



COUNTRY DAY SCHOOL
COSTA RICA

A NORD ANGLIA EDUCATION SCHOOL

HANDBOOK

2024-25

General Information	4
History of Country Day School	4
About Nord Anglia Education	4
About Country Day School.....	4
Accreditation	4
School Policies	4
Admissions.....	4
Tuition.....	5
Sibling Discounts.....	5
Refunds.....	5
CDS Community Behavioral Norms & Expectations	5
Parent Involvement & Communications	6
Family-Teacher-School Communication	7
Parent Association	7
Athletics	7
Fine Arts.....	8
Performing Arts	9
Visual Arts.....	9
Community Service.....	9
School Photos & Yearbooks.....	9
Emergency, Security, & Safety Procedures.....	9
Food Services	11
Food Allergies	11
Child Health Exam & Immunization Requirements	11
Transportation	11
Visitors to Campus.....	12
Dress Code Early Learning Class - 12th Grade	13
Learning Resource Center (LRC): General Library Policies and Information.....	14
School Technology	16
Behavioral Expectations, Rules and Consequences.....	19
Learning Support Services (LSS).....	20
Personal Possessions	21
 Primary School	 22
Introduction.....	22
Family-Teacher Communication.....	22
Appointments	23
Classroom Placement	23
Vision of Learning	23
Spanish Language Program.....	23
Behavioral Expectations	24
Outdoor Play.....	25
Early Childhood Athletic Philosophy.....	25
Parent Teacher Conferences	25
Student-Led Conferences	25
Report Cards.....	26
Types of Assessment	27

Promotion / Retention	29
Attendance	29
Learning Support Services	30
Special Events	32
After School Activities Program	33
Going Green.....	33
Change of Transportation.....	34
Permanent Permission	34
East Gate Pick-Up Procedures	34
Health & Safety Guidelines.....	34
Secondary School	35
Introduction	35
Attendance policy.....	35
Academic Information and Policies	37
Course Offerings	43
Academic Probation	45
Miscellaneous.....	46
Private Tutoring Policy	46
Contacting the School.....	47
Student personal Appointments	47
Nurse Visits.....	48
Posting Bulletins	48
Technology	48
Student Email Accounts.....	48
Awards.....	49
Extracurricular Activities.....	50
Secondary Student Clubs.....	50
National Honor Society.....	51
Responsibilities of the CDS Community.....	52
Student Code of Conduct	52
School deliveries.....	55
Bullying and Harassment	55
Terms.....	56
Detention.....	56
Behavioral Contract/Probation.....	56
School Right to Inspect	57
Lockers.....	57
Reenrollment/Matriculation	59
Student Support Services	59
Crisis Response Team	60
Transportation.....	60

General Information

History of Country Day School

Country Day School was established in 1963 as a private coeducational American curriculum school, following the model of U.S. college preparatory independent schools. Over the years, the school has experienced significant growth, expanding from its initial 18 students to an impressive enrollment of nearly 800 students today. The diverse student body comprises individuals from over forty nationalities across four continents. After more than three decades located in the San José suburb of Escazú, the school has now relocated to its magnificent new campus in San Rafael de Alajuela.

Throughout its history, Country Day School has been a proprietary institution, owned and operated by the Woodson Brown family from 1975 to 2018. In 2018, the school proudly joined the Nord Anglia Education family, marking a new chapter in its commitment to excellence in education.

About Nord Anglia Education

Nord Anglia Education is the world's leading premium school's organization. We are a family of 82 schools located in 33 countries around the world. Together, we educate more than 67,000 students between the ages of 2 and 18 years old. At Nord Anglia Education, we inspire curiosity and innovative thinking in our students – giving them the tools and skills to succeed. Our educational approach uses our global reach, enabled by world-class technology, to bring our students truly transformational learning experiences.

About Country Day School

Country Day School is organized into four distinct "Houses," each catering to specific age groups and educational levels. In the Primary division, the Early Childhood (EC) House accommodates Early Learning to Preparatory levels, while the Elementary School (ES) covers grades 1 to 5. In the Secondary division, the Middle School (MS) comprises students in grades 6 to 8, and finally, the High School (HS) serves grades 9 to 12. To ensure focused attention and efficient management, each division (Primary and Secondary) has its own principal and dedicated administrative staff. The school day starts promptly at 8:00 am and ends at 3:00 pm.

Accreditation

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

School Policies

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

Admissions

Admission to Country Day School requires review of transcripts or any other information from previous school years, a placement evaluation, and an interview. Vaccine and health records, a photograph, and a copy of the passport must be attached to the completed application form. In

order to reserve a space, it is important to apply before May for the following August. Grade level placement at admission to Country Day School is dependent on student age. The admission team will use other factors (school transcripts and reports, admission evaluation, etc.) to help make decisions including special circumstances. Country Day School will make the final decision regarding student placement for the best possible learning environment and grade placement for all students.

The principal will make the recommendation for admission, or non-admission, to the General Director based on:

A review of grades from the previous two years.

Letters of recommendation (a minimum of two) from previous teachers or administrators.

Compatibility with the CDS course offerings (in particular, for those entering junior or senior year).

A placement test; and,

An interview with CDS counselors and the principal.

Age requirements are as follows:

- Early Learning Class – 1 year or walking by August 1st
- Pre-Kinder 1 – 2.4 years old by August 1st
- Pre-Kinder 2 – 3.4 years old by August 1st
- Kindergarten – 4.4 years old by August 1st
- Preparatory – 5.4 years old by August 1st

Tuition

Tuition rates for the next school year will be announced during the second semester. This timing allows us to carefully consider and plan for the upcoming year's budgetary needs. We will provide all necessary information and instructions to ensure that you have ample time to review the details for reenrollment.

Sibling Discounts

The sibling discount applies from the third child onward, providing a 5% discount for the third child and a 6% discount for the remaining siblings (fourth, fifth, etc.). The higher percentage is allocated to the student in the lowest grade or with the lowest fee.

Refunds

No tuition, matriculation, entrance fee, or family fee refunds are made either to the parent/guardian or student for any reason whatsoever (tuition refund can be considered only for prolonged student illness of thirty (30) days or more, certified by an attending physician) including dismissal, suspension, removal, withdrawal, or any other reason.

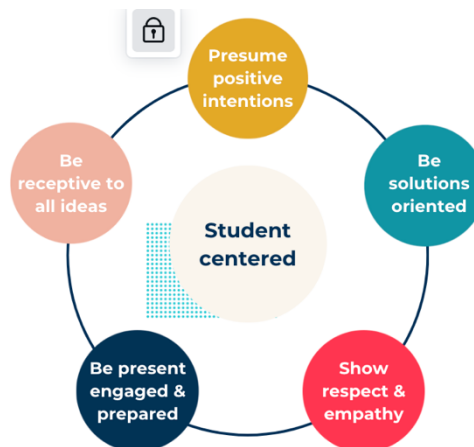
Please note that for Early Childhood students, changes between full-time and half-time enrollment are considered withdrawals. If a student switches from a full-time to a half-time schedule, parents will still be required to continue paying the full-time tuition rate.

CDS Community Behavioral Norms & Expectations

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

All CDS families are expected to:

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



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

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

Families meeting these high expectations as a community member are considered when reenrollment decisions are made from year to year.

Parent Involvement & Communications

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

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

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

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

Family-Teacher-School Communication

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

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

Parent Association

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

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

Meetings are held several times a year and are open to any parent who is interested in being updated on schoolwide activities, or to voice ideas as to how parents can better support the school, faculty and students.

In an effort to support CDS in its goals, parents provide leadership, promote school spirit, and provide a channel for parent's voices to be heard by the school administration. All parents are encouraged to become active in the Parent Association by attending divisional meetings and volunteering to help with parent sponsored activities.

Athletics

At Country Day School, we believe a dynamic athletics program contributes to the physical, academic and emotional development of each student. Student athletes are given the opportunity

to experience the benefits of competition while adding to our school spirit and developing life-long values such as perseverance, determination, grit, teamwork, responsibility, and leadership.

