

PRINCIPAL'S WELCOME

Dear Student,

Welcome to the 2011- 2012 school year in Middle School. The faculty of TCIS Middle School, look forward to providing an international education of high quality within a Christian framework that enables you to grow as a whole person. Growth as a young person during the middle years of schooling can be challenging in academic, personal, physical, social and spiritual aspects of life. Our goal is that you will be able to face the experiences of change and the process of growth so you are able to move into young adult hood as a developing critical thinkers a clear communicator, a caring and compassionate global-minded person who has spiritual discernment.

We want to challenge all students to do their best, to give their best effort, for their improvement and growth of the community. Together we achieve more. Success is built on learning from the lessons of failure, making the most of opportunities and seeking excellence despite difficulty. It is vital that in this process we acknowledge a greater source of encouragement and strength, than ourselves. This is found in the God of the Bible. A wise man by the name of King Solomon wrote that, 'The fear of the Lord is the beginning of wisdom'. This still holds true today in modern international education and I pray you will experience this.

You are encouraged to take the time to read the information in the handbook, remembering that the information provided is to help you be a successful. However, your level of success will depend on your willingness to put this information into practice. One example is to use the planner to help with organization.

The 2011-2012 school year promises to be a great opportunity for student growth and we are certain that as every one plays their part, it will be a successful year for all in the Middle School community.

Regards,
Mr. Michael Moimoi
Middle School Principal

**Taejon
Christian
International
School**

provides
international
students

**a high quality
internationally
-based
education**

within a
**Christian
environment**

utilizing **positive
educational
experiences**

and **biblical
foundations
for spiritual
growth.**

TCIS 2011-2012 MIDDLE SCHOOL HANDBOOK & PLANNER

THIS HANDBOOK BELONGS TO

NAME: _____

ADDRESS: _____

PHONE: _____

E-MAIL: _____

IN CASE OF EMREGENCY, PLEASE CONTACT:

NAME: _____

PHONE: _____

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**FREQUENTLY REQUIRED INFORMATION
TAEJON CHRISTIAN INTERNATIONAL SCHOOL**

| | |
|---|---|
| ADDRESS | 210-1 O Jung Dong, Daedeok Gu Daejeon, Republic of Korea 306-819 |
| O Jung Dong Campus | Telephone: (042) 633-3663, 3664-365 Fax: (042) 631-5732 (reception) (042) 624-5365 (M.S Office) |
| Daedeok, Techno Valley Campus | 709 Yong-San Dong, Yuseoung-Gu, Daejeon, Republic of Korea 305-500 Telephone: (042) 620-9000 Fax: (042) 620-9010 |
| E-MAIL | tcisinfo@tcis.or.kr |
| WEBSITE | www.tcis.or.kr |
| MIDDLE SCHOOL SECRETARY | Ms. Hyemi Jo |
| ADMISSIONS Counselor/Marketing Officer | Mrs. Kate Oh |
| Admissions Counselor/Parent Liaison | Mrs. Barbara Smith Jang |
| REGISTRAR | Mrs. Kyung Ah Rhee |
| NURSES | Mrs. Kyeong Hee Bossard |
| MIDDLE SCHOOL COUNSELOR SUPPORT | Mrs. Brenna Loeber |
| FINANCE SECRETARY | Ms. Eun Mi Shin |

ADMINISTRATION

| | |
|---|---|
| Dr. Thomas Penland | Head of School |
| Mr. Ryan Roberts | Assistant Headmaster |
| Ms. Isabel Searson | Assistant Superintendent for Learning |
| Mr. Michael Moimoi | Middle School Principal |
| Ms. Barbara Wrightson | IB MYP Coordinator |
| Mr. Brent Frazer | Residence Director/Food Services Manager |
| Mr. Larry Smith | Assistant Residence Director |
| Mr. Lee Charles Smith | Business Administrator |
| Mr. Darren Price | Director of School Improvement and Director of Technology |
| <u>Other School Administrators</u> | |
| Mr. George Zickefoose | Elementary School Principal |
| Mr. Mark Pleasants | High School Principal |
| Mr. Timo Gobius | Assistant High School Principal |

MIDDLE SCHOOL FACULTY AND STAFF

Middle School Structure

| | | |
|-------------------------------------|-----------------------------|-------------------------|
| Middle School Principal | Mr. Michael Moimoi | (moimoi@tcis.or.kr) |
| Grade Team Leaders | Grade6-Mrs.Marg Gobius | (gobiusm@tcis.or.kr) |
| | Grade 7- Mrs. Alison Pearse | (pearsea@tcis.or.kr) |
| | Grade 8- Mr. Andrew Gilbert | (gilberta@tcis.or.kr) |
| IB Middle Years Program Coordinator | Mrs. Barbara Wrightson | (wrightsonb@tcis.or.kr) |
| Middle School Counselor Support | Mrs. Brenna Loeber | (loeberb@tcis.or.kr) |
| Middle School Secretary | Mrs. Hyemi Jo | (johm@tcis.or.kr) |

Teachers

| | |
|-------------------------------|-----------------------------------|
| Mrs. Jong Ran Bang | Korean Language |
| Mr. Andrew Gilbert | Humanities |
| Mrs. Marg Gobius | Science |
| Mrs. Debbie Gould (MS & HS) | Math |
| Ms. Ashley Houlton (ES & MS)* | Physical Education and Health |
| Ms. RONALDA JOHNSON | English Literature |
| Mr. Benjamin Kask | Bible and Technology |
| Mrs. Rachel Kask | English Literature and Humanities |
| Mrs. Esther Kim (MS & HS) | Math |
| Mr. Telly Kongolo (MS & HS) | Visual Art |
| Mrs. Mary Kubala (MS & HS)* | Choir and Beginning Band |
| Ms. Chaegun Lee (ES & MS)* | Technology |
| Ms. Jinjoo Lee | Music, Band and Strings |
| Ms. Stephanie Liebe | Spanish and English Language |
| Mr. Terry Lindeman (MS & HS) | Drama |
| Mr. Alfred Mac Donnell | Science |
| Mrs. Sheila Norton | Bible and Technology |
| Mrs. Alison Pearse | Physical Education and Health |
| Mrs. Hannah Rader | English Literature and Humanities |
| Mr. Andrew Yuan | Mandarin and English Language |

*Teachers from other school divisions



WHAT GUIDES EDUCATION IN THE MIDDLE SCHOOL?

Taejon Christian International School

Founded in 1958

STATEMENT OF EDUCATIONAL PHILOSOPHY

Because each student is recognized as a person made in the image of God,

Christian education should foster self-respect and self-worth as well as respect and esteem for others.

For this reason, the goal of Taejon Christian International School (TCIS) is

to help provide the kind of environment in which each student's unique gifts of intellect, personality, stature, and spirit are given the best opportunities for development toward maturity.

TCIS bases its philosophy on basic Christian beliefs.

STATEMENT OF MISSION

Taejon Christian International School

provides international students

a high quality international ly-based education

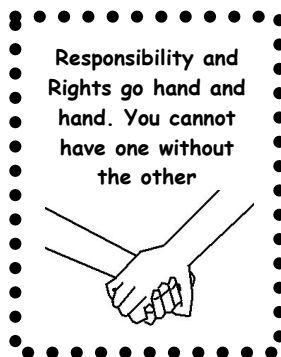
within a Christian environment

utilizing positive educational experiences

and biblical foundations for spiritual growth.

MIDDLE SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES

1. Students have the RIGHT to a meaningful education with high standards that adequately meet the needs of all.
2. Faculty and Students have the RESPONSIBILITY to punctually attend every class and be appropriately prepared.
3. Students have the RIGHT to protect the integrity of their work and say no to students who try to use work in a dishonest, unauthorized, or otherwise inappropriate way.
4. Students have the RESPONSIBILITY that the work they are submitting for credit has not been shared with others, nor is it the product of work taken from others without their permission or authorization.
5. Faculty and Students have the RIGHT to voice their opinions and views in matters that directly affect the quality and content of their learning and teaching environment.
6. Faculty and Students have the RESPONSIBILITY to demonstrate respect for the professional staff, support staff, their peers and the learning environment.
7. Faculty and Students have the RIGHT to timely notice of rules, regulations, policies, and penalties to which they are required to follow.
8. Faculty and Students have the RESPONSIBILITY to demonstrate sincere consideration for others by refraining from intrusive or offensive behavior.
9. Faculty and Students have the RIGHT to physical safety and protection of their personal property within a safe and clean facility.
10. Faculty and Students have the RESPONSIBILITY to maintain good health and safety by refraining from smoking, use of alcohol, drugs, and other substance abuse.
11. Students have the RIGHT to adequate consultations with teachers, counselors, administrators, and other school personnel.
12. Faculty have the RESPONSIBILITY to make themselves available for student consultations.
13. Faculty and Students have the RESPONSIBILITY to wear appropriate attire, look neat, and practice personal hygiene that is acceptable within the Korean community.



