

Administration

Dr. Thomas J Penland.....	Headmaster
Mr. John Nelson.....	Assistant Headmaster
Mr. Kevin Wendling.....	High School Principal
Mr. Jason Cooper.....	Middle School Principal
Mr. John Petrey.....	Elementary Principal
Mr. D. Brent Frasier.....	Residence Director/Food Service Manager
Mr. Tom Hwang.....	Business Administrator
Ms. Jeanie Lee.....	Director of Development
Mr. Darren Price.....	Director of School Improvement
Mr. Steve McNutt.....	Diploma Program Coordinator
Mr. Joseph Fambro.....	Middle Years Program Coordinator
Ms. Gita Peterson.....	Primary Years Program/Curriculum Coordinator

Rights and Responsibilities

1. Faculty and Students have the RIGHT to meaningful educational experiences with high standards that adequately meet the needs of all involved.
2. Faculty and Students have the RESPONSIBILITY to punctually attend every class and be appropriately prepared.
3. Students have the RIGHT to protect the integrity of their work and to say no to students who try to use their work in a dishonest, unauthorized, or otherwise inappropriate way to receive credit for work not done.
4. Students have the RESPONSIBILITY that the work they are submitting for credit has not been shared with others, nor is it the product of work taken from others without their permission or authorization.
5. Faculty and Students have the RIGHT to voice their opinions and views in matters that directly affect the quality and content of their learning environment.
6. Faculty and Students have the RESPONSIBILITY to demonstrate respect for each other, support staff, their peers and the learning environment.
7. Faculty and Students have the RIGHT to timely notice of rules, regulations, policies, and penalties to which they are subject.
8. Faculty and Students have the RESPONSIBILITY to demonstrate sincere consideration and respect for others by refraining from intrusive or offensive behaviors.
9. Faculty and Students have the RIGHT to physical safety and protection of their personal property within a safe and clean environment.
10. Faculty and Students have the RESPONSIBILITY to maintain good health and safety by refraining from smoking, use of alcohol, drugs, and other substance abuse.
11. Students have the RIGHT to adequate consultations with teachers, counselors, administrators, and other school personnel.
12. Faculty has the RESPONSIBILITY to make themselves available for student consultations.
13. Faculty and Students have the RIGHT to free election of their peers in student and staff organizations.
14. Faculty and Students have the RESPONSIBILITY for showing respect for school property and the personal property of others.
15. Faculty and Students have the RIGHT to present grievances to the administration and receive prompt replies regarding the resolution.
16. Faculty and Students have the RESPONSIBILITY to maintain good judgment in conflicts, public displays of affection, and acting in such a manner as to expose others to injury or intimidation.

GSIS Mission Statement

Gyeonggi Suwon International School provides international students a high quality internationally based education within a Christian environment utilizing positive educational experiences and biblical foundations for spiritual growth.

GSIS Educational Philosophy

Because each student is recognized as a person made in the image of God, Christian education should foster self-respect and self-worth as well as respect and esteem for others. For this reason, the goal of Gyeonggi Suwon International School (GSIS) is to provide a quality educational environment in which each student's unique gifts of intellect, personality, stature, and spirit are given the best opportunity for development towards maturity. GSIS bases its philosophy on basic Christian beliefs.

International Baccalaureate Organization (IBO) Mission Statement

GSIS is an authorized Diploma program school and a candidate school for PYP and MYP. "The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." Mission Statement found at www.ibo.org.

Our Shield Logo

The GSIS logo was officially adopted in 2006, the year that the school opened.

The logo contains the following symbols that represent Suwon and the mission of the school:

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

Book and Quill: The book and quill pen represent education, knowledge, and wisdom. These are surrounded by a traditional Korean design ring, which represents the idea of a 'complete' or 'whole' education.

Chinese Characters: the Chinese characters mean wisdom, and also tie the school to our Asian setting.

The Knight: the Knight was democratically chosen to be the school mascot at the start of the 2007/2008 school year. The Knight represents our desire to foster integrity, determination, and to be strong defenders and upholders of our faith.