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

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

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

To be eligible to represent our school in athletics and other on- and off-campus events, students must meet the following criteria:

1. **Approaches to Learning:** Students need to achieve a proficient rating or higher in at least four out of the five approaches to learning areas.
2. **Academic Performance:** Students should have a proficient rating or higher in at least three out of the four academic areas of reporting, which include reading, writing, math, and interdisciplinary studies.
3. **Behavioral Expectations:** Students must have demonstrated positive behavior both in and out of the classroom, with no suspensions or significant behavioral concerns.

We believe these criteria help ensure that all participants are well-prepared and exemplify the values we strive to promote through this event. If you have any questions or need further clarification, please do not hesitate to reach out to your Principal.

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

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

Fine Arts

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

Performing Arts

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

Visual Arts

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

Community Service

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

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

School Photos & Yearbooks

During the first semester, school photos are taken of each student by a professional photographer. Parents will be notified in advance of the school photo schedule. If your child is absent on the scheduled photo-taking day, a day for retakes is generally scheduled early in the second semester.

Each student at Country Day School receives a copy of the yearbook, free of charge. The yearbook is distributed near the end of the school year to all students who have no outstanding library fines or unpaid lost books. If you would like to purchase additional copies, you may order and prepay in the CDS business office. Be sure to bring your receipt to pick up your additional copies.

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

Emergency, Security, & Safety Procedures

Parents and all staff members are issued school identification cards which are expected to be visible at all times when on campus, as well as to be shown to security personnel when entering the CDS campus. Visitors must sign in and show ID at the entrance.

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

Emergency Procedures

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

In the event that the campus should be evacuated due to an emergency, the CDS Crisis Response team will be in communication with families via email, the Parent Association and social media.

Medical Emergency

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

Accident Insurance

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

Safeguarding Students

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

A significant component of the Country Day School Child Safeguarding Policy is a developmentally appropriate child safety curriculum for all age levels, as well as a parent education component. Should you ever have concerns related to child protection or safety, please contact your child's principal, counselor, or the Designated Safeguarding Leads (DSL): Karla Pennant (karla.pennant@cds.ed.cr) and Edgar Valderrama (edgar.valderrama@cds.ed.cr). You may also use the direct and anonymous Child Safeguarding email: cds.child.protection@cds.ed.cr.

Health Services

Country Day offers the full-time services of a registered nurse, whose office is located behind the Pavilion and next to the North Gate. The nurse will not administer medicine to any student, unless

permission is given by the parents. If a student develops a fever or otherwise becomes ill at school, the parents will be called immediately to come and pick up the student. Please do not send your child to school if she/he has a fever, is vomiting, has diarrhea, conjunctivitis, head lice, or any contagious virus or disease.

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

Food Services

Children in Primary need to bring a snack each day from home. Due to short time constraints during morning snack, Primary students may not go to the cafeteria to buy snacks. We want to help the children develop the habit of healthy eating, so please send a nutritious snack. For safety reasons, we cannot allow breakable containers on campus. The following foods are not allowed: Gum, candy, or soda/energy drinks. There are water filling stations that students may use to refill personal water containers.

Cafeteria service at CDS is an optional service that is paid separately from other school fees. Students wanting to use this service should open an account in the cafeteria directly. Hot and cold lunches, including a variety of drinks, desserts, and a vegetarian menu are available each day in the school cafeteria. Students may also bring lunch from home. Additionally, the dining hall has several microwaves for heating food.

Food Allergies

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

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

Child Health Exam & Immunization Requirements

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

Transportation

Buses

Country Day School provides a convenient bus service (fee depends on location) to cater to the transportation needs of its students during the morning, midday, and at the end of the school day. However, because we serve a large variety of locations in which families choose to live, students are not offered door-to-door service in every case. Parents are entirely responsible for bringing and picking up students to and from the designated bus stops along one of the pre-established bus routes. Our only door-to-door service is at 12:00 p.m. for the midday, Early Childhood students.

Our service includes daily coordination of all logistics through our Transportation Coordinator ([cgs_transportation@cgs.ed.cr](mailto:cds_transportation@cds.ed.cr)) and includes an after-school express bus service at 4:30 pm for paying students participating in extracurricular activities. Express routes are not our regular routes and are established each year.

Student Drop-off and Pick-up

- **Drop-off:** Student drop-off is from 7:30-8:00am, at both the North Gate (grades 4-12) and East Gate (grades PK-3), with the school gates opening promptly at 7:30am. Please do not arrive earlier than 7:30am.
- **Pick-up:** Student pick-up begins at 3:00 at both North and East Gates. Drivers are asked to remain in their cars at all times, and to observe the orderly flow of traffic. Please turn off your car while waiting for your child.
- **Student dismissal is permitted from the following gates:** The East Gate is for grades PK-3 and the North Gate is for grades 4-12 (4th/5th, MS, HS). Older students with siblings in PK-3 grades will use the East gate for pickup.
- Parents will drop off and pick up at the gate of their youngest child. *No EC students will be allowed to use the North Gate.*

Change of Transportation

If parents wish to change their child's usual method of transportation home, they must request the transportation change. Once the request is received, the office will promptly send a return email to confirm its receipt. For the safety and security of all our students, we kindly request that changes to transportation arrangements should not be made via phone calls. Please refer to the individual house section for more information.

Parking

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

Traffic Flow Plan

To enter the school, there are three lanes. Registered cars should enter through the arm gate in the middle, visitors should report to the guard on the left line and school buses enter through the right lane. Cars dropping students off at the East Gate area will be allowed to turn left at the entrance to go directly to the East Gate. Cars dropping off students for all other sections should go straight and turn left at the end of the parking lot in order to access the North Gate drop-off area.

Visitors to Campus

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

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

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

Dress Code Early Learning Class - 12th Grade

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

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

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

	EARLY LEARNING	EARLY CHILDHOOD	ELEMENTARY SCHOOL	SECONDARY	SENIOR STUDENTS
TOP	White t-shirt with CDS logo on the front purchased from the CDS school store	Light grey polo shirt with CDS logo purchased from CDS school store with red collar and sleeves or white t-shirt with CDS logo on the front	Light grey polo shirt with CDS logo purchased from CDS school store with a navy collar and sleeves	Light grey polo shirt with CDS logo purchased from CDS school store with a navy collar and sleeves	Seniors (Grade 12) may wear an approved color and designed polo shirt within the NAE color pallet, outside of the dress code as a privilege of being in their final year. This must be coordinated with MAC team in grade 11
BOTTOM	Shorts, sweatpants/ joggers, skirt or skirt. The bottoms must be red.	Shorts, sweatpants/ joggers, skirt or skirt. The bottoms must be red	Bottoms that cover past fingers length with arms resting at sides, shorts/ pants with beltloops. Skort or skirt. All bottoms must be navy blue.	Bottoms that cover past fingers length with arms resting at sides, shorts/ pants with beltloops. Skort or skirt. Solid blue leggings with no "nude/transparent" features. All bottoms must be navy blue.	Bottoms that cover past fingers length with arms resting at sides, shorts/ pants with beltloops. Skort or skirt. Solid blue leggings with no "nude/transparent" features. All bottoms must be navy blue.
SHOES	Closed toed shoes, athletic footwear	Closed toed shoes, athletic footwear	Closed toed shoes, athletic footwear	Closed toed shoes, athletic footwear	Closed toed shoes, athletic footwear
PHYSICAL EDUCATION UNIFORM (<i>Elementary only to be worn on days when students have PE classes and Secondary must change before and after PE class</i>)					
TOP			White T-shirt with CDS logo on the front of the shirt	White T-shirt with CDS logo on the front of the shirt	White T-shirt with CDS logo on the front of the shirt