14. Faculty and Students have the RIGHT to free election of their peers in student and faculty organizations.
15. Faculty and Students have the RESPONSIBILITY for showing respect for school property and the personal property of others.
16. Faculty and Students have the RIGHT to present grievances to the administration and receive prompt replies regarding the resolution.
17. Faculty and Students have the RESPONSIBILITY to maintain good judgment in student conflicts, public display of affection and situations that may possibly cause injury or intimidate others.

ESLRS: WHAT WE EXPECT ALL SCHOOL MEMBERS TO DEVELOP AND PRACTICE

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

MS BIBLICAL VALUES

Inquirers

Because we are created in God's image, we inquire in His world and seek His wisdom in all processes and activities. This is a logical expression of faith.

Knowledgeable

The knowledge of God allows a framework to view humanity in all its endeavors. His Word holds relevance to every sphere and aspect of life. Such knowledge extends the students' knowledge of humanity and God in all disciplines and school activities.

Thinkers

Establishing our thinking on Biblical foundations provides a framework for ethical decisions to be made and principled thinking to be exercised from.

Communicators

Recognizing that each person is created in God's image with Christ as the head, it is our responsibility both non verbally and verbally to encourage and build each other up. We need to ensure that our interactions with one another are full of grace, by speaking the truth in love and demonstrating the love that God has shown us.

Principled

Understanding God's character and grace provide a standard that show us how to be principled in action and thought towards our neighbor and the world He has created.

Open-minded

We are open to understanding differences, actively exploring perspectives and diversity, knowing such activities can aid learning when compared with biblical truths.

Caring

We care for each other because Jesus taught us to love our neighbors as ourselves. As members of a Christian community, we strive to follow Jesus' example of kindness and empathy to the earth and everyone in it. We support each other in hardships and celebrate together our joys and achievements.

Risk-takers

Making decisions can involve risk taking. Seeking wisdom from God and exercising faith; trust and obedience to loving God, enables people to make difficult decisions that can be viewed as risk-taking.

Balanced

Living a balanced life means understanding the value of being involved in a variety of activities: arts, sports, academics, social life, family, and continuing to grow in faith. Balance helps us to discover the range of gifts and talents God has given us and appreciate those he has given others.

Reflective

Because we are created in God's image, we have intellect and the ability to thoughtfully consider our experiences and opportunities in God's world. Children of God have been given gifts and are responsible to discover and develop those special abilities. We should be willing to share our talents and special abilities for the benefit of the community.

TCIS SHIELD LOGO

The logo was adopted in 1994 from a tee-shirt design submitted by Frank Park, the 1993-1994 student body president and later valedictorian of the class of 1994.

The logo contains the following symbols which represent the mission of the school:

SHIELD: Protector of the faith: "Take up the shield of faith with which you will be able to extinguish all the flaming missiles of the evil one." - Ephesians 6:16

SCROLL & QUILL: This symbolizes that the importance of developing God's gift of your mind through scholarship and academics.

BIBLE: This symbolizes that the school is founded on God's Holy Word, the Bible.

CENTRAL LARGE CROSS: TCIS is Christ centered.

PLACEMENT OF THE BIBLE AND QUILL & SCROLL: The bible and scroll and quill are symbolically centered, and equally spaced below the central large cross. Scholarship and the study of God's Holy Word are both equally emphasized at TCIS and they are done within a Christian environment for the purpose of bringing glory to God.

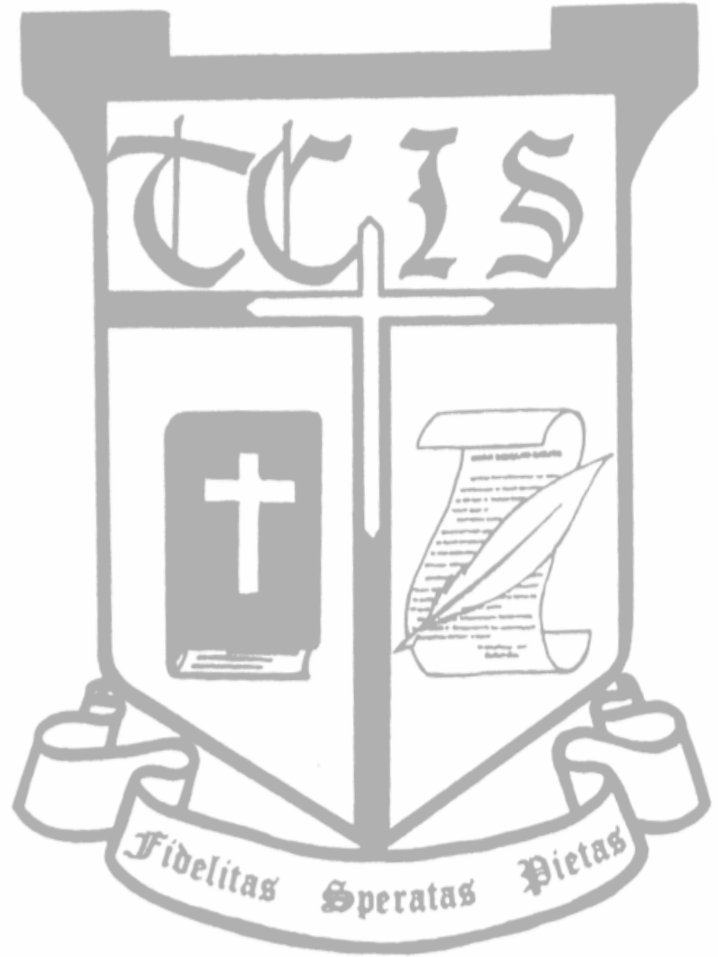
LATIN WORDS ON THE SCROLL:

Fidelitas: Faith

Speratas: Hope

Pietas: Devotion

Since 1958: This is the founding year of TCIS (first called Taejon Foreign School and later named Korea Christian Academy and now called Taejon Christian International School) by a cooperative of United States missionaries.



Since 1958

TCIS DRAGONS

Prior to 1970, the school's mascot was the "Imperials," but that year the name "**Dragons**" was formally adopted. Dr. John Seel, alumnus and member of the class of 1971, was instrumental in gaining the adoption of the new mascot. The dragon is a part of the history of Korea and was borrowed from the Chinese culture where it was the revered symbol of the emperor. TCIS honors the culture through the use of the traditional dragon to symbolize benevolence, greatness, integrity, and fairness, whether in athletic competition or academic pursuits. However, even more profoundly, TCIS through the Korean culture's symbol of the emperor recognizes the only true emperor or king, the "King of kings," **God's son, Jesus Christ.**



STUDENT HANDBOOK

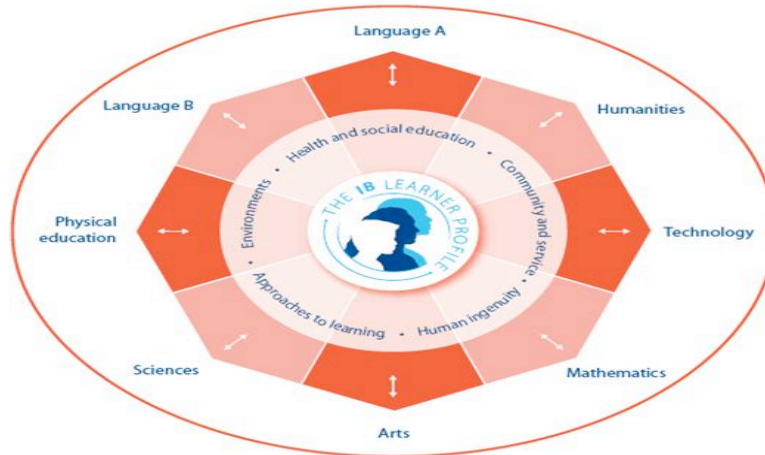
LEARNING IN THE SCHOOL- ACADEMICS

LEARNING IN THE SCHOOL

WHAT IS MYP?

INTERNATIONAL BACCALUAREATE (IB) AND THE MIDDLE YEARS PROGRAM (MYP)

TCIS Middle School uses the International Baccalaureate Middle Years Program as the basis of its curriculum. It is a program that covers grade 6 to 10, providing a transfer in learning from middle school to high school.