Embossed Fortress: the shield itself contains an embossed image that is part of the Suwon Fortress Wall. This image is unique to Suwon and Gyeonggi Do, as is the School GSIS.

Central Cross: GSIS is Christ-centered.

The GSIS Bible Verse

"Trust in the LORD with all your heart; and lean not on your own understanding. In all your ways acknowledge him, and he shall direct your paths." (Proverbs 3:5-6)



IB LEARNER PROFILE

"The IB Learner Profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. IB learners strive to be:

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

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

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

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

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

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

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

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

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

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

Excerpt taken from the IB website:

<http://www.ibo.org/programs/slideh.cfm> For a complete IB Learner Profile booklet, stop by the school and inquire or print one off the website: www.ibo.org.

CHAPEL & RELIGIOUS STUDIES

The Bible and religious studies program is a very important part of the GSIS curriculum. Students will study biblical history, and characters, and are encouraged to examine their spiritual walk or faith. Our students are led in the direction to become a Christian or to renew their Christian commitment; however, they are never coerced or forced to make any decisions. Each week all students are required to attend chapel where they will hear messages applicable to their lives. These messages could be presented utilizing music, drama, videos, or guest speakers. Once per year the regular curriculum is suspended and a two and a half day spiritual retreat or Spiritual Emphasis Week (SEW) will be held to permit students to examine their faith and spiritual journey.

HOMEWORK AND TESTS

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

- Every night it is encouraged that your child reads and/or is read to in English and your child's first language.
- Teachers may assign homework to practice, extend, and/or enrich skills taught in the classroom. Homework will be assigned to students according to the individual needs of the student and the materials and ideas being studied at the time.
- Parents/guardians can encourage good study habits at home by providing a quiet, well-lit place to study; setting aside a regular time for homework; and showing interest in the child's work.
- If the student was not present when a test and/or assignment due date was announced or an assignment given, the student has two school days upon his/her return for the first day of absence and one day for every day of absence thereafter to make up the work. Students will not be permitted to make up any assignments for unexcused absences.
- Students must communicate with teachers ahead of planned absences. The student must accept the responsibility for getting their work completed by the due date. Assignments not completed by the due date normally receive a grade deduction or may not be accepted late.
- If a child is absent and is able to work, homework may be requested by calling the school office 031-695-2800 before 10:00am.
- If a student is absent due to their participation in a co-curricular activity, their work must be submitted in advance or immediately after their absence.
- The secondary school teachers maintain a calendar on which they schedule their tests and projects so students of a particular grade-level normally have no more than a combination of three tests or projects per day (quizzes are not subject to this limit).

ACADEMIC INTEGRITY

GSIS upholds the highest standards of academic integrity in its academic work. Plagiarism, cheating, and receiving unauthorized aid or help on school assignments is strictly prohibited and will result in discipline action. We encourage honesty, independence, and the pursuit of excellence in all of our students.

ACADEMIC INTEGRITY POLICY

GSIS students are expected to uphold the highest standards of academic integrity in all academic work. Plagiarism, cheating and receiving unauthorized aid on any school assignment is strictly forbidden and will result in discipline action(s). Violations of the Academic Integrity Policy will result in the following:

1st offense = "F" on assignment, detention, parent/student conference

2nd offense = "F" on assignment, parent/student conference, up to three (3) days OSS (out-of-school suspension), and recommendation for academic and behavioral probation and counseling

3rd offense = "F" for the quarter in class, up to five days OSS, parent/student conference

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

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

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

Important note regarding college notification for serious infractions:

It is a goal of the Headmaster to maintain sensible control over what discipline records are and are not reported to colleges and universities at the time of application and throughout the senior year. The GSIS counseling department and administration proposes a level system for school-related student suspensions for the following reasons:

- To maintain a firm stance on discipline based on Biblical principles at GSIS which university officials may not uphold
- To provide clarity to students, parents, teachers, counselor, and administration as to what discipline records and offenses GSIS reports to colleges and universities during the time of application and throughout the senior year
- To delineate serious offenses in which the universities must know from other one-time or minor, but repeated offenses

The levels are as follows:

Major Suspension- Major Suspensions include third offenses of academic integrity and violent or malicious attacks or actions, including electronic, which may harm others or breach security. These issues are identified as pertinent to the college admissions officer's evaluation of students (OACAC Conference, 2006). GSIS reports all major offenses to all colleges on the Secondary School Report along with an explanation of offense. In the instance of a violation after the application period, GSIS sends a notice of violation and explanation of offense to each college and university in which the student applied.