BOTTOM			Red shorts, leggings, sweatpants	Red or blue shorts, sweatpants	Red or blue shorts, sweatpants
SHOES			Socks and sneakers/ tennis shoes, Crocs (for swim season only)	Socks and sneakers/ tennis shoes, Crocs (for swim season only)	Socks and sneakers/ tennis shoes, Crocs (for swim season only)
OUTERWEAR					
<ul style="list-style-type: none"> Sweatshirts, jackets, or 3/4 zips with CDS logo purchased in the CDS uniform store are permitted over the approved polo in the academic houses. Leggings that are navy blue. 					
OTHER					
<ul style="list-style-type: none"> Hats, caps, visors, bandanas, and other head coverings are not permitted in the academic houses (Including hallways, entryways, classrooms, library, cafeteria, and theatre) Headphones and earbuds are not permitted. Students cannot wear under any circumstances: (including on dress down days) <ul style="list-style-type: none"> Violent language or images Images or language depicting drugs or alcohol (or any illegal activity) or the use of same Hate speech, profanity, pornography Images or language that create a hostile or intimidating environment Tube, halter, spaghetti strap, or bare midriff tops; all tops should have sleeves and provide full coverage, front and back, for comfort and professionalism Spandex shorts Ripped jeans Apparel shorter than finger length with arms resting comfortably at sides Sandals, crocs, or slippers 					

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

The Library offers an excellent selection of over 25,000 titles in its collection, along with magazines, videos, and maps. There are also over 800 titles of eBooks available for the students to read through the online catalogue. All students, parents, faculty and staff are welcome to use its facilities. If you are interested in setting up an account, please contact the library directly (errol.rose@cds.ed.cr). Parents may come to check-out up to 10 books per child. The check-out period is for one month. The LRC is open from 7:30am to 4:30pm, Monday through Thursday, and 7:30am to 3:30pm on Friday. Parent volunteers are welcome. We encourage you to take advantage of this valuable resource.

LRC Mission Statement

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

Check-out Policies

Books

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

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

Magazines

Current issues are overnight. Bound & back issues are the same as books.

Equipment

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

Renewals

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

Holds

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

Lost/Overdue Books

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

End of Semester Procedures

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

Library Rules

- Students are expected to behave properly in the library, and this includes no running, using indoor voices, leaving things as they were when they leave, and using the browsing sticks as they look for books.
- Respect and responsibility are the two main rules; everything else flows from there. This is a shared space so they should treat it as such. Middle School and Elementary students may come to use the LRC space during class time with a pass.
- Students may not eat or drink in the LRC. High school and middle school students may take a water bottle with them. Elementary students may bring in a water bottle and leave it in the designated area.

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

Library Schedule

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

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

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

School Technology

Technology Responsible Use Policy for Students and Visitors

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

As with all privileges, expectations of appropriate behavior are in place. Failure to abide by those expectations may result in disciplinary action and privilege revocation.

Students and parents are asked to review and sign the Responsible Use Policy Agreement Form each year and pledge to abide by Responsible Use Policy guidelines. Changes to the policy may be made annually. To use technology on campus and/or receive access to the network and other CDS Technology provided services, students must sign the form, along with their parents or guardians, after they have read and discussed it together.

Questions about technology at Country Day School or its Responsible Use Policy should be directed to the Technology Lead (jeremy.flores@cds.ed.cr) or the Principal. The School hopes that students and parents will join in supporting the standards that it believes children should follow when using information technology.

Rights and Responsibilities

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

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

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

Responsible Use Guidelines

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

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

- I agree not to reveal personal information about myself or others on the Internet.
- I agree to respect the privacy of others. I will not read, delete, erase or modify another's files.
- I agree not to use a website, message board, email, blog or any other electronic tool to misrepresent myself; to disparage the school; to threaten, tease and/or humiliate other members of the Country Day School community; or to depict and advocate illegal or inappropriate behavior.
- I agree to work only in the accounts (network, NAE, Google, etc.) assigned to me and to take responsibility for all activity in said accounts.
- I agree that all work posted or submitted under my name is the product of my own efforts.
- I will use my real name in all activities associated with these resources.
- I agree not to post, distribute, or use without permission or proper credit material that was created by someone else; all material (graphics, video, music, data tables and text) obtained electronically for use in academic work will be correctly documented. Use of this material without proper citation constitutes plagiarism.
- I agree not to use the computer or other electronic device in a way that is disruptive to a class, to other students or to faculty; I will only use electronic communication tools as part of educational activities.
- I agree not to access social networking or gaming sites during the school day.
- I agree not to degrade or disrupt the school network and associated technology; this includes downloading music, video, installers or other big size files, intentional importation or creation of computer viruses, efforts to bypass security systems (VPN software included) and/or to gain access to confidential or secure information and attempts to change the configuration of any installed software or hardware.
- I agree not to do video or audio recordings of another member of the Country Day School community without his or her consent.
- I agree not to access, download or distribute inappropriate, vulgar, offensive or illegal material by any means or to make those materials available to others.
- I agree not to create, print, or distribute material that is inappropriate, malicious, or wasteful.
- I agree not to use the network for any illegal activities or for financial or commercial gain.

- I will respect all copyright laws (questions about copyright law should be directed to the Technology Department). I agree not to download copyrighted files. I agree not to install “pirated” software on any School’s computer.
- I agree not to share my username and password or permit others to access any technology, software or accounts using my username and password.
- To keep the system safe and accessible for everyone, I agree to notify a faculty member if I observe or have knowledge of violations of these guidelines.

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

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

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

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

Disclaimer and Agreement

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

responsibility. Parents or guardians and students should discuss together the Responsible Use Policy before signing the agreement.

Behavioral Expectations, Rules and Consequences

What do we expect from our students?

The Panther Way:

CDS expects the very highest standards of behavior from students in order to ensure a safe, supportive and happy learning environment in which all students can flourish. These expectations apply when students are in school, on school trips, on the bus, and when engaging with the CDS community. Students may have their eligibility suspended or be removed from the team and/or activity for substantiated infractions outside of school. We expect students to attend 90% of the school year. To that end, we expect students to:

- Respect Yourself
- Respect Others
- Respect Our Environment

Student Conduct and Discipline Code

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

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

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

Cell Phone Use

Smartphones are banned for all students from 7:30 am to 3:00 pm. This policy is designed to support academic focus, reduce distractions, and improve students' mental health and social skills. Smartphones must be turned off and stored in lockers, backpacks or left in house offices during school hours. They are not allowed in classrooms, hallways, cafeterias, or any other school facilities from 7:30 am to 3:00 pm. Please refer to the full policy [here](#).

Educational Visits: In Country

Smartphones are prohibited on any educational visit.

Educational Visits/ Athletic Competitions/ NAE Expeditions

Your child is welcome to bring their phone, but they do so at their own risk. Country Day School cannot be held responsible for the loss, damage or theft of any of these items. These educational visits and athletic competitions are an excellent opportunity for your child to unplug and spend some time getting to know fellow students from the Nord Anglia Education family and other international

schools away from technology. While at their destination, your child's access to their mobile phone will be limited, phones will be locked in a secure place when not in use. Your child will have access to their phones at allotted times during the trip, so they can message home and share their experiences. Students WILL NOT be able to use their mobile phones as cameras during the day, under any circumstance; if they wish to take photos of the trip they will need to use a camera. All members of our chaperone team always carry a range of communication devices, including mobile phones for international and local calls, to ensure we can freely communicate in an emergency or otherwise.

Transportation

Students can use smartphones while in transit to and from CDS provided to listen to music or other forms of entertainment deemed appropriate by the student's family. Students are NEVER allowed to use the camera feature or video record other students on the bus.

To ensure compliance with this policy, the school will enforce a three-tiered system of consequences, each progressively more serious:

1. **First Offense:** Students will be asked to bring their smartphone to their house office until the end of the school day.
2. **Second Offense:** Students will be asked to bring their smartphone to their house office and a mandatory meeting with parents will be scheduled. The smartphone will be returned to the parents during the meeting. Students must leave their smartphone at the entrance gate with security upon entering campus for the rest of the academic year.
3. **Any Additional Offenses:** Students and parents/guardians will be notified, and students will be referred to the CDS Senior Leadership Team for a disciplinary hearing to determine appropriate consequences.

***If a student is found using a Wi-Fi hotspot on their phone to avoid the school firewall to access blocked websites/ content, that will be considered a violation of our smartphone policy.*

Review and Feedback

This policy will be reviewed annually with input from students, parents, and teachers to ensure it meets the community's needs and supports our educational goals.