Grades 6 to 10

The International Baccalaureate Middle Years Program (MYP)

The International Baccalaureate Middle Years Program (MYP) provides a framework of academic challenge and life skills for students aged 11-16 years. The five-year program offers an educational approach that embraces yet transcends traditional school subjects.

Students at this stage—early puberty to mid-adolescence—are in a particularly critical phase of personal and intellectual development. This is a time of uncertainty, sensitivity, resistance, and questioning. An educational program needs to provide them with discipline, skills, and challenging standards, but also with creativity and flexibility. The IB builds its program around these considerations, but it is also concerned that students develop a personal value system by which to guide their own lives, as thoughtful members of local communities and the larger world.

The **fundamental concepts** of the MYP are:

- Intercultural Awareness - engaging with and exploring your own culture and other cultures
- Holistic learning - all knowledge is interrelated and education is about developing a whole person
- Communication - encouraging open and effective communication in a variety of forms

The MYP program provides a thorough study of the traditional Secondary school disciplines but it also emphasizes the **interrelatedness** of these disciplines.

In addition to showing the 8 subject areas, the curriculum model shows the five perspectives known as the **Areas of Interaction (AOI)** that lie at the core of the MYP. Throughout the five years of the MYP, these pervade and recur through the eight subject groups, and also through interdisciplinary teaching and projects, whole school activities, and the MYP Personal Project.

| |
|--|
| AOIs Approaches to Learning Community and Service Environments Health and Social Education Human Ingenuity |
|--|

MYP Assessment

Teachers assess student work with guidance from the IB according to prescribed, published criteria that state final levels of achievement in each subject. See *table 1.1 on page 13*. The MYP 1-7 grades and descriptors will be used to give final grades for subjects. See *table 1.2 on page 15*

MYP Personal Project- for High Students Only

The Personal Project is the culmination of a student's work with the Areas of Interaction, and it has an important role to play in the curriculum. The completion of a Personal Project is undertaken by all students in the final year of the MYP (Grade 10).

MYP Community and Service

As a both a Christian school and an international school, TCIS places great emphasis on the importance of responsible, thoughtful attitudes towards and service to our local, national and global communities. TCIS aims to meet the challenge of offering all learners the opportunity and the power to choose their actions, to act on them, and to reflect on them in order to make a difference in the world. As part of the MYP curriculum, all students are required to be involved in community and service activities. These activities are outlined in the Guide to TCIS MYP Community and Service.

MYP Certification- for High School Students only

Students at TCIS who complete years 4 and 5 of the MYP (Grades 9 and 10) are eligible to receive official International Baccalaureate certificates. These certificates are awarded to students who meet the following criteria:

- Gained at least a grade 2 in all 8 MYP subjects
- Gained at least a grade 3 for the Personal Project
- Have participated in the MYP for Grades 9 and 10
- Have met the TCIS expectations for Community and Service
- Have gained a total of 36 points (out of a possible 63 points) for their final grades in all 8 MYP subjects and the Personal Project

Students at TCIS who complete year 5 of the MYP (Grade 10) are eligible to receive a TCIS MYP Certificate of Completion. These certificates are awarded to students who meet the following criteria:

- Gained at least a grade of 2 in all 8 MYP subjects
- Gained at least a grade of 3 for the Personal Project
- Have participated in the MYP for Grade 10
- Have met the TCIS expectations for Community and Service
- Have gained a total of 36 points (out of a possible 63 points) for their final grades in all 8 MYP subjects and the Personal Project

MYP Record of Achievement- for High School Students only

Students at TCIS who complete year 5 of the MYP (Grade 10) are eligible to receive an official International Baccalaureate Record of Achievement, which gives a final IB-moderated grade for each MYP subject studied and states that TCIS community and service requirements have been met.

MIDDLE SCHOOL CURRICULUM

COURSES

The following are the 9 courses required for 6th, 7th and 8th grades:

- | | |
|--|--|
| 1. Arts: (Visual Arts, Drama and Music) | 6. Mathematics |
| 2. Bible | 7. Physical Education and Health |
| 3. Humanities | 8. Science |
| 4. Language A: English Literature Korean Literature* | 9. Technology |
| 5. Language B: English Language Korean Language Mandarin Language Spanish Language | * Students may take two Language A subjects and not have a Language B course. (English Literature and Korean Literature) |

English Second Language (ESL) Course selection

Students who are in the ESL program will have mainstream classes in Technology, Mathematics, Arts and Physical Education and Health. Language B: English Language may be taken with Language A: Korean Literature. Sheltered classes in Bible, Science and Humanities may be required instead of mainstream Bible, Science and Humanities.

Course Changes

It is advised that students complete at least 2 two years in one Language B course or in Korean Literature in preparation for High School. Three years is the ideal. Students must select Language courses wisely. Changes are not recommended through out the school year. Any changes in Language courses must follow this procedure:

1. Parent(s) and student speak with the counselor support to state reasons for the change and to see if it is possible to change the student's schedule. If the reason is appropriate and changes can be made with minimum disruption to the schedule the student must follow 2-4.
2. Seek approval and signature from the teacher(s) involved (class to be changed and new class to be entered).
3. Take the form home for a signature of a parent or guardian.
4. Return the form to the counselor's office for the principal to review the change and to approve or disallow the request

GRADING

Student achievement is measured against criteria in each subject and the given possible grades for each criteria. See table 1.1 on page 13.

Example: In Mathematics there are four criteria; knowledge and understanding, investigating patterns, communication and reflection. Each of these have specific possible grade scores- knowledge and understanding and investigating patterns have possible grades of 1-8 and communication and reflection has possible grades of 1-6. Students will receive grades for each of these criteria.

At the end of Semester One and at the end of the year, these criteria grades are used to determine an overall grade for the subject. This grade system is based on a 1-7 scale and applies to all subjects. See table 1.2 on page 15.

Note: there are no letter or percentage grades used to determine student achievement. Students and parents need to understand the requirements of each criteria in each grade and the 1-7 grade.

Students will also have their ability to learn measured in a frame work called Approaches to Learning (ATLs). This shows how the student has approached learning and the level of learning skills they possess in eight areas: organization, collaboration, communication, information literacy, reflection, thinking and transfer. Evidence of skill will be described as: Not evidenced, Developing, Meets Expectations and Above Expectations. See table 1.3 on page 16.

ACADEMIC CRITERION AND POSSIBLE LEVEL GRADES FOR COURSES

Table 1.1

| Course and Criterion | Level Grades | Course and Criterion | Level Grades |
|---|---------------------|---|---------------------|
| <i>MYP Arts Assessment Criteria and Possible Grades:</i> | | <i>MYP Mathematics Assessment Criteria and Possible Grades:</i> | |
| Knowledge and Understanding | 1-8 | Knowledge and Understanding | 1-8 |
| Application | 1-10 | Investigating Patterns | 1-8 |
| Reflection and Evaluation | 1-8 | Communication in Mathematics | 1-6 |
| Personal Engagement | 1-8 | Reflection in Mathematics | 1-6 |
| <i>Bible Assessment Criteria and Possible Grades:</i> | | <i>MYP Physical Education Assessment Criteria and Possible Grades:</i> | |
| Knowledge and Understanding | 1-10 | Use of Knowledge | 1-8 |
| Organization and Presentation | 1-6 | Movement Composition | 1-6 |
| Personal Engagement | 1-10 | Performance | 1-10 |
| <i>MYP Humanities Assessment Criteria and Possible Grades:</i> | | Social Skills and Personal Engagement | |
| Knowledge | 1-10 | <i>MYP Sciences Assessment Criteria and Possible Grades:</i> | |
| Concepts | 1-10 | One World | 1-6 |
| Skills | 1-10 | Communication in Science | 1-6 |
| Organization and Presentation | 1-8 | Knowledge and Understanding of Science | 1-6 |
| <i>MYP Language A Assessment Criteria and Possible Grades:</i> | | Scientific Inquiry | |
| Content | 1-10 | Processing Data | 1-6 |
| Organization and Presentation | 1-10 | Attitudes in Science | 1-6 |
| Style and Language Usage | 1-10 | | |
| <i>MYP Language B Assessment Criteria and Possible Grades:</i> | | <i>MYP Technology Assessment Criteria and Possible Grades:</i> | |
| Oral Communication: Message and Interaction | 1-8 | Investigate | 1-6 |
| Oral Communication: Language | 1-8 | Plan | 1-6 |
| Writing: Message and Organization | 1-8 | Create | 1-6 |
| Writing: Language | 1-8 | Evaluate | 1-6 |
| Reading Comprehension | 1-16 | Attitudes in Technology | 1-6 |

REPORTING STUDENT ACHIEVEMENT

Students and parents will be able to keep track of progress as grades are posted to Powerschool. Teachers will post progress by the 4th week of each quarter, and will continue to update as assessments are completed and graded. It is the responsibility of the parent and student to keep track of grades through Powerschool.