Minor Suspension- Minor Suspensions include first and second offenses of academic integrity, attendance and lifestyle (smoking, drinking, dress code, swearing etc.) offenses. All minor offense records would be kept in-house and not be reported to colleges and universities.

SCHOOL SPORTS

Girls and boys interested in intramural sports may obtain a permission slip during the appropriate season. Practices will be held during or after school. Students participating in these extracurricular activities must meet certain academic and behavior standards to participate.

Athletic and Co-Curricular activities

Athletics and Activities Philosophy at GSIS

GSIS is dedicated to educating the whole person academically, spiritually, socially, emotionally, and physically. An important part of this education is through the participation of high school students in our activities, athletics and intramural programs. GSIS is committed to developing Christ-like character among our students and encouraging them to develop their God-given abilities to their maximum potential. This will be accomplished through teaching and motivational strategies of coaches and advisors and the support of the administration dedicated to a program that emphasizes Christian character and conduct, teamwork, leadership, skills, excellence, and respect for peers, teammates, and opponents. In the best interests of all of our students and consistent with the recommendations of the finest universities, GSIS **discourages** students from trying to be "*Jacks of all trades and masters of none.*" Rather, it is important for students to choose their athletics and activities commitments very carefully, keeping in mind that universities are most impressed with students who have invested themselves over time and have made long-term commitments to the activity or sport. The ability of a student to give thoughtful reflection

to how he or she has contributed to and impacted a group, team, or organization is where learning from and finding value in an activity can be found. Moreover, careful and thoughtful selection and participation in activities is necessary to maintain a healthy balance between academics, activities, athletics, and free time. Indeed, it is truly appropriate for a student *not* to be involved in activities all of the time.

ATHLETIC PROGRAM

Gyeonggi Suwon International School "Knights" is in the early stages of establishing a proud tradition of athletic competition. This tradition is based on the dedication of athletes, teaching and motivational abilities of coaches, the support and cooperation of teachers and parents, the financial support of the school board, and the knowledge that God has given us physical gifts and talents to excel. GSIS is seeking membership of the Korean-American Interscholastic Activities Conference (KAIAC). The "Knights" currently compete in girls' and boys' volleyball, soccer, and basketball. Many of these sports compete both on the varsity and junior varsity levels. As our student numbers increase we will be able to field teams in a wider variety of sports.

Sportsmanship is a central part of our sports program and all athletes are expected to play with honor and remember that it is not winning or losing that is important, but how you play the game and the witness you have to other athletes and schools.

SPORTSMANSHIP AT GSIS:

- Play hard but fair. Never tackle or challenge with the intent of hurting another player.
- All officials are to be treated with the highest regard. Making comments to the officials directly or indirectly is not permitted
- Respect your coaches. Listen to them and be willing to learn.
- Show respect to other players (whether they have earned it or not) by helping players up after contact, only directing positive comments to them and shaking hands at the end of the game.
- While watching a game from the bench or elsewhere make only positive comments about your team, the opposing team and officials.
- If you know a wrong call has been made, politely and respectfully make the officials aware of it. Winning and losing that involves cheating or winning on wrong calls is not a victory at all.
- Attend all practices, be on time and give your best effort at all times.
- Be a good ambassador for GSIS and Christ as you compete against other schools.

EXPECTATIONS OF STUDENT ATHLETES:

1. Students involved in athletics must maintain their grades. Academic standing has priority and students must organize their time wisely. If they neglect their work, they will not compete.
2. Students are ambassadors and representatives of GSIS. As such, their conduct on and off campus reflects on the teams and the school. Students who do not maintain proper standards of conduct at school may not be permitted to participate in any single or season sport or activity.
3. Students must communicate with their teachers and coaches when they are having academic problems.
4. Students must obtain assignments for classes they will miss because of away games and tournaments in advance and have the work completed prior to departing for the event or ready to turn in immediately upon returning to class.
5. When participating in games away and at home, the same rules of behavior are expected.
6. Team members are expected to stay with the team during all games and tournaments.
7. Students must never mislead coaches or sponsors about leaving the area of the event or plans after the event.
8. Students must respect the property of others including the property of non-GSIS students and other school property.
9. A student ejected from a contest shall be ineligible for the next regularly scheduled game or match. A second such incident will result in removal from the team for the remainder of the season.