Important: CDS is not responsible for lost or stolen smartphones. We recommend that they are not brought to campus at all. If a student brings a phone to campus to be stored in their locker, backpack or other area, it is at their own risk.

Laptop and iPad Use for grades 1 - 5

The academic program is enhanced by our 1:1 laptop and iPad program, a model replicated by leading schools worldwide. This program equips our students with the skills for effective communication, research, and individual projects. Our teachers integrate technology into a philosophy of "learn-first, tech-second" - in other words we want technology to be more than an expensive pencil, we want it to enhance the learning experience.

Learning Support Services (LSS)

Early Childhood focuses on early intervention (see more in the EC section). From ES and forwards, the Learning Support Services (LSS) program provides support to students who have been identified and assessed with specific learning needs. The program provides differentiated learning support,

academic resources, and guidance for students and teachers. The focus is to help students successfully navigate through CDS curricular expectations and maximize academic potential. The student support teachers work in collaboration with classroom teachers to ensure that students have the support they need to establish a strong foundation of academics and life skills. Services consist of testing accommodations, in-class support and Boost. We aim for an inclusive school which reduces taking kids out of mainstream classes although sometimes this will be used. Please refer to MS and HS for their specific LSS.

Personal Possessions

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

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

Lost and Found

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

Money and Valuables on Campus

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

Primary School

Introduction

Learning in primary adapts and grows with our students. We work to foster a love for learning through play and exploration.

The Early Childhood Program at CDS is for children ages one through six years of age. Our program encompasses five levels: Early Learning Class is for children 1 or walking, Pre-Kinder 1 is for children ages 2.4-3.3 years, Pre-Kinder 2 is for children ages 3.4-4.3 years, followed by Kindergarten, and Preparatory. Elementary School includes first grade through fifth grade.

Our program focuses on educating the whole child. We know that academic progress is interlinked with social, emotional, and physical development; and we believe that children learn most efficiently and gain more knowledge through purposefully planned play-based activities such as dramatic play, art, hands on experiences, and social games. As we understand that children learn through active involvement, we are dedicated to providing a stimulating, hands-on learning environment that follows a developmentally appropriate curriculum with well-planned, engaging activities.

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

Our curriculum is supplemented by special classes such as: music, Spanish, PE, Library, yoga and swimming, and dance. All these educational activities stimulate creativity, self-expression, fine and gross motor skills, and social interaction. While our rich student diversity helps the children become more aware of different cultures as they see themselves as members of a wider world community.

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

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

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

Family-Teacher Communication

Our Primary staff knows that close communication between home and school is a key factor in the success of your child. Our teachers will frequently be in contact with you in informal ways as you drop-off or pick-up your child, through email, and other forms of communication. All official school

communication is made through CDS email. The school will send a weekly newsletter, which includes a *Primary Update* section, to communicate all Primary and Country Day School news. Please be sure to read this weekly.

Appointments

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

Classroom Placement

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

Requests identifying a teacher's name will not be considered and will be returned to the requestor. Country Day School will make the final decision regarding student placement for the best possible learning environment for all students.

Vision of Learning

The Primary Vision of Learning: an *inclusive community of learners committed to nurturing the development of the whole child through meaningful, playful inquiry*, shapes the educational philosophy of all Primary staff.

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

Spanish Language Program

Our Spanish classes in the elementary school are divided into sections. There are sections of Spanish as a Second Language and sections for advanced and native speakers. All students must take a placement exam to determine which level is the best fit for them. The breakdown of our Spanish program is as follows:

Advanced and Native Spanish Speakers

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

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

Novice Spanish

These classes are informed by the ACTFL (American Council on the Teaching of Foreign Languages) and promote learning through the four skills: Listening, Speaking, Reading & Writing.

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

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

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

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

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

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

Behavioral Expectations

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

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

of the CDS community are expected to behave in a manner that reflects honesty, trust, and concern for the rights and property of others at all times. We foster openness to ideas, feelings, and diverse cultures and lifestyles. Our community will not tolerate actions which are rude, disrespectful, dishonest or discriminatory in any way. Good habits build strong character. In the Primary Program, our goal is to promote self-discipline, a sense of caring and responsibility for all members of the school community.

Everyone within the CDS community is expected to follow the Panther Way, our school code of behavior. The fundamental principle of our code is respect. Students, teachers, parents and administrators are all expected to be respectful of themselves, be respectful of others, and be respectful to our school environment.

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

Outdoor Play

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

Early Childhood Athletic Philosophy

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

Parent Teacher Conferences

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

Student-Led Conferences

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

Report Cards

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

Grading System in EC

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

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

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

Grading System in ES

The Purpose of Assessment

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

Assessment Design: Standards-based and Objectives-aligned

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

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

that we are then able to provide reliable feedback to students and parents on achievement and growth.

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

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

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

Types of Assessment

We implement three main types of assessment at CDS.

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

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

Summative Assessments are conducted at the end of a unit of learning in order to gauge whether or not students have learned what they were expected to learn at the outset. They help determine

progress and achievement over extended periods of time. Summative assessments typically take the form of performance-based projects, writing pieces or reviews/tests.

Assessment Strategies and Tools

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

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

Standardized Assessment

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

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

At strategic moments in the learning process, we endeavor to create opportunities for our students to appraise and critique their own pieces of work in line with specific criteria. When students learn how to be constructively objective about their performance, they are better able to recognize their own growth and progress, as well as positively identify ways in which their work can be enhanced. This kind of ownership of their learning is invaluable: we try, therefore, to incorporate frequent meaningful engagements in activities of this kind into our program, so that self-assessment becomes second nature to our young learners.

Also, in writers' workshop for example, our students not only use criteria-based rubrics to evaluate their own writing pieces, but they often share these with their peers in order to exchange advice on

‘next steps’. In their interactions with each other, our students gain not only an appreciation of the power of having an outside perspective on their work, but insight into how their perspectives on others’ work can be shared purposefully, positively and sensitively.

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

Reporting, Conferences & Celebrations of Learning

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

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

Promotion / Retention

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

Attendance

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

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

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

Early Learning Class Attendance

In order to provide flexibility for families, we offer a flexible schedule for our Early Learning Class students. Families may drop-off and pick-up anytime between 7:30am and 4:30pm. Families should communicate their desired schedule with the Early Learning Class teacher.

Pre-Kinder Attendance

In Pre-Kinder parents may choose if your child attends school full day (3:00 pm) or half day (12:00 pm). You may also choose the number of days you wish for your child to stay full day. Your child may attend 0, 2, 3, or 5 FULL days each week. This choice is flexible and left up to the parent and teacher for decision. However, the days or afternoons may not be interchanged. There is no exchange of days for holidays, school ½ days, or illness. If you wish to change your child's schedule, contact your child's teacher. At minimum, Pre-Kinder students attend 5 half days (8:00am to 12:00pm) per week.

In addition, you may choose to have your child stay full day (8:00 am to 3:00 pm) 2, 3, or 5 days each week. You will create this schedule at the beginning of the semester with your child's teacher. These days are not interchangeable.

Attendance Policy for Illness

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

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

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

Learning Support Services

Our Learning Support Services focus on early intervention to help students gain all necessary skills and attributes necessary to be successful in school. This simply means doing things as early as possible to work on your child's developmental, health, academic, and social emotional needs. Research has shown that early intervention can prevent learning difficulties later in life. Early intervention services give specialized support to children and families in the Primary years. This

support might include individualized or small group instruction, informal evaluation, counselling, or additional English language acquisition assistance.

The Country Day School is very proud of being an inclusive educational environment. We honor all students' learning styles and needs and do our best to create a meaningful and rich experience for all students which leads to their academic success. In Elementary school this may include small group and one-on-one support for students while maintaining the least restrictive learning environment.

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

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

English Language Development

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

In Primary, ELD instruction is offered as both story time, pull-out lessons, and push-in sessions, depending on students' needs. The goal of pull out ELD classes is to develop students' English levels depending on their needs through personalized instruction in order to get them to a point at which they feel confident and secure in their English language skills.