LEARNING IN THE SCHOOL

REPORTS

Report cards are issued at the end of each quarter. They are progressive until the final report given at the end of the school year.

Electronic reports. Quarter one and three progress reports are electronic report cards posted through PowerSchool. Students receive course assessment criteria grades in these reports- see table 1.1. Parents will also receive a hard copy at the parent teacher conference.

End of quarter two is a progress report showing the overall achievement for the student in the first semester. This is a hard copy report that will be mailed to parents at the end of semester one. An electronic copy is posted in Powerschool at the end of the semester. Students receive course grades that represent all course criteria for the subject. This overall grade is from 1-7. See table 1.2. Comments for the semester will also be given.

End of Year Report Card expresses the final grade the student has received for the year in each of the subjects. This takes in consideration all previous criteria grades and is based on a 1-7 grade scale. Comments will also be given. This is a hard copy report that will be mailed to parents at the end of the year. An electronic posting will be available on PowerSchool.

In the report cards, students will be given an Approaches to Learning description which reflects the use and development of learning skills and strategies in the subject area. See table 1.3.

General comments about reports

- Students failing courses at mid-point of each quarter may become ineligible for co-curricular activities (see section on Co-Curricular Eligibility)
- Report cards will not be issued or mailed to students who owe fees or fines
- An "I" or an "incomplete" is given to a student who has not completed a major assignment or test due to circumstances beyond his/her control such as an illness or a family death or visa problems or a student who works at a slower pace who honestly has attempted to complete his/her assignments in the allotted amount of time. The student has been given an allocated extended period by the teacher to complete this assignment and the updated grade will appear in the next grading period. An "I" that is not completed in the extended time becomes a "0" in the next quarter report.
- An "X" indicates the student has a valid reason for not receiving a grade, for example they started school during the middle of an assessment.
- An "0" indicates the student has failed the assessment despite having adequate time to complete it. No retake is available.

Schedule for reports

- Mid Quarter One Powerschool electronic posting- September 9
- Quarter One electronic progress report- October 18

- Mid Quarter Two Powerschool electronic posting- November 18
- Semester One Progress Report** mailed- December 15

- Mid Quarter Three PowerSchool electronic posting- February 16
- Quarter Three electronic progress report- March 16

- Mid Quarter Four Powerschool electronic posting- April 26
- End of Year Report** mailed- Jun

Table 1.2

| MYP 1-7 GRADE AND DESCRIPTOR | |
|---|---|
| IB MYP Grade | DESCRIPTOR |
| 7 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality. |
| 6 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight. |
| 5 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight. |
| 4 | A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situation. There is occasional evidence of the skills of analysis, synthesis and evaluation. |
| 3 | Limited achievement against most of the objective, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. |
| 2 | Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support. |
| 1 | Minimal achievement in terms of the objectives. |
| Note: The above grade scale is used at the end of semester one to determine a progressive grade and at the end of the year to determine a final grade for the year in each subject. | |

ASSESSMENT

Assessment in TCIS MS has the following features:

- Designed to support and encourage student learning
- Criterion-referenced model: assessment designed to measure performance against clearly defined objectives for each subject
- Students are informed at the beginning of units of study what assessment method and format will be required
- Formative assessment will be used to support student learning
- Reporting is progressive through out the year with the final grade being for the whole year

ASSESSMENT CALENDARS

To assist students manage their work load and preparation for assessments, assessment calendars will be made available to students at the beginning of each quarter. These calendars show when assessments for reporting processes will be due. Any changes to assessment calendars by teachers will be notified in class and through Powerschool. Being prepared for assessments is the student's responsibility.

EXAMINATIONS-SEMESTER & FINAL

Middle school students (grades 6-8) may be required to take semester exams if they are placed in a High School class.

The exams shall count no less than 10% and no more than 20% of that semester's grade. The school discourages early exams; however, parents may request from the principal to have their son or daughter take early exams. If the principal approves the request, there will be a W40,000 fee charged for each early exam taken.

APPROACHES TO LEARNING SKILLS

TABLE 1.3

| ATL SKILL | DESCRIPTOR | ATL SKILL | DESCRIPTOR |
|-----------------------------|--|--|---|
| Collaboration | During group work, the student: Acts and reacts responsibly Listens appropriately Assumes assigned roles Respects others' points of view Respects cultural differences Demonstrates teamwork Makes positive contributions | Reflection | Uses reflection skills to consider own strengths and weaknesses Uses criteria to assess peers and self Recognizes own prejudices and biases Describes own study targets accurately Chooses effective ways to achieve course targets |
| Communication | Uses effective oral and written communication tools to understand the key concepts of the course Uses technology tools effectively Responds to teachers' and peers' questions Gives constructive feedback Chooses appropriate communication tools to express personal ideas and opinions | Thinking | Applies past knowledge Uses the inquiry method to learn Creates and uses own ideas and questions Arranges and classifies information and ideas Identifies different perspectives Forms and justifies own opinion Identifies and offers solutions to real world problems |
| Information Literacy | Uses appropriate skills to access information during the research (learning, inquiry) process Uses appropriate skills to select and organize reliable information Uses correct formats to indicate information sources during the research process | Transfer | Makes connections Uses skills taught in one subject in other subjects Connects ideas and experiences with the AOs Identifies cultural differences and similarities Engages with simple aspects of different cultures |
| Organization | Organizes learning materials Uses class time effectively Meets classroom deadlines Sets and meets realistic personal goals | ATLs will be valued with the following descriptions: <input type="checkbox"/> Not evidenced <input type="checkbox"/> Developing <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Above Expectations | |

HOMEWORK AND TESTS

Homework and tests are important and regular parts of a student's education at TCIS. Homework is important because it gives students opportunities to practice what they have learned in class, work at their own pace, and teaches them responsibility and self-discipline.

1. Homework is regularly assigned in the academic subjects. It is important that students do daily written assignments and review notes and class work each day.
2. If a student has been absent from school, their work must be made up after they return to school.
3. Parents may call the school before 10:00 A.M. and ask the school secretary to get homework assignments for their child.
4. If a student is absent due to their participation in a co-curricular activity, their work must be submitted in advance or immediately after their absence.
5. The middle school teachers maintain a calendar on which they schedule their tests and projects so students of a particular grade-level normally have no more than a combination of three tests or projects per day (quizzes are not subject to this limit).
6. If a student was present when a test and/or assignment due date was announced, it is their responsibility to be ready for a test/exam/quiz or to submit the assignment when they return from an absence or they must make prior arrangements with the teacher to take the test or submit the work at a later time.
7. If the student was not present when a test and/or assignment due date was announced or an assignment given, the student has two school days upon his/her return for the first day of absence and one day for every day of absence thereafter to make up the work. Students will not be permitted to make up any assignments for unexcused absences.
8. Students must communicate with teachers ahead of planned absences. The student must accept the responsibility for getting their work completed by the due date. Assignments not completed by the due date normally receive a grade deduction or may not be accepted late.

POWER SCHOOL

Powerschool enables information for school and class organization to be shared online between school and home. As a service host provider with database capabilities it enables improved communication for parents students and teachers. Parents and students should be able to check grades, report cards, attendance, homework assignments, calendars, and resources to be used in class. This is subject to what information the teacher has posted.

PARENT-TEACHER CONFERENCES

Parent-Teacher-Student Conferences are a very important part of a student's education at TCIS and facilitate parents, students, and teachers sitting down together as partners to discuss the education of their children. All parents, both dorm and day, will be encouraged to come on these days during the school year. Parents are invited to schedule a teacher conference at any time during the school year by appointment.

ACADEMIC PROBATION

The headmaster, in consultation with the principal and the Learning Support Team (LST), may place a student on probation for a semester or longer for a lack of academic success. Failure to meet success in the ensuing semester may result in the student not being permitted to return to the school the following semester. Probation may be issued at any time during the school year including at the time of enrollment.