TYPES OF ATHLETIC TEAMS:

Varsity & Junior Varsity Teams

1. Teams are made up of the best and most competitive athletes from **grades 9 – 10**. Middle school students (grade 8) may compete in our varsity and junior varsity teams until our high school is able to fill the teams with students in grades 9-12.
2. Players are selected on the basis of ability, readiness, desire, and attitude.
3. Playing time for individual participants is determined by the head coach on the basis of the player's ability and the needs of the team.
4. To earn a varsity letter a player must participate in at least half of the games or matches during that particular season.
5. Only high school students (grades 9 – 12) may earn varsity letters.
6. Coaching time will vary by ability level.
7. Junior varsity programs may be offered if and when needed.

ELIGIBILITY (ATHLETIC AND CO-CURRICULAR)

GSIS has a large number of co-curricular and extra-curricular activities for high school and middle school students. All students participate in the Spiritual Emphasis Week and Korea Culture Week and many of our students participate in vocal and instrumental concerts. The following is a partial list of activities for high school and middle school students:

HIGH SCHOOL ACTIVITIES: Interscholastic Athletics (Volleyball, Tennis, Cross-Country, Basketball, Soccer and Swimming), Praise Team, drama and musicals, Student Council, National Honor Society, Model United Nations, Forensics Team, Mission Trips (Thailand, and Nepal Missions), Key Club, monthly social activities, Prom, and Winter Ball.

CO-CURRICULAR ELIGIBILITY

The following policies apply to students who are actively engaged in or are members of athletic teams, drama and musicals, forensics, student council, Model United Nations team, or other activities identified as falling under this category by the administration.

1. Any student with one or more grades of "F" during any marking period (mid-semester report or semester report) is ineligible for all participation in athletics and activities, including practices, meetings, and rehearsals, *until the end of the next marking period*. Note: this does not carry over from June to August.
2. Any student with three or more grades of "D" is likewise ineligible.
3. If the student earns a passing grade in the subject area in which the "F" was earned, (and has an overall 2.0 GPA at mid-quarter reports of the following quarter), then the student will become re-eligible for all co-curricular activities on the Monday following the issuance of mid-quarter reports.
4. If a student has not raised his/her average to a passing grade in the subject area in which the "F" was earned, (and has an overall 2.0 GPA at mid-quarter reports of the following quarter), during those first weeks of the quarter, the student will remain ineligible for the remainder of the quarter.
5. A student who ends the fourth quarter of a school year with a GPA below 2.0 or an "F" in any class will be given a "fresh start" the following school year. The student will be eligible for all co-curricular activities at the beginning of the first quarter of the next year.
6. Students who are absent from more than two class periods on the day of an event will not be permitted to participate in school activities on that day. This includes rehearsals and practices. Permission from the school nurse and/or principal may be given in special situations. Students who do not abide by this condition will be suspended from the next game or performance.
7. In consultation with and on the recommendation of teachers, the principal may decide to deem a student ineligible outside of this time frame for academic or behavioral reasons.
8. Ineligibility may be waived at the discretion of the principal if the activity is a curricular requirement.

GRADING AND REPORTING

HIGH SCHOOL COURSES

The high school curriculum is designed to be college preparatory. Motivated students may have the opportunity to take International Baccalaureate (IB) courses.

1. All students are required to take at least seven (7) full credits each year and a maximum of one study hall per semester.
2. All students must take and pass at least one credit of English each school year.
3. All students must take one semester of Bible each school year. Bible may be waived for IB students taking Theory of Knowledge in the full IB program.