Counseling Program

The Primary guidance counselors are available to work with students or groups of students concerning emotional, behavioral, or personal situations that may arise during the school year. Other support programs, such as whole class guidance lessons, implementing CDS Social Emotional Curriculum based on the Child Protection Program and consultation with faculty and parents, are also provided.

It is not permitted for counselor to work as an individual therapist, rather, this is a guidance counseling service for parents and students. The counseling service is not considered a psychological therapeutic process and should not replace the need for it if necessary. If the support the student needs to function in the learning environment exceeds the needs of what is offered within the counseling services, the student will be referred for external support with a professional recommended by the school.

Learning Support Specialist

The Primary Learning Support Services provide extra support in visual-motor skills, mathematics, and language arts. There is a referral process which helps us manage the services provided and know what each student's learning needs are. The first step in the process is for the classroom teacher to

submit a referral form. Then, the Learning Services Team will meet to discuss the information provided and come up with an action plan for the individual student. After the classroom teacher has identified the strengths and challenges of the student, we evaluate internally and share the results and recommendations with classroom teachers and parents.

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

External Therapists

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

Speech Therapy focused on spoken language disorders such as:

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

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

Special Events

Assemblies

Students participate in various assemblies each year. Assemblies provide each child with a unique opportunity for self-expression in front of an audience. Please note the dates on your calendar, so you can share these special occasions. Most assemblies are held in the theater, usually beginning at 8:30 a.m.

Birthdays

At Country Day, we like to acknowledge children's birthdays! However, we recognize the effects that celebrating multiple birthdays with food in a given time period have on students and the interruption

to learning that is caused. For this reason, in Primary we celebrate birthdays monthly. Your child's birthday will be recognized & honored in class on the day; however, the celebration (involving food) will be as a class on a specified day. Generally, on the first Friday of each month, we will celebrate all of the birthdays for the month in each class. Parents may bring treats for the entire class to share on this day with agreement in advance from your child's teacher. Please be in touch with your child's teacher prior to this date to organize this event. Do not send party favors or piñatas to school and do not ask your child's teacher for an exception to this rule.

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

Field Trips

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

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

After School Activities Program

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

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

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

Questions regarding the After School Activity Program should be directed to our Activities and General Services Coordinator Jonathan Morera at jonathan.morera@cds.ed.cr.

Going Green

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

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

Change of Transportation

Bus transportation changes will be received by our Transportation Coordinator. Parents need to send an email cds_transportation@cds.ed.cr and CC the house secretary (melody.herrera@cds.ed.cr for EC and fabiana.batres@cds.ed.cr for ES) as well as the corresponding teacher. **All changes must be received before 10:00am.**

In the case of car transportation changes, parents will send an email to the house secretary and CC the corresponding teacher. For the safety of all children, changes of transportation may not be made through a phone call.

Permanent Permission

To authorize a person to pick up a student permanently, parents should fill the “[Permanent Permission Form](#)”.

East Gate Pick-Up Procedures

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

Health & Safety Guidelines

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

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

Secondary School

Introduction

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

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

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

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

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

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

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

Attendance policy

Attendance

Attendance is an essential aspect of success in Secondary. An increase in absences from school leads to a reduction in grades on internal and external assessments and makes it very difficult for the student to participate in school activities which are critical to social, emotional and physical development. Good attendance is a habit that will serve our students well now, in college and in the workplace. All students at CDS are full-time students, which means they will carry a full course load* and attend school from 8:00-3:00 every day. Students should strive to be at school at least 90% of the school days, to be successful at CDS.

**Students are expected to enroll in seven courses per year. Students with two or more AP courses may elect to have a free period. All Seniors may elect to have a free period.*

Absence Policy

Note: See addendum, "Attendance Appeal Application"

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

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

1. Attendance is taken for every class. A course credit may be withheld when a student exceeds fifteen (15) absences from a class in a semester - this represents approximately 20% of the course. Please note that for course credit purposes, there is no distinction between excused or unexcused absences. However, class absences due to a student participating in a pre-approved school-sponsored activity, religious holidays, an approved college visit, family trips, and any other exceptional personal or family emergency are considered "exceptional circumstances" and will not count toward the total of fifteen (15) class absences in a semester. The interpretation of the attendance policy is at the discretion of the high school principal.
2. A student who will have course credit withheld due to excessive absences may appeal to the administration for a waiver. All appeals must be made in writing to the principal. Appeal forms are available in the High School Office.
3. Notification of accumulated absences shall be made to the parents/guardians of a student after the twelve (12th) absence in a semester.
4. When a student accumulates sixteen (16) or more class absences in a semester, the student and parents/guardians will be notified of the course credit being withheld. The high school office shall provide information on the appeals process to the parents/guardians at that time.

A student who exceeds the established number of absences for a semester and has been notified of "course credit withheld" may appeal this action by submitting an Attendance Appeal Application, which should document the extenuating circumstances that caused excessive absences. Appeals forms must be submitted to the principal. The attendance appeals committee will be composed of the principal and the student's guidance counselor. Information from teachers will be gathered and used as required. An attendance appeal does not guarantee that a decision to grant an attendance waiver and course credit will be made. When filing an appeal, accountability must be made for all absences.

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

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

Absences will be considered Excused if they are due to a student participating in a pre-approved school-sponsored activity, religious holidays, an approved college visit, family trips, and any other exceptional personal or family emergency. In cases of Excused absences, students will have the number of days absent to make up assignments and assessments. If a student is going to be absent from school for more than 3 consecutive school days (excepting school-related absences), students must complete an Absence form (available in the office). The form must be filled out on both sides. Students must personally inform each teacher in advance of the pending absence and have all teachers' signatures at least 2 days before the absence.

Academic Information and Policies

Graduation requirements for MSA Diploma

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

- English – 4
- Mathematics – 4
- Social Studies – 3
- Science – 4
- World Languages – 3
- Fine Arts – 2
- Technology- 0.5
- Core Electives – 3.5

Credits Required: 24

Students are granted 0.5 credits for each semester of a course that they complete with a 60% average. The semester average includes the semester exam, which is 20% of the final semester grade. If a student does not achieve 60% in a semester course, they can earn credit through an Extraordinary Exam (see below). Students can also attempt to test-out of a course (see below) to earn credit.

Graduation Requirements for the Bachillerato Diploma

Please access the CDS Bachillerato requirements using the following link: [CDS Bachillerato](#)

Graduation Ceremony

The graduation ceremony will be held the morning of the Saturday before the end of school in June. Graduating students are required to attend dress rehearsals prior to the ceremony. The graduation ceremony is organized by the Marketing, Admissions, and Communication department and executed by the College Counselor and Secondary Principal.

Valedictorian and Salutatorian Recognition

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

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

CDS Grading Policy

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

In secondary school, grades are a measure of what a student knows and is able to do. Grades measure achievement and not behaviors. Producing responsible, collaborative, and self-directed students is part of the education journey, but these behaviors are not completely indicative of what a student knows and is able to do with the knowledge and skills taught in and out of class. Rather, we view the child more holistically than through just a number. It is imperative that our grading policy reflect this holistic approach to learning. Therefore, at CDS students are graded on what they know and are able to do as well as their approach to learning.

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

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

All courses count in the calculation of the GPA. Advanced Placement classes are given an additional weighting of 1.0, Honors and Pre-AP classes are given an additional weighting of .05. This does not apply for students who receive a 0.0 (F) in an AP, Honors, or Pre-AP course (those students receive 0.0 in their GPA). When calculating the GPA in the senior year, all academic courses from grades 9-12 will be averaged into the student's GPA and sent to colleges and universities.

CDS Faculty have adopted equitable grading practices to ensure students are assessed and graded on what they know and are able to do. Examples of these practices include but are not limited to:

separating behaviors from the grade, avoiding inflation of grades by providing extra credit, grading using other measures of central tendency, etc.