WITHDRAWAL & TRANSCRIPTS

Students and parents must give the school at least one (1) week notice when withdrawing early in order to prepare a transcript and other paper work. Students must also complete a "Checkout Form" before they can leave the school. Any obligations such as tuition, library fees, damage fees, books, lockers and padlocks must be cleared before any records can be released. When students withdraw, transcripts are normally mailed to the receiving school by TCIS. Sealed transcripts are sometimes permitted to be hand carried to the new school. If you will need to carry school records, please request this in advance so that they can be prepared in advance. Students will also be given current "Withdrawal Grades" to take with them to the next school. Withdrawal before final exams will result in no credit being awarded in any subject.

TUTORING

All teachers do provide after-school assistance to their students when they request it. Although TCIS has no formal tutoring service, occasionally teachers are willing to provide some tutoring to a limited extent on an individual basis. Students who feel they need additional help are encouraged to consult their teachers and/or seek out other students for additional tutoring.

REVIEW OF INSTRUCTION AND INSTRUCTIONAL MATERIALS

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class. Any parent who wishes to review materials or observe instruction should contact the principal at least 24 hours before coming to school.

CO-CURRICULARS-ATHLETICS & ACTIVITIES

TCIS is dedicated to educating the whole person, academically, spiritually, socially, emotionally and physically. TCIS has a large number of co-curricular activities for middle school students. TCIS An important part of this is addressed in the participation of students in the many and varied co-curricular activities. It is the school's goal that through these opportunities, students will learn life skills such as team work, leadership, ethical, collaborative and critical thinking. Participation in most activities are open to all students and others are based on an election or selection process. If you have any questions concerning these activities, please don't hesitate to contact the Middle School Activities Director, Mr. Andrew Gilbert or the MS Office.

All students are required to participate in Spiritual Emphasis Week and are encouraged to participate in the International Festival. Many of our students participate in the vocal and instrumental concerts, festivals and dramas. There are also service trips that students are able to participate in. The following is a partial list of activities for middle school students:

Intramural sports (soccer, cross country, volleyball, swimming, table tennis, basketball, tennis); Praise Team, dramas and musicals, student council, Forensics, Spelling Bee, Science Olympics, Math Competitions, National Junior Honor Society, Praise Team, Book Clubs, Love in Action (service based group) and outings.

Registration for participation must be completed before students can participate in events. Students register in the MS office before the event/ activity starts. Students who register must be prepared to be committed to the activity and the practices and/or meeting dates until it is completed.

Note: Intramural activities require students to have the appropriate uniform; TCIS shorts and numbered T-shirt. Students are also required to have completed the Athletics and Health Information Form at registration time, to be eligible to participate in intramurals.

Co-curricular eligibility: Students who are struggling to complete assignments and fulfill academic responsibilities will have conference with the intramurals coordinator and the subject teacher to consider the best approach to ensuring the student is successful in academics and intramurals.

ACTIVITY FEES

TCIS endeavors to keep additional fees to an absolute minimum. However, students taking technology, physical education, or instrumental music from TCIS may be charged an additional materials and/or rental fee. Additional costs for sporting equipment and for swimming pool rental may also be incurred by students. All charges for banquets and social events will be paid at the time the student's name is added to a sign-up list. All monies are non-refundable unless the event is cancelled.

FIELD TRIPS

Field trips are academic activities that are held off-school grounds. No student may participate in any school-sponsored trip without a completed parental consent form, completed at the time of registration. School rules apply to all field trips and students are to be courteous and respectful at all times. Teachers should obtain a field trip request form from the principal at least two weeks before the scheduled trip. Students should inform their

teachers that they will be absent during the trip. Students will be responsible to make up any missed assignments or work. The sponsoring teacher will also inform the other teachers at least two weeks before the trip.

AWARDS

Awards presented monthly and at the end of each semester:

Student of semester awards are presented at each grade level to students who faculty identify as portraying a combination of the following through out the semester: noteworthy growth, overcoming a major obstacle, consistent high performance or effort in academics, valued community member, exemplifies an ESLR(s) and/ or Biblical values or shows commendable leadership and service.

Student of the month awards are presented at each grade level to students who faculty identify as exemplifying one or a combination of ESLRs in and outside the class.

Awards presented at the end of each year in classes:

MS Subject awards: Presented to the student in each class who exemplifies the subject criteria and has a passion for the subject.

MS Growth awards: Presented to students in each class who has shown greatest improvement through out the year and/or has overcome an area of difficulty, and or has consistently tried their best to improve.

ESLR Certificates: Awarded to students who have modeled ESLRs through out the year in the particular class.

Awards presented at the end of year MS awards ceremony:

Student Council awards: Presented to the student council members who display commendable and consistent behavior in the following areas; Servant Attitude, Faithfulness, Citizenship, and Leadership.

National Junior Honor Society awards: Presented to the NJHS members who display commendable and consistency in the following areas; Leadership, Service, Citizenship, Character and Scholarship.

Middle School Intramural Sports Person award: Presented to the boy and girl who show outstanding sportsmanship, teamwork, reliability, encouragement of others and ability throughout the year in intramurals.

Student Life Praise Team awards: Presented to students involved in the praise team who display commendable and noteworthy Service, Involvement and Growth.

Awarded at each grade level:

Citizenship Award

1) Promotes the values that the community views as important

Exhibits and promotes the ESLRs

Exhibits and promotes spiritual discernment

2) Promotes the development of community in a broad range of student groupings

Exhibits meaningful engagement with Korean and non Korean students

Exhibits inclusion towards MS students who are different

3) Participates in a broad range of MS activities in a positive and encouraging manner

Exhibits participation in a range of MS activities

Exhibits a positive and encouraging manner in MS activities

4) Uses appropriate advocacy action when injustice is perceived

Shows advocacy in and outside the classroom

Maintains a teachable and humble disposition in conflict

Leadership Award

1) Fulfills current leadership responsibilities

Shows initiative and dependency in current leadership

Has respect of peers as a leader

2) Assumes appropriate leadership roles beyond formal leadership roles

Exhibits initiative as a leader in a range of MS activities

Exhibits a positive leadership style in diverse settings

3) Shows growth in leadership

Evidence of leadership development over the year

Exhibits a willingness to grow in leadership

4) Exhibits the characteristics of servant leadership

Service is evident as a leader

Maintains a humble and teachable disposition as a leader

ESLR Awards: Presented to the student in each grade who displays outstanding characteristics of an ESLR.

MS Citizenship Award: The MS Citizen Award is awarded to the student who has been a positive influence in the school this year and in past years, This person, 1) Promotes what is important to the school 2) Plays an important part in many student groups 3) Participates in a many MS activities in a positive and encouraging manner 4) Acts against injustice in the school.

MS Leadership Award: The MS Leader Award is awarded to the student who shows outstanding leadership in this school year and past years. This person, 1) Fulfills leadership responsibilities 2) Is a leader in many areas 3) Shows growth as a leader 4) Shows servant leadership.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

Taejon Christian International School welcomes students representing diverse languages and cultures. The TCIS ESL program integrates the development of listening, speaking, reading, and writing skills in English ensuring both social and academic success. All students will have access to a positive learning environment; access to appropriate TCIS curriculum, including language development programs, the core curriculum, all appropriate services and support programs; and access to equitable assessment. Because TCIS bases its philosophy on Christian truths, all ESL students will be nurtured in ways that enable them to mature physically, academically, socially, and spiritually into productive, global citizens.

TCIS is committed to appropriately enrolling students in programs where they will be able to comprehend the academic language and will experience success. During the admissions process, if a student scores two or more grade levels lower on reading comprehension and writing assessments than his/her targeted entry grade level, he/she is referred to the ESL department for additional English language diagnostic assessment to ensure accurate placement. Emphasis is placed on the academic reading evaluation; this is the primary indicator of the student's probability of success in the academic class.

TCIS Middle School ESL Program Placement

Sixth and seventh grade students will be enrolled in English, Social Studies or Integrated Science. Eighth grade students who demonstrate English language skills at level 4 will enter other sheltered instruction courses in science and social studies. In some cases, highly motivated ELLs at Level 4 may be placed in some mainstream classes with teacher, ESL coordinator, and administrator recommendations. Students who demonstrate English language skills at Level 5 will be placed in mainstream courses and monitored for two semesters by the ESL department for consistent progress in English language proficiency. After two academically successful semesters in mainstream courses, students will be officially exited from the ESL program.

The TCIS ESL program integrates the development of listening, speaking, reading, and writing skills to provide for academic success in English. All English Language Learners (ELLs) will have access to a positive learning environment, TCIS curriculum, including language development programs and the core content curriculum, all related services and support programs, as well as equitable assessment.