Grades

1. Grades are recorded by teachers with a letter grade. Students will receive two (2) mid-term grades and two (2) semester grades. The only grades entered on a student's permanent record are the semester grades. As well students are encouraged to track their progress through the updates given by their teachers on Edline
2. If a student receives an "F" for any semester, he/she will receive no credit for the entire course unless the semester or course is repeated.
3. A student who fails the first semester must secure permission from the teacher and principal in order to take the second semester of a course. In consultation with the teacher and principal, the guidance department may be authorized to remove the student from the class. In such circumstances, the student will be required to take the course again the following year if the course is required for graduation.
4. An "X" (incomplete) is given to a student who has not completed a major assignment or test due to circumstances beyond his/her control such as illness or a family death or visa problems or a student who works at a slower pace who honestly has attempted to complete his/her assignments in the allotted amount of time. **An "X" in a previous semester, which is not completed by the end of the fourth week of the next quarter, becomes an "F" (or failure).**

Adapted Grades

A student with special needs who must acquire basic proficiency and skills in core disciplines may earn adapted grades by meeting minimum standards set by the instructor of the course. Students with special needs include those who have been identified with some learning skills difficulties and who have had a specific Individualized Education Plan (IEP) developed by the Student Resources Team (SRT) and approved by the principal. Adapted grades do count toward graduation. Adapted grades will make a student ineligible for some academic honors. Students will normally be permitted to be on the adapted system for one school year. The teacher, counselor, and the SRT will determine the advisability to continue in that grading system or to switch to the standard grading scale and will monitor the student throughout the school year. Any adaptations will be indicated on the student's report card.

Graduation Requirements

Diplomas will be granted to each student who has completed the following

- Attended GSIS for at least the entire final semester of his/her 12th grade year
- Satisfactorily completed 28 credit during his/her 9th to 12th career
- Satisfactory record of conduct and attendance
- Paid in-full fees and tuition owed GSIS
- 150 hours of CAS

Subject area and credit requirements are below:

Grad Requirements Class 2011	Grad Requirements Class 2012	Grad Requirements Class 2013
English: 6 credits	English: 6 courses	English: 6 courses
Math: 3 credits (4 recommended)	Math: 3 courses (4 recommended)	Math: 3 courses (4 recommended)
Science: 3 credits (4 recommended) - .5 credit Biology I, .5 credit Chemistry 1, .5 credit Physics I - .5 credit from Biology 2, Chemistry 2, Physics 2 - 1.0 additional science credit	Science: 3 courses (4 recommended) - Student needs to take 1 semester of all three science subjects (Biology, Physics, Chemistry) - Two additional years of science	Science: 3 courses (4 recommended) - includes 9 th grade integrated Science and two additional science courses
Social Studies: 3 courses (4 recommended)	Social Studies: 3 courses (4 recommended)	Social Studies: 3 courses (4 recommended)
World Language: 2 credits (4 recommended)	World Language: 2 courses (4 recommended)	World Language: 2 courses (4 recommended)
Religious Studies: .5 credits per year enrolled	Religious Studies: 1 course per year enrolled	Religious Studies: 1 course per year enrolled
Speech: .5 credit of Communication Arts	Fine Arts or Speech: 1 course (1 recommended)	Fine Arts or Speech: 1 course (1 recommended)
PE/Heath: .5 credit of Fitness for Life	PE/Heath: 1 course of Fitness for Life	PE/Heath: 1 course of Fitness for Life
Electives: 9.5 credits	Electives: 10 courses	Electives: 10 courses
Total: 28 credits	Total: 30 courses	Total: 30 courses

*English - 6 courses -1 course per year enrolled. Students will be required to take English 9 and Writing 1 and English 10 and Writing 2

**Religious Studies / TOK -1 course per year enrolled

1. One credit shall be awarded for passing a year-long subject studied for two semesters. One-half credit shall be awarded for passing a semester -long class studied for one semester. No partial credit is awarded in any class but upon exceptional circumstances previously approved by the principal. Such circumstances are generally limited to students entering the school mid-year.
2. Middle school credits, even in high school courses, do not count toward high school graduation, but could permit a student to take the next level course.
3. Students who enter from other schools must count all credits presented from that previous school or none can be counted.
4. Placement testing will be given to students registering for World Languages.

