어 출석하지 못할 경우 서면진술로 대체할 수 있으며, 서면진술 뿐만 아니라 출석을 거부하는 것은 개인의 자유의사입니다. 그러나 학생과 보호자가 심의위원회에 출석을 하지 않아 진술하지 않음이 심의위원회의 조치결정에 영향을 끼칠 수 있다는 점을 충분히 고려하시기 바랍니다.

심의위원회 출석 시 전문가 의견 청취

학교폭력예방법 제13조제4항

- ▶ 심의위원회는 소아청소년과의사, 정신건강의학과 의사, 심리학자, 그 밖의 아동심리와 관련된 전문가를 출석하게 하거나 서면 등의 방법으로 의견을 들을 수 있을 수 있으며, 피해학생 또는 그 보호자의 의사를 확인하여 피해학생 또는 그 보호자의 요청이 있는 경우에는 반드시 의견을 청취해야 합니다. 따라서 전문가 의견을 청취하도록 심의위원회에 요청할 수 있습니다.

자체해결 시행 후 심의위원회 개최요청 가능여부

학교폭력 사안처리 가이드북(교육부)

- ▶ 원칙적으로 피해학생 및 그 보호자는 학교장 자체해결 이후 동일 사안에 대해 심의위원회 개최를 요청할 수 없습니다.
- ▶ 단, 아래의 경우에는 추가로 심의위원회 개최를 요청할 수 있습니다.
 - 해당 학교폭력사건으로 피해학생 및 그 보호자가 받은 재산상 손해를 가해학생 및 그 보호자가 복구하기로 약속하였으나 이행하지 않은 경우
 - 해당 학교폭력사건의 조사과정에서 확인되지 않았던 사실이 추가적으로 확인된 경우

학교폭력사안의 학교생활기록부 기재

학교생활기록부 작성 및 관리지침

- ▶ 피해학생은 학교폭력 조치사항을 기재하지 않습니다.
- ▶ 동일 학교급 내(초등학생은 조치 결정일로부터 3년 이내) 다른 학교폭력사안으로 가해학생 조치를 받지 않은 경우 1,2,3호 조치사항을 조건부로 기재유보합니다.
- ▶ 다른 사안으로 가해학생조치를 받거나 심의위원회에서 결정된 조치사항을 이행하지 않으면, 기재유보 조치사항도 학교생활기록부에 기재됩니다. (조치를 이행하여도 기재내용 유지)

가해학생 생활기록부 삭제 시기

학교생활기록부 작성 및 관리지침

- ▶ 졸업과 동시에 삭제 : 1,2,3,7호 조치
- ▶ 졸업 2년 후 삭제 : 4,5,6,8호 조치(졸업학년도 2월말 기준으로 조치결정일이 6개월 경과한 경우에 한하여, 해당 학생의 선도가능성을 고려하여 학교 내 전담기구 심의를 거쳐 졸업과 동시에 삭제할 수 있음)



CDS High School Student Acknowledgement

By signing this document, I (student) acknowledge that I have read and understood the High School Handbook and agree to follow each of the policies described within.

Name of Student

Signature and Date

CDS High School Parent Covenant

By signing this document, I (parent) acknowledge that I have read and understood the High School Handbook and will adhere, and support my child in adhering, to the policies within.

Name of Parent/Guardian

Signature and Date