Approaches to Learning

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

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

In addition to the grade, teachers in the secondary school place a high value on what many call "soft skills," and what CDS calls approaches to learning. At CDS we standardize conduct grades across the classrooms using the below rubric. These conduct grades will now be called Approaches to Learning. The Approaches to Learning grade is not an average, rather it is a measure of growth over time. Students will receive 4 Approaches to Learning grades per academic school year, with the final measure being placed as an addendum to the transcript.

Approaches to Learning Rubric

SYMBOL	E = EMERGING (1)	D=DEVELOPING (2)	P = PROFICIENT (3)	M = MASTERY (4)
APPROACHES TO LEARNING	Student <i>inconsistently</i> demonstrates the expected competencies for that Approach to Learning	Student consistently demonstrates 1 of the expected competencies, is inconsistent with others for that Approach to Learning	Student consistently demonstrates 2 of the expected competencies, is inconsistent with others for that Approach to Learning	Student consistently demonstrates all 3 of the expected competencies for that Approach to Learning
COLLABORATION	<ul style="list-style-type: none"> • Accepts and fulfills individual role and responsibilities within the group in a positive way • Contributes to understanding, opinions, and skills in a positive way • Shows respect and empathy to the ideas of others through listening and responding 			

RESPONSIBILITY	<ul style="list-style-type: none"> • Completes assignments, including homework, on time and to the best of their ability • Organizes and manages time and work effectively • Participates in class in a meaningful manner • Is on time to class and ready to learn
SELF-DIRECTED LEARNING	<ul style="list-style-type: none"> • Takes opportunities provided for reflection on learning, identifying areas of strength and weakness and taking appropriate steps to improve • Works independently and seeks assistance when required • Seeks and applies feedback

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

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

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

Expeditions Eligibility Policy 2024-25

The CDS Expeditions Team will determine all students’ eligibility for CDS Expeditions. CDS Expeditions include all trips that are out-of-country. This includes, but is not limited to, Nord Anglia Education Expeditions, AASCA events, and Global Games. If a student is determined to be ineligible for Expeditions, their eligibility status will be reviewed again at the next check. In order to be eligible for CDS Expeditions, students must meet all the following criteria:

- An average grade of 70% (2.0) or higher, using all classes the student is enrolled in, at the time of the eligibility check.
- All Approaches to Learning scores are Proficient (3) or higher, for all classes the student is enrolled in, at the time of the eligibility check.
- The student has no more than 8 absences (combined Excused and Unexcused) in a class at the time of Mid-Semester Report and no more than 15 absences in a class for a Semester.
- The student exhibits good conduct on all Expeditions (*note: this includes in-country field trips).
- The student has not been assessed Out of School Suspension in the semester of the Expedition

Student responsibilities for missed/late assignments and assessments

Students are responsible for providing evidence of their learning within established timelines. When a student is absent due to illness or emergency, or knows of upcoming absences, for example AASCA events, upon return from an extended absence (for example, AASCA), a student has the same number of school days they were absent to complete any incomplete work; however, should a

student require additional time, it is their responsibility to submit this request with the teacher. EXAMPLE: If AASCA was Thursday and Friday, a student has until Wednesday morning to turn in work.

If a student fails to submit an assignment by its deadline, and has not established a prior extension due to absences, the student will receive a reduction in the grade for the assignment on the following scale:

- One school day late: 10% reduction
- Two school days late: 25% reduction
- Three school days late: 50% reduction
- Four school days late: 75% reduction
- Five school days late: final grade will be 0%. (note some assignments/assessments may still be required for credit at the HS level, even when the grade is 0% due to lateness)

***AP Courses may deny credit for any assignments that are turned in late. Please check syllabus or check with the AP course teacher for individual course policies.*

In the case of extraordinary circumstances (e.g., extended illness, family emergency), a student should approach the teacher establish a mutually agreed upon plan for completion.

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

Semester Examinations

At the end of each semester, final exams may be given in secondary school academic courses. The time and schedule allowed for finals will be announced each semester as they may vary. Unless otherwise stated, it is expected that the semester examination will cover material from the entire semester. These semester exams count for 20% of the semester grade and may not be taken ahead of the exam period, unless an exception has been arranged. Students will be excused from final exams only for certified medical reasons, for a death in the family, or for other very serious circumstances. Depending on the circumstances, the student will be required to take either the final exams or the extraordinary exams, which are administered at the end of the semester and at the start of the week prior to classes beginning for the next academic year.

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

Advanced Placement Exams

Students in AP courses who choose to sit for their College Board examinations, will do so in early May. A student who wishes to sit for an AP exam must commit with payment for the exam by December 15th.

Testing out of High School Classes

Students can attempt to test out of any course that grants high school credit. The testing out procedure for a course could be an assessment or a project. A student who is interested in testing out of a course should contact the College Counselor to make arrangements.

- The testing out window is the two weeks before the first days of classes in August. Any student who would like to request a time outside of these windows must request an alternate date with the Secondary Principal.
- Students will be provided a study guide (if the testing out procedure is an assessment) or a project description when they schedule a date with the College Counselor.
- A student must earn a 90% on the testing out procedure to earn credit for the course.
- Students who complete the testing out procedure successfully will receive a CR (credit) for the course on their transcript.
- Testing out is only permitted for students who have completed 8th Grade. Any student who want to attempt to test out of a course who hasn't completed 8th grade must appeal to the Secondary Principal for the right to do so.
- No curricular materials are provided to students who wish to test out. If you require materials to learn the content for a course that you are not taking in your schedule, please contact the College Counselor regarding self-study courses.h

Extraordinary Examinations

A student failing a course may redeem his/her credit by taking an extraordinary examination or project at the teacher's discretion. Students who take an extraordinary exam must pass the exam with a 70% or higher in order to receive credit for the semester. Students will usually have only one opportunity to take an extraordinary exam, although a student in grade 12 may be given an additional opportunity at the principal's discretion.

At the end of semester 1, Parents/students are responsible for contacting the school at the end of the semester to confirm the day and time of the exams. If a student is scheduled to take an extraordinary exam, we recommend that the student receive additional instruction in the course material during the vacation period prior to the exam. Textbooks may be checked out over vacation by paying a deposit in the CDS Business Office and requesting the book from the subject teacher.

Within middle school, failing students will be placed on academic probation for the following semester. If failure occurs at the end of the second semester, academic probation will begin first semester of the following school year. Probation will require academic tutoring and in the event that the conditions of probation are not met, a student may receive a letter of non-enrollment for the following school year.

If a student retains credit by passing an Extraordinary Exam, they will receive a 60% (0.67) GPA for the semester.

Standardized Testing Programs

Students have several opportunities to measure their achievement relative to the U.S. national norms: Students in grades 8-12 participate in the admission testing program organized by the College Entrance Examination Board. These tests include the PSAT, SAT. Some juniors and seniors may choose to take a test offered by the American College Testing Program (ACT). Selection for National Merit Scholarship Qualifying Test (NMQST) recognition is based upon performance for US citizens on the PSAT during the junior year. Grade 6-8 students will also participate in the MAP test, a standardized test developed by Northwest Evaluation Association.

Course Offerings

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

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

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

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

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

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

Advanced Placement® (AP) Courses

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

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

exam. Any student who wishes to take an AP Exam without enrolling in the course should make this request to the High School Administration by October 15th.

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

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

Fine Arts (Visual Arts, Performing Arts, and STEAM)

Middle School (6th, 7th, and 8th grade) students must take a Fine Arts class during one of their periods in the day. They can choose between Choir, Band, Strings, Drama, Visual Arts, or STEAM. When they make this selection at the beginning of the year, they are enrolled in the class for the school year (changes must be made at the semester break).

Spanish Placement

New students of Spanish as a second language and heritage learners (those who speak it fluently at home, but do not have linguistic proficiency to write or read) take a placement test so that they can perform adequately, as either in first or second language courses.

Students are placed according to attainment and potential. Additionally, their placement is determined by experience with the language, reading and writing skills, and oral fluency and vocabulary along with an assessment interview provided by the Spanish Department.