For the purposes of course planning students and their parents should keep the following in mind.

Subject Area	Recommended for College
English	6 Credits
Mathematics	4 Credits
Science	4 Credits
Social Studies	4 Credits
World Languages	2 Credits

Religious Studies	.5 per year enrolled
Fine Arts	.5 Credit
Speech	.5 Credit
PE/Health*	.5 Credit
Electives	3.5 Credits
Total	26+ Credits

For more specific details about what course are required by a specific college/university and their program please consult their website or contact the GSIS Counseling Office.

SECONDARY SCHOOL GRADING SYSTEM

Used for quarter and semester grades by teachers and on report cards.

Letter Grade	General Narrative Comment
A	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
B	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
C	A general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
D	Limited achievement against most of the course targets, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
F	Very limited achievement against most or all of the course targets. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.

- Grades are recorded by teachers with a numerical and/or letter grade. Students will receive four (4) quarter grades and two (2) semester grades. The only grades entered on a students' permanent record are the semester grades (numerical and letter). Ranking is not recorded.
- Adapted or transitional grading system: A student with special needs who must acquire basic proficiency and skills in core disciplines may earn adapted or transitional grades by meeting minimum standards set by the instructor of the course. Students with special needs may include those who are making the transition from full-time ESL to mainstream classes or students who have been identified with some learning skills difficulties. Adapted or transitional grades do count toward graduation. Adapted grades may make a student ineligible for some academic honors. Students are only eligible for the adapted grade scale with permission of the teacher and SRT. Students will normally be permitted to be on the adapted or transitional system for one school year. The teacher, counselor, and the SRT to determine the advisability to continue in that grading system or to switch to the standard grading scale will monitor the student throughout the school year.
In testing and grading, the adapted or transitional grading scale will be the following:

GSIS ADAPTED GRADING SCALE	
60-76*	CA
50-59	DA

3. Semester grades are calculated using Two (2) quarter grades

Semester Grade =
a) Two (2) quarter Grades
+
b) Semester Exam (see specific course syllabus for details)

4. An "X" or "" is given to a student who has not completed a major assignment or test due to circumstances beyond his/her control such as an illness or a family death or visa problems or a student who works at a slower pace who honestly has attempted to complete his/her assignments in the allotted amount of time. An "X" in a previous semester, which is not satisfactorily made up by the end of the fourth week of the next quarter, becomes an "F" (or failure).

HONOR ROLLS

Honor rolls are calculated, published, and posted at the end of each quarter's grading period. No student with any grade below a "C" is eligible for any of the Honor Rolls. The Honor Rolls are calculated, published, and posted at the end of each semester's grading period. No student with any grade below a "C" is eligible for any of the Honor Rolls.

There are three (3) honor rolls:

- a. Headmaster's Honors: Grade Point Average above 4.0 with no grades below "B."
- b. "A" Honor Roll: Grade Point Average of 3.67-4.0 with no grades below "B."
- c. "B" Honor Roll: Grade Point Average of 3.0 - 3.66 with no grades below "C."

ACADEMIC PROBATION

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

HONORS AND AWARDS

There will be an end-of-the-year Awards assembly. Teachers will honor selected students for a number of areas of distinction.

PARENT-TEACHER CONFERENCES

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

PROGRESS REPORTS

Progress Reports will be displayed on EDLINE usually at the end of every 3rd week. Edline updates will continue every three weeks until the end of each semester. It is the responsibility of parents and teachers to track progress through Edline. Students failing at mid-point of each quarter may become ineligible for co-curricular activities (see section on Co-Curricular Eligibility).

REPORT CARDS

Students are evaluated for their progress in each course of study each academic quarter. Report cards or student progress reports are issued quarterly to students and also mailed to parents. Report cards will not be issued or mailed to students who owe fees or fines. Semester grades will also appear on the report cards.