Students are accepted into the ESL program based on oral language proficiency and literacy in English. Middle School students (6th & 7th graders) may be admitted at the beginning levels of English proficiency.

The following support services and types of instruction are available to English Language Learners within the ESL program according to his or her individual language needs.

English for Academic Purposes: ELL students in grades 6-8 receive content based language instruction at their grade level to further literacy and academic proficiency in English.

Sheltered Core Classes: Includes the same content and curriculum as mainstream Science or Humanities courses, yet with specific instructional strategies and vocabulary enrichment designed for English Language Learners.

Sheltered Immersion/ Language Support: ELL students in a mainstream content class, such as Science or Humanities, are taught by a content teacher in collaboration with an ESL teacher.

Adapted grades: At times, ELLs may qualify for an adaptive grading system when English proficiency is greatly limited, yet he or she is working to the fullest potential of their language ability.

Transitional Status: Students who are transitioned from the ESL program's direct services are monitored for two semesters and may receive ESL services as needed.

TCIS recognizes that language development is a process that takes time and will extend over several years. An ELL will continue to receive direct ESL instruction until he or she shows evidence of proficiency in reading, writing, listening, and speaking in English and is able to work successfully in mainstream classes. The decision to move a child from direct services to transitional status is based on multiple assessments, including oral proficiency, reading comprehension within two grades levels, writing proficiency, overall academic success and teacher recommendations.

TCIS also recognizes that a critical factor in second language development is the level and use of one's first language, or "Mother Tongue". A primary language that is developed and maintained enhances English language development and success in school. For this reason, parents of ELLs are expected to continue their child's home language education and practice.

POLICIES TO SUPPORT LEARNING

ACADEMIC INTEGRITY POLICY

TCIS students are expected to uphold the highest standards of academic integrity in all academic work. Teachers will work with students to ensure they understand the requirements of academic integrity. However plagiarism, cheating and receiving unauthorized aid on any school assignment is strictly forbidden and will result in discipline action(s). All students should have completed and signed the Academic Integrity Policy form at registration, stating they understand the expectations. Violations of the Academic Integrity Policy will result in the following:

1st offense = “fail” on assignment, detention or in-school suspension, parent/student conference, and corrected assignment resubmitted.

2nd offense = “fail” on assignment, parent/student conference, up to three days OSS (out-of-school suspension), and recommendation for academic and behavioral probation and counseling, and corrected assignment resubmitted.

3rd offense = “fail” for the quarter in class, up to five days OSS, parent/student conference and corrected assignment resubmitted.

4th offense = up to ten days OSS, recommendation for long-term suspension (until the end of the year).

Discipline actions in the area of academic integrity will be recorded and maintained throughout the students' middle school experience and could affect college recommendations, NJHS membership, and other awards.

Academic Integrity violations progress from one academic year to the next. Once a student achieves the 3rd level of infractions, they may repeat the 3rd level if they violate the policy in a future year rather than proceeding directly to the 4th level.

ACADEMIC HONOR PLEDGE

TCIS upholds the highest standards of academic integrity in its academic work. Plagiarism, cheating, and receiving unauthorized aid on school assignments is strictly prohibited and will result in discipline action. The following Honor Pledge has been instituted to encourage and remind students of the importance of academic honesty. Students will be expected to sign this honor pledge on all major assignments to assure the integrity of the assignment.

“On my honor, I have neither given nor received unauthorized aid on this assignment.”

ENGLISH LANGUAGE DEVELOPMENT POLICY

RATIONALE:

- To prepare students adequately for college and university in English speaking universities
- To reinforce classroom instructional language
- To be consistent with the school mission and values, particularly in the area of providing an environment where students have the best opportunity to develop to maturity
- To ensure clear communication and understanding with and by students in the classroom
- To encourage inclusiveness of all students via a common social language
- To discourage/avoid exclusivity and isolation of minority language groups within the community
- To provide an environment where appropriate language and behavior is reflected and a safe and health community is maintained
- To maintain consistency between expectations and practices as an institution

SCHOOL-WIDE GOALS:

- 1- To make sure that English is the only language used in classrooms except in World Languages classes or in an English language medium classroom with teacher permission for the enhancement of student learning.
- 2- To make English the predominant language used by students during school hours from 8:00 a.m. – 3:10 p.m. and during anytime on/at an official school events (i.e. school sponsored activities and trips) for social communication with one another and with faculty/staff

TCIS TECHNOLOGY POLICY

Access

TCIS maintains three computer labs for students and teachers to access. Each student will be assigned a student login and password to access the school network and Internet. Every student is provided a home directory within the network. Students are accountable to properly secure their access by not sharing passwords. Everyone is required to log off the network when access is no longer needed. Hacking, cracking, phishing or other malicious activity is prohibited.

Laptops at TCIS are a tool, much like paper and pencils. Students in the 11th and 12th grade need to carry them daily and be prepared to use them in class per the teacher's expectations. Laptops will be required by all MS students once the move to DaedeokTechno Valley Campus is complete.

General Usage

During class time it is not acceptable to use technology for non academic purposes unless otherwise instructed to do so by a teacher. Examples of non academic usage may includes, but is not limited to, games, gambling, Internet chatting, text messaging, viewing inappropriate sites and checking email.

Internet

The Internet is to be used as a means of obtaining needed academic information or performing assigned task. Students are expected to use good judgment while surfing. When viewing or posting information to a publicly accessible file or web page, the content must be appropriate and acceptable. Identifying an opinion as personal does not exempt a Student from the TCIS Code of Conduct inclusive of the SAVE policy. Technology bullying via email, websites, blogs or any other online form of communication is prohibited.

File Storage

Each student grades 6-12 will have password access to an assigned folder on the school network. The contents of student folders are restricted to school related work only. Personal photos, music, movies, etc. that are not related to school should be kept on other media. No computer programs (executables), MP3s, pornography, or illegally obtained copyrighted material may be stored, downloaded or distributed over the TCIS network. Teachers and administrators can access student folders at any time without prior consent.

Documents students wish to keep long term should be copied to an alternative location (such as USB or CD) as student folders are emptied annually during the summer months.

Individual laptops are the personal property of the student. As a result, all information on them is considered private. Student are responsible to maintain their own backup of documents on their laptops. Students should be aware that all files will be accessible to the Technology Support team if the computer is submitted for repair.

Monitoring

Since the school is, to a certain extent, responsible for the actions that take place on its property, TCIS *will* monitor on-line activity via the school Internet connection from, including website access, news-group access, protocol, bandwidth, and network use. If someone is causing network traffic through the distribution or downloading of large files, their connection can be terminated without notice.

Moral Code

No student may use another person's computer or other technology devices without consent. This prohibition includes assuming another person's identity on the school network or pretending to be that person on the Internet.

Security

Students are responsible for any technology hardware they bring to school, including laptop computers. It is suggested that all hardware be clearly tagged with a name and grade level. Students should keep their hardware with them or LOCKED in their hallway lockers at all times. Students involved in after-school and/or off-campus activities need to insure that their hardware is secure. It is the responsibility of the individual student to secure their technology equipment. Students should notify the School immediately if items are missing. Unattended technology hardware will be picked up and taken to the division office for safekeeping, including during Chapel, lunch, and after school. Only the owner may retrieve items form the office.

Damage

All technology equipment is to be treated appropriately. Students are financially responsible for any physical or structural damage they cause to equipment owned by others; including, but not limited to, the school, staff, and fellow students. Knowingly introducing viruses or other malicious software via input devices of any kind is also considered damage.

If a student desires assistance with their laptop from the Technology Support staff, they need to complete the "Personal Computer Service Form" and bring both the form and their Laptop to the Technology office. This form can be downloaded from Edline, under the Technology option. Reinstalling of software on laptops will result in a minimum 50,000 won charged to the student's TCIS account. TCIS Technology Department will not attempt to recover lost files.

Computer Labs

In order to maintain a working environment, food and/or drinks are not permitted in areas designated as computer labs. Students will also be held accountable to clean their work area upon exit, including the disposal of trash and placement of keyboard and mouse.

Audio

Because computer audio can be distracting and disruptive, while at school students should keep their volume setting on mute unless instructed otherwise by a teacher for academic purposes. Headphones can be used when not in class. The use of Headphones in class is left to the discretion of the teacher.

Printing

All students receive a printing credit balance of 10,000 won at the beginning of the school year. Printing on network printers will deduce 150 won for each black and white copy and 300 won for color copies. Additional funds can be added through the HS library.

The School encourages everyone to print only essential material. Paper and ink toner are valuable resources and should not be wasted.