Spanish as a Second Language Courses

For second language and heritage Spanish students, the Country Day School offers Spanish courses 1, 2, 3, 4 and 5 in Middle School and; in High School, Spanish 1, 2, 3, 4, 5, AP Spanish Language and Culture and AP Spanish Literature and Culture.

Online Summer courses

Students may pay to attend one (1) online course per summer for advancement. We recognize the following programs:

- One School House (live virtual instruction)
- Keystone (asynchronous only)
- Edmentum (asynchronous only)

**We strongly recommend students have an additional tutor to support the concepts.*

- A passing grade will be 90% or above.
- Credit will be given as CR/NC (1.0 credits) on the transcript and not included in the GPA calculation.
- If a student passes, they still need to prove that they meet our criteria **to advance to an honors course**. Example: passing summer geometry will put a student into Algebra 2 (no test

needed); to advance to Algebra 2 **Honors** the student would need to take the Honors Geometry test (see “testing out”) and meet criteria.

- If a class is full, the student may not have priority access as the master schedule is built on a student’s current level.

Online Course During the School Year

At principal’s discretion

Self Study Course

Within the CDS AP Course Offerings, if CDS does not have enough students to run a section, a student may take the course as a self study, at the principal’s discretion. The student will have an AP trained advisor who will oversee the student’s progression of the AP course, including AP classroom assignments, and availability to the student through “office hours”.

8th grade Spring Final Assessments

- All students in 8th grade will be required to take a cumulative final in June of each school year.
- Finals will be given for all academic classes (math, english, SS, science, Spanish)
- Students will take a 1.5 hour exam in a designated space, 2 maximum per day
- Testing will be the Wednesday, Thursday and Friday before “moving up” (typically Tuesday of the last week of school)
- Final exam will be worth 10% of the final grade

Ministerio de Educación (MEP) Courses

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

Academic Probation

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

Conditions of the probation may require that the student receive additional instruction outside of school hours. Students may also not be permitted to participate in CDS activities if on Academic Probation. If improvement as set out in the contract does not occur within the given time, the student will be retained in the same grade or may be refused admission for the following school year.

Students placed on Academic Probation will have their following year’s re-enrollment placed on hold until the student has met the conditions of the probation by increasing their grades to passing for the semester or school year. Students who do not meet academic standards when on Academic

Probation may be asked to leave the school due to a student's inability to achieve the necessary standards for continued enrollment at the school.

Students who are on Academic Probation may not register for any CDS Expeditions or Field Trips.

Miscellaneous

Student Council (STUCO) Eligibility Policy 2024-25

All members of the CDS STUCO will be expected to maintain:

- Expectations of The Panther Way ("Respect yourself, Respect others, Respect our environment") including, but not limited to, disposition toward all members of campus, maintaining a safe campus through language, actions, and behavior, etc.
- A non-weighted grade point average of no less than 2.5 with no F's, at any given time.
- Proficient (3) or above in all Approaches to Learning, at any given time.
- No more than 8 class absences (combined excused and unexcused) in a quarter, or 15 class absences (combined excused and unexcused) for the semester.
- No more than 8 total tardies (within the school day) in a quarter, or 15 total tardies (within the school day) in a semester.

Suspension from office will occur if the above is not maintained. Suspension will last until all requirements are met. If not maintained by quarters end, the student will be removed from their office at the discretion of the administration.

Any member who is suspended out of school will be immediately removed from STUCO.

Private Tutoring Policy

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

Conditions for Tutoring

- Administration must be made aware of all private tuition arrangements concerning current CDS students on campus. In addition, a teacher must consult with the principal and/or counselor before recommending tutoring.
- The school strongly recommends that the current class teacher of the student is informed if a member of staff is tutoring the student on a private arrangement. This will aid continuity and planning for both staff members.
- The student must not be in the teacher's current class; this avoids a conflict of interest.
- All tutorial related planning, preparation, and tutoring must be outside contractual hours i.e., before 7:30 a.m. on weekdays and after 3:30 p.m. on all days except Wednesday (after 4:30 p.m. on Wednesdays).
- If the student attends CDS, tutoring can be on school premises but only if the school would ordinarily be open and permission has been sought from the respective division principal.

- If the student does not attend CDS, then the school premises may not be used for private tutoring.
- Tutoring must not take place in unsupervised areas such as a classroom. One or more adults may tutor multiple students inside a classroom. Hallways shared collaborative spaces, and the pavilion are recommended tutoring locations.
- School resources must only be used with prior consent from the respective division principal. All resources must remain on the school premises at all times.
- Photocopying for private tutoring must be done on a private basis.
- All invoicing/payment for tutoring must be handled between the teacher and parent.
- Outside support services (such as additional support for learning needs) for each student must be approved and on record in the divisional offices
- All applicable school policies should be adhered to when tutoring on school premises i.e., health and safety, fire drill and confidentiality policy.
- The school's insurance for Labor Accidents covers the teacher during regular work hours only. Hence, accidents/injuries that occur on campus after the teacher's regular day ends are not the responsibility of CDS.
- Compliance of the policies and procedures listed in this document is a requirement to provide tutoring services at the school. Therefore, we urge teachers to follow these regulations in order to be an eligible Tutor for CDS students on campus.

Even though tutoring in this manner is a private arrangement between a family and a teacher, it is important that the sessions reflect the high standards of regular school sessions.

Contacting the School

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

Student personal Appointments

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

Appointments and Contacting Students During the School Day

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

Parents are not permitted to enter classrooms and learning spaces during the school day. Please come to the office to leave messages or items for students. The secretary will deliver messages or items to students as quickly as possible.

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

Nurse Visits

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

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

Posting Bulletins

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

Technology

Student Email Accounts

CDS Secondary realizes that technology is both ubiquitous and transformative, and we encourage the sensible use of technology to improve learning. This is why a personal computer is a required part of each student's equipment.

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

Microsoft Office 365 & Isams Parent Portal

In order to make teaching and learning more organized and streamlined, all MS teachers use Microsoft Office 365 as a course management and communication system. Microsoft Office 365 is used to give feedback, communicate learning standards, assign work, share resources, make announcements, ask questions and organize students' work.

Microsoft Office 365

In order to make teaching and learning more organized and streamlined, all secondary teachers have adopted Microsoft Office 365 as a workflow and communication tool, effective 2022-23. Microsoft Office 365 is a blended learning platform that allows teachers and students to communicate, create, revise and assess learning in a paperless and efficient environment.

What can teachers do in Microsoft Office 365?

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

- organize a calendar to keep track of all assignments and due dates

What will teachers not do in Microsoft Office 365?

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

What can students do using Microsoft Office 365?

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

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

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

Awards

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

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

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

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

Extracurricular Activities

CDS has a robust offering of Athletics Teams who participate in competitions in Costa Rica and throughout Latin America. Policies and procedures regarding CDS Athletics can be found in the CDS Athletics Handbook.

Secondary Student Clubs

Middle School Student Council

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

- Two letters of recommendation from current or past teachers.
- Demonstrable leadership qualities characteristic of a student council officer.
- Willingness to build school spirit and have fun.
- Only eighth graders may run for President.

National Honor Society

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

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

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

Eligibility:

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

Selection of Members

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

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

Responsibilities of the CDS Community

Responsibility of Staff

- Assign meaningful homework that is differentiated to challenge each student and that aligns with the standards and learning objectives
- Provide ongoing and clear guidance to ensure students understand the directions and reasons for the homework.
- Provide timely and specific feedback for all homework assignments.
- Inform parents of the homework policy and their roles related to homework.
- Promote quality work.
- Motivate students to be successful

Responsibility of Students

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

Responsibility of Parents

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

Student Code of Conduct

Academic dishonesty

CDS prides itself as being for its academic programming. Consequences for Cheating and/or plagiarism include:

1st Instance	2nd Instance	3rd instance	4th instance
<ul style="list-style-type: none">• Graded out of 50%• Detention• Parent Notification	<ul style="list-style-type: none">• Student will not receive credit• Detention• Parent Notification	<ul style="list-style-type: none">• Student will not receive credit• Student placed on academic probation• Possibly not receive credit for the semester	<ul style="list-style-type: none">• Expulsion from CDS without option to return

Cheating – Includes but is not limited to the use of any unauthorized assistance in taking of quizzes, tests or examinations or altering teacher records; dependence upon the aid of sources beyond those authorized by the teacher in writing, preparing reports, solving problems, or carrying out other assignments; or the acquisition, without permission, of tests or other academic materials belonging to the teacher. Inappropriate use of student devices may also be viewed as cheating, such as the use of a cell phone during an assessment.