STUDENT RECORDS

The teachers and the administrative staff hold student records. There are two kinds of records – directory information and confidential records. Directory information can be given to any person or organization for non-profit purposes when requested, unless the parents of the student restrict the information in writing to the principal. Directory information includes: a student's name, address, telephone number, date and place of birth, photograph, height and weight, dates of attendance, or any other information which would not generally be considered harmful or an invasion of privacy, if disclosed. Confidential records contain educational and behavioral information that has restricted access. This information can only be released with the written consent of the student's parent/guardian to the school registrar, parents and/or students should not ask teacher directly for letters of recommendation or other similar documentation. Included in the confidential records may be test scores, psychological reports, behavior data, and disciplinary actions.

TECHNOLOGY

Computers and other computer-based information technologies are an integral part of society, affecting every aspect of our daily lives and being used by individuals from the auto mechanic to the nuclear scientist. These technologies have allowed learning to extend beyond the classroom. In a time when all this is happening so rapidly, the ability and confidence to use information technology is an essential and practical life-skills.

In a technology rich environment, teachers are facilitators and co-learners rather than disseminators of knowledge. At GSIS, we strive to develop an atmosphere where teachers, staff, and students are comfortable using technology for gathering, processing, and communicating information effectively. Technology is an important support system for instruction. It is useful for students with divergent learning styles and can encourage varied creative products. The practical applications of technology need to support other major trends in education such as cooperative learning, whole language, problem solving, and the writing process.

GSIS will provide adequate and equitable access to technology tools so that teachers and students can develop skills in their use. Support systems and training designs will enable each teacher and student to feel comfortable with the level of technology they are using.

We believe that:

- Staff & students must be competent users of technology to be effective in the Information Age.
- Resource based learning is an essential component of education in the Information Age.
- The walls of the classroom disappear and students become part of a worldwide community of 21st Century learners.
- Technology can result in greater learning in less time.
- Application Active Learning replaces worksheets in a positive way.
- Technology can be a powerful tool in helping students to bridge the gap between the abstract and the concrete.
- Learning can be achieved within real time/ real life experiences.
- Technology can enable all learners to succeed, according to their preferred learning style.
- Technology is humanizing when it lightens some of the drudgery and repetitive tasks often associated with searching for, learning, organizing, and presenting knowledge.
- Students have new ways to "show what they know." Web portfolios allow students to reflect and demonstrate learning.
- The curriculum delivery system should be adjusted constantly to take advantage of rapidly changing technology.
- "It's the teacher, not the technology;" thus, technology implementation can succeed only with substantial commitments to staff development.
- The GSIS curriculum should be supported by technology which has itself proven effective or shows promise.
- Computer programming should be primarily taught to develop critical thinking and problem solving skills.
- Computer skills and content are best presented and evaluated within the context of standard curriculum areas.

- Computers are best used as productivity tools and support for normal classroom work, not objects of instruction or "stand alone" teaching machines.
- A truly integrated educational technology program should minimize the need for a discrete K- 12 computer curriculum.

All Secondary student and parents are required to agree to and sign the:

GSIS Technology Acceptable Use Contract

As a member of GSIS' laptop community I WILL...

- never give my password to anyone but GSIS staff and my parents or guardians.
- never use anyone else's password or account unless authorized to do so.
- not trespass or manipulate another's work or files.
- never write, send or display messages that are vulgar, offensive or rude.
- be respectful, encouraging, and helpful to others.
- respond to emails sent by teachers and fellow students.
- not use software or have materials on my laptop that would be inappropriate for the GSIS community. [including wallpaper backgrounds]
- not access objectionable sites. (pornography, hate sites)
- not copy or distribute school software to use outside school, unless specifically permitted by the license agreement.
- not download files over 1 meg. unless instructed by a teacher or administrator.
- not intentionally waste GSIS resources. (downloading non-school related materials, playing network games in school, downloading internet music or video)
- take financial responsibility for repairing damages to the network or to equipment that are caused by me.
- keep a current (one week) copy of my data in my network folder.
- not eat or drink near GSIS equipment.
- be responsible for repair of damage caused by me to mine or to another person's laptops.
- not install software onto GSIS computers.
- pay 100,000 won reinstallation fee per re-installation of Windows if software I install or changes I make damages my laptop operating system.
- only take GSIS hardware or software when authorized by a GSIS faculty or