Consequences for Inappropriate Technology Usage

Name and offences submitted to division administrator. Student login suspended until otherwise notified.

ATTENDANCE POLICY

TCIS places a high priority on student attendance. It is important for students to be in school in a consistent routine of study and participation in school activities. This is the best way to build a strong academic record and to establish a reputation of involvement and responsibility.

Where a student has missed more than 10% of the instructional school days or more than 10% of classes in a specific course this may affect their class placement in the following school year.

Excused Absences: All work from excused absences can be made up upon a student's return to school. For making up schoolwork for excused absences, a student will receive 1 day to make up work for each day missed. Students will be responsible to turn in any assignments or take any tests/quizzes assigned the day they return if they were present the day they were assigned.

If students miss school for extended period due to illness (3 or more days), a doctor's note must be presented to the office upon their return to school (see note below regarding doctor's notes for more information). Absences of 1-2 days may be excused with parent notification of the school.

NOTE: If your child is going to be absent, please notify the middle school office prior to 8:30 AM or as soon as possible.

Unexcused Absences: All work from *unexcused absences* receives a zero and cannot be made up. If you have a question about your student's absence, please contact the school office to find out if it will be excused prior to the absence.

Planned Trips/Absences

These absences must be requested in writing at least a week in advance for absences greater than 2 days. One or two day absences should be requested at least 24 hours in advance. Details should be given on why the absence is occurring. Students' previous attendance record may be taken into account to determine whether the absence will be excused or unexcused.

Illness

Valid/excused reasons for going home during school hours due to illness:

- Fever greater than 100.0F (37.8F)
- Conjunctivitis
- Excessive vomiting or diarrhea
- Strep Throat
- Contagious diseases
- Chest pain
- Abdominal pain (possible for appendicitis)
- Seizures
- High or low blood sugar
- Head injury with nausea and vomiting
- Laceration requiring stitches or a tetanus injection
- Any illness of a serious or questionable nature as determined by the school nurse

If the student experiences a medical emergency, the school will call 119 and notify the parents. If a student desires to go home during school hours due to illness, the school nurse will examine the student and determine whether the absence will be excused or unexcused. A student who is released by the school nurse may be required to bring a note from a physician stating the student's condition with specific reasons for missing school.

Physicians' notes should state not only the medical condition, but also reasons why the student could not attend school. Specific details on why the student should miss school should be explained. (Example: Patient had fever of 101.2 F and extreme tonsillitis. Patient should remain at home until fever decreases for approximately 1 day. Student was prescribed antibiotics.)

(NOTE: A doctor's note stating the student had tonsillitis is insufficient.)

Doctor's notes from family members will not be accepted.

Tardy

- Students Are Expected To Arrive At School And In Classes By The Time The Bell For Class Begins. Students who are not seated in class when the bell rings will be marked tardy.
- Excessive Tardiness. In the event that tardiness becomes a problem for any given student, the school is obligated to apply specific consequences. Detention can be given for students who are tardy to school more than 5 times a year.
- Students who are not in class at 8:00a.m. must receive a late pass from the MS office before going to class.
- Students who are 5 minutes late will receive consequences from the teacher. Student tardies will be monitored through the attendance report.
- Once a student reaches 5 tardies the student will receive a 1 hour school detention and parents will be notified.

INFORMATION TO HELP AT SCHOOL

STUDENT PLANNER AND HANDBOOK

Being disorganized will not help students achieve the success they are capable of. All MS students are required to use the MS TCIS Planner to organize their school and homework as they develop organizational skills. If planners are lost they can purchase another one from the MS Office. Students are also required to have read the handbook and understand the expectations they are to meet to support the success of the school community.

TEXTBOOKS & INSTRUCTIONAL EQUIPMENT

Textbooks are provided without extra charge; however, if they are damaged or lost, the student is required to pay the cost of repair or replacement (plus processing charges). Teachers may require the student to cover their textbooks for protection. The student is responsible for returning the textbook on time. The following is a guide in computing damage fees for textbooks:

Damaged page(s) and /or cover.....W 15,000~ W 20,000
 Severely damaged, but useable.....Percentage (%) of book price
 Lost or destroyed beyond repair.....Full price of new textbook + *processing fee

*Processing fee: 50,000 won for Hardcover Textbook: 10,000 won for paperback

If a student damages or loses textbooks during the semester/year, the student has to pay the cost of repair or replacement in order to check out another textbook. Students can get a refund only if they find the textbook reported as lost prior to re-order. Text books that are left outside overnight or in the elements and are found by MS staff will be handed to the MS office where a fine of 1000won will be paid before the text book will be released. The money collected will be used by Student Counsel for MS events. This is to encourage the proper care of textbooks. Students are reminded that they are responsible for textbooks and should be cautious in lending them to other students. Students are recommended to cover all textbooks and not leave them outside or unattended.

LOST AND FOUND

Students are reminded to secure all items and should not bring non- educational items to school. Where items are lost or stolen, TCIS takes no responsibility for lost or stolen items, apart from making reasonable inquiries based on reliable information. Any items that are found should be turned into the MS office immediately.

BOARDING SCHOOL AND SUMMER SCHOOL RECOMMENDATIONS

For any student wishing to apply to a Boarding School they must have Boarding School Application (BSA) forms before December 2nd with relevant information filled out (student name, address, etc). After the relevant student information has been completed on the form it can be submitted to the MS office. The MS office will send all required all required documents within 7 school days. If more than four applications are required than TCIS processing time will be 14 days. Any BSA forms submitted or recommendation letters requested after December 2nd will not be processed until staff return in after the Christmas vacation. TCIS MS office will mail all forms directly to the schools.

VACATION DURING SCHOOL YEAR & EARLY DEPARTURE

When your family plans their vacations and holidays please make sure you check the school calendar found in this handbook. If you are out of school for even a few extra days, it only creates a hardship for you in missing class instruction and contact time. Missing class for vacation or early departure also creates additional work for our very busy teachers who must help students to make up the work, especially tests and quizzes. Approval of the following absences must be made directly through the principal three weeks in advance of departure:

1. Family vacation while school is in session
2. Early departure from school
3. Late arrivals or return to school

If approved, the student must make arrangements to make up assignments and/or tests missed during the absence. The due date for all assignments will coincide with their return to school. Early exams will not be given but for exceptional cases and with prior approval of the principal. There will be a W40,000 fee charged for each early exam taken.

VISITORS TO CAMPUS

Visitors, particularly parents, are welcome at the school. In order to monitor the safety of students and staff, each visitor must report to the secondary school office upon entering the school to check-in. Any visitor found in the building shall be directed to report to the appropriate division office. If a person wishes to meet with a member of the staff, he/she should call for an appointment prior to coming to the school in order to prevent any inconvenience. Students may not bring visitors to school without first obtaining permission from the principal. We welcome alumni to visit the school, but again, they must stop by the office to obtain permission to visit the campus.

ADVERTISING OUTSIDE ACTIVITIES

No announcements or posting of outside activities will be permitted without the approval of the principal. A minimum of 24-hours notice is required to ensure that the principal has the opportunity to review the announcement.

SALES BY STUDENTS

Student must have the approval of the principal to sell any item or service in school. Violation of this rule may lead to disciplinary action.

ACTIVITY BUSES

Activity buses run each afternoon at 4:45 P.M. These buses accommodate students' athletic practices, drama rehearsals, Praise Team practices, student council and other activities. Generally, buses are not provided after games, dramas, socials, or concerts. If the student elects to participate in these events, the student and parents will be responsible for providing his/ her own transportation. This includes away games or activities that return to campus after the regularly scheduled activity bus runs.

TRANSPORTATION AND BUS RULES

TCIS provides transportation for day students that have paid a bus fee. Buses normally run at 3:15 p.m. and 4:45 p.m. Special buses are provided for most athletic practices and drama rehearsals. Generally, buses are not provided after games and concerts. If a student elects to participate in an event that ends at a time outside of the regular bus schedule, students will be responsible for providing their own transportation. This includes away games or activities that return after regularly scheduled buses. For reasons of safety, courtesy, and protection of equipment, students who do not abide by the rules and are disorderly on the bus will be unable to use TCIS busing services. Parents should contact the school office for bus schedules and routes. Bus fees must be paid with tuition fees and kept current throughout the year. TCIS is not liable for injuries or loss of property that may result from a school bus accident or related damage. The contracting bus company shall solely be liable for all injuries and loss of property. Parents in effect, enter into a contract with the bus company. The school has installed video cameras on board all of its bus to monitor behavior.