Plagiarism – Includes, but is not limited to, the use, whether by paraphrase or direct quotation, of published or unpublished work of another person without full and clear acknowledgment. It also includes copying homework done by another student or the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. While the student will receive a “0” on the affected assignment, he/she may still be directed to enter into a contract for completion of the given assignment by the teacher and the building administrator.

Computerized Plagiarism – Defined as turning in an assignment (including but not limited to an essay or paper) that was all or in part obtained electronically and portrayed as a student’s own work. While the student will receive a “0” on the affected assignment, he/she may still be directed to enter into a contract for completion of the given assignment by the teacher and the building administrator. A student who knowingly assists another student in cheating (as defined here) will be subject to the same disciplinary action.

***Note: these policies may not apply to AP Courses, which may have separate policies for Academic Dishonesty.*

Code of Conduct

At CDS we want to provide support for our students to build relationships, problem-solve, and to play an active role in addressing any issues that involve infractions of school rules. In education, this approach is often referred to as “restorative” and is characterized by resolving with students rather than to them or for them. There are three principles attached to the fair process of this approach:

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

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

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

and behaviors while protecting the integrity of the mission of the school. Incidents may arise that are not included within the policies outlined below; however, it is recognized that CDS has the right to maintain a safe environment for all students and therefore has leeway to interpret infractions in a manner that is fair and consistent.

Level-One Infractions

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

Level-Two Infractions

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

Level-Three Infractions

<i>Infractions</i>	<i>Corrective Measures</i>
<ul style="list-style-type: none"> • Physical intimidation, fighting, or other use of force • Using a phone or other technological medium to bully or harass a student or teacher • Major theft • Use of tobacco products • Possession of alcohol or illegal drugs on campus 	<ul style="list-style-type: none"> • Parent notification or parent conference • Withdrawal of privileges • Out-of-school suspension up to expulsion and removal from CDS • Required counseling • Dismissal from school • Restitution of property

<ul style="list-style-type: none"> • Possession of a weapon • Bomb threat or false alarm • Plagiarism • Repeated level-1 or level-2 infractions 	
---	--

Removal of a Student from School Pending Investigation

A building administrator may determine it is necessary to temporarily removal a student from school charged with, suspected of committing, or suspected of being involved in an infraction or incident:

- to complete the investigation of an alleged infraction or incident,
- to defuse a situation that could become worse without such removal, or
- for other reason(s) in the best interests of a particular student or school community. Such a removal shall not constitute a disciplinary action, although the infraction or incident that prompts it may conclude in disciplinary action.

School deliveries

Students are not permitted to have items delivered to school unless it has been arraigned by the front office or administrator approval. Outside food delivery services will not be allowed on campus and will be turned away at student/parent expense.

Bullying and Harassment

Bullying

Bullying is a form of unwanted discrimination from some students to another and manifests itself in behaviors or with repeated and abusive conduct with the intention of inflicting damage by one or more several people towards another, who is not capable of defending themselves. The bullying situation is witnessed by observer or witnesses. It can be verbal, physical, psychological, sexual, material, or cyber. Bullying may manifest outside of school through transmitted means (telephone, text, social media, notes) and may result in school investigation as it may impacts school culture, the environment or safety.

Some examples of bullying are:

- a. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- b. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- c. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

Harassment

Harassment similar to bullying may be physical, verbal or psychological in nature and may include, but is not limited to, a gesture or written, verbal, or physical act, that is reasonably perceived as being motivated by a student's religion, race, color, national origin, age, sex, sexual orientation, disability, height, weight, socioeconomic status, or by another distinguishing characteristic.

Sexual Harassment

- a. Verbal: The making of written or verbal sexual innuendos, suggestive comments or gestures, jokes of a sexual nature, sexual propositions, or threats to a fellow student, or member of the school community.

- b. Nonverbal: Causing the placement of sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow student
- c. Physical: Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, pushing the body, or coerced sexual acts.
- d. Exposure of Private Body Parts: Publicly displaying portions of one's body, especially the genitals, which are usually covered by clothing.

Terms

Detention

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

Behavioral Contract/Probation

In the case of level-two or level-three offenses, a student may be placed on behavioral probation. Conditions of probation will be set in writing at the discretion of the school administration in the form of a contract between the student, the parents, and the school.

Students placed on behavioral probation and are under a contract between the student, parent, and school will have their re-enrollment for the following year held until all requirements of the contract have been met.

Students who are on behavioral probation may not register for CDS Expeditions or Field Trips.

In-School Suspension

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

Out of School Suspension

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

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

Indefinite Suspension

When the principal and General Director deem that student misconduct has placed other students at risk, or the student has not complied with efforts to remediate behavior, the school will consider

indefinite suspension or expulsion. In such cases, the student is suspended until the end of the academic year and may not be readmitted for the following academic year.

Dismissal from School (Expulsion)

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

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

Restorative Process

Restorative practices offer schools an alternative to traditional disciplinary actions that center on resolving conflict, repairing harm, and healing relationships. They support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents. Restoration requires interest from both parties and often results in a restorative contract and agreement that is upheld by the school.

School Right to Inspect

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

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

Lockers

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

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

Revision and Inspection of Lockers

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

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

- The review will be conducted in the presence of two witnesses of legal age and additionally in the presence of the following school personnel: HS Principal or designee appointed by the Principal or General Director.
- The student will be asked to open their locker.
- If the student refuses to open it, the administration will open it and the student will be given the option of being present when it is opened.
- If material or substances that do not comply and are in violation with the rules and policies of CDS are found in the box or whose possession implies a violation of the national legislation, photographs of said materials or substances will be taken.
- From the proceedings, a report will be immediately drawn up and signed by the staff of the school that witnessed the opening as well as by the witnesses.
- The student's parents will be immediately informed of what happened and will be given access to the minutes and tests.
- If appropriate, a disciplinary procedure will be initiated in relation to the student, in accordance with the internal regulations of CDS.
- CDS may keep possession of the materials or substances found until the disciplinary procedure ends.

Inspection of Bookbags, Lunchboxes and Personal Items

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

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

- The inspection will be conducted in the presence of two witnesses of legal age and additionally in the presence of the following school personnel: HS Principal or designee appointed by the Principal or General Director.
- The student will be given the option to be present at the inspection.
- All CDS students are required to allow the aforementioned review to be carried out.
- If as a product of the inspection there are substances or materials that do not comply with and/or violate the rules and policies of CDS, or whose possession implies a violation of the national legislation, photographs of said materials or substances will be taken.
- From the proceedings, a report will be immediately drawn up and signed by the staff of the school that witnessed the opening as well as by the witnesses.

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

Reenrollment/Matriculation

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

Student Support Services

Guidance Counselors

The secondary school has three counselors:

- A College Counselor
- A Guidance Counselor for grades 9 to 12 and A Guidance Counselor for grades 6-8

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

College and Career Counseling

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

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

U.S. colleges and universities rely on standardized examination scores to measure the scholastic potential of students. The college counselor can explain in detail the test dates and all requirements for the PSAT, SAT I, ACT, SAT Subject Tests, and Advanced Placement exams. Other special events offered include grade-level college nights where students and parents are briefed on the college application and selection process and college fairs, which host college representatives who can supply specific information.

Crisis Response Team

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

Transportation

Change of Transportation

If parents wish to change their child's usual method of transportation home, they must send a note in writing or an e-mail to both Alvaro Zamora () or either the Middle School secretary, Vanessa Prendas (vanessa.prendas.cds.ed.cr) or the High School secretary Geisy Chaves (geisy.chaves@cds.ed.cr) by 10:00 a.m. They will send a return email confirming the receipt of your request.