The following are the Bus Conduct Rules:

1. The bus driver must be respected at all times and students must follow his instructions during routine and emergency situations.
2. SEAT BELTS MUST BE WORN AT ALL TIMES.
3. Objects should never be thrown in the bus or out of the bus windows.
4. No part of a student's body (arms, head, legs, etc.) should be held out of an open window at any time.
5. If food or drink is brought on the bus, the garbage or waste must be disposed of properly in the bus waste can and not thrown on the floor or out of the window. Care must be taken to clean up after you and not leave wrappers or cans on the floor, in seat pockets, or on seats. Students will be required to clean up any messes they make on the bus.
6. A student must not move from seat to seat while the bus is moving. Once a student takes the seat, he/she must remain in that seat until the destination is reached or an adult instructs the student to move.
7. Students must remain in their seats until the bus comes to a full stop before disembarking.
8. Always maintain a sitting position facing forward while the bus is moving. Do not kneel or stand on the seats.
9. Students must not use or play with sharp objects while riding the bus. The upholstery of the bus should not be damaged or marked in any way. It may be necessary to bill parents for any damage their child may have caused to the bus.
10. Loud talking or shouting is not permitted on the bus.
11. Profanity, smoking, use of alcohol or drugs are absolutely forbidden on the bus or while waiting at the bus stop.
12. The bus driver, principal, or a teacher monitor may assign seats on a bus
13. Stereos and radios without earphones will not be permitted to be used on the school buses. In addition, students will not touch the bus radio or stereo without permission.
14. If a child is reported by the teacher monitor or driver to the office for misconduct, the student's bus riding privileges may be suspended for a period of time.
15. Students should be extremely careful when walking behind the buses and should never be near the buses as they back up.

STUDENT VISITS TO DORMITORIES

A detailed outline of dormitory rules and organization are found in the TCIS Dormitory Handbook, however, we have outlined here some general dorm rules that pertain to all students, particularly day students:

1. No students will be allowed in the dormitory during lunch periods.
2. The dormitory and its individual rooms and lounges are the home of the dormitory students and as such should be treated with respect by all day students and guests. Individual rooms may be visited by day students/guests (same sex) and lounges with permission of the dorm supervisors.
3. Day students/guests are welcome to visit the dorm (with permission or notice) after 3:15 P.M. until dinner (approximately 5:30 P.M.) and after study hall from 9:00 P.M. until 9:30 P.M. for middle school and until 10:00 P.M. for high school students. Day students and visitors accompanied by their dorm hosts must sign-in at the dorm office. No day student/guest should be in the dormitory before 3:15 P.M. or after dinner without specific permission from the dorm supervisors.
4. When day students visit the dormitory they are subject to the dorm rules and regulations and must abide by them and instructions given by the dorm supervisors. This also applies when special social functions are held in the dorm such as banquets and dances.
5. If day students violate dorm rules and the dorm supervisors' instructions, they will have their visitation rights suspended or permanently revoked.
6. Use of the dormitory for social or other functions must be coordinated and approved by the dormitory supervisors and the residence director.

DRESS CODE

We express ourselves through the clothes we wear and the example it sets for others. As such, the following standards are provided for neat, appropriate, and modest personal appearance while students are attending TCIS.

1. Hats, bandannas, and sunglasses will not be worn indoors with the only exception being in the gymnasium.
2. Hair color and hairstyles should be neat. The general rule is that hair color and style will be of a nature that will not be disruptive in the classroom or in the school.
3. Body piercing for all students will be limited to ears only. Earrings should be modest and of a nature that will not be disruptive in the classroom.
4. Skirts and shorts should be modest (mid-thigh or longer).
5. Jewelry or clothing promoting bands directly linked to the occult/obscenity, drug, alcohol, or tobacco symbols are not permitted.
6. Shirts and blouses should cover the midriff when arms are held over the head. Tops may be cut no lower than what would be considered modest. Halter-tops, tube tops, and spaghetti straps may not be worn.
7. No spandex material will be permitted, or leggings, or similar tights.
8. Clothing that have fashion holes that are above the boundary in #4 are not permitted.
9. Any question of dress code violation will be settled at the discretion of the middle school Principal.

Students may be required to change into appropriate attire (PE uniform or sent home to change) depending on the degree of non-compliance.

ELECTRONIC DEVICES

Students may not use any electronic devices in any classroom, including auditorium, gym and the cafeteria from 8:00am-3:10pm, or at any time in the library/media center, without the explicit permission of the teacher. Portable music players must be turned off and ear plugs put away BEFORE entering class or participating in school activities.

LOCKERS

Lockers are assigned to each student as a place of security for out-of-doors clothing, books, and supplies. **MONEY AND OTHER VALUABLE ITEMS ARE NOT TO BE LEFT IN LOCKERS, BUT SHOULD BE KEPT ON THE STUDENT'S PERSON. LOCKERS SHOULD BE KEPT LOCKED AT ALL TIMES.** The security of stored items can only be possible if lockers are properly closed and locked and the padlock combination is kept confidential. All student lockers and padlocks are the property of TCIS. Therefore, if there is probable cause, lockers can be subject to reasonable search at any time. It is the student's responsibility to keep the lockers neat and clean. The school will issue padlocks; no personal padlocks will be allowed. Padlocks must be returned at the end of the school year or the student will be required to pay for a replacement lock. If lockers are improperly utilized and damage occurs, students may be required to pay for the damage.

LUNCH SERVICES

The lunches at TCIS consist of a daily hot buffet entree, and salad and sandwich bar. The hot entrees vary each week and include both western and Korean foods. All students who enroll at TCIS are automatically billed for the lunch program. If at the beginning of the school year or at semester students and parents decide that they do not wish to continue the hot lunch meals, they must immediately inform the finance office. Students' backpacks and sports equipment should not be brought to the dining hall, but stored in lockers, classrooms, or in a designated location.

ALL STUDENTS ARE EXPECTED TO EAT LUNCH IN THEIR ASSIGNED AREA AND REMAIN ON-CAMPUS DURING THE REMAINDER OF THE LUNCH PERIOD.

SEARCH AND SEIZURE

TCIS as a private school which has the right to conduct a reasonable search of student's person or his/her property, dormitory room, or locker. TCIS will attempt to protect the student's rights by searching only where there is "probable cause" and in the presence of the student and at least one other administrator. A reasonable search will be conducted to ascertain whether the student is or has been in possession of stolen property or materials that are restricted from the campus (i.e. tobacco products, alcohol, illicit drugs, weapons, chemicals, explosive devices, or obscene material). The school reserves the right to seize or take possession of any and all restricted materials found during the reasonable search.

USE OF SCHOOL EQUIPMENT AND FACILITIES

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the principal to use any other school equipment or facility. Students will be held responsible for the proper use and safe keeping of any equipment or facility they use.

USE OF SCHOOL TELEPHONES

Office telephones are not to be used for personal calls. Except in an emergency, students will not be called to the office to receive a telephone call.

FIRE AND EMERGENCY DRILLS

The signal for the fire drill or an actual fire is a loud audible bell. The students should move quickly and quietly out the assigned exit to the designated waiting area indicated by the chart posted in each schoolroom. Students must follow the instructions of staff precisely. Assigned area for MS is on the soccer field. Practice drills will be held during the school year.

UNEXPECTED SCHOOL CLOSURE

If the school has to close unexpectedly due to rain, snow, yellow dust or other reasons, the school will endeavor to contact parents before 6:30 a.m. Where the school has to close during the school day, students will be required to take home all textbooks and required materials in case closure is longer than one day.

YELLOW DUST

Readings of yellow dust and sand activity will be treated as follows (readings in micograms):

Readings 150<300: Reduce prolonged and heavy exertion+ outdoors; no ES outdoor activities / recess

Readings 300<500: Reduce prolonged and heavy exertion+ outdoors; no outdoor MS/HS practices/games.

Readings 500<1000: Cancel prolonged and heavy exertion outdoor activity+; limit other activities to bare essentials

SCHOOL NURSE AND EMERGENCY CARE

Where a student is feeling unwell or is injured and requires attention from the school nurse they must ensure that they have received a pass from a teacher or from the MS office. Students are not to visit the nurse without a pass. Where students have been injured and require medical attention they will not be sent home on a bus. Parents will be contacted and asked to pick up their child from school or meet them at the emergency facility.

PUBLIC DISPLAYS OF AFFECTION

It is important that students should not embarrass themselves or others in public. Anything beyond holding hands is considered a public display of affection and may result in disciplinary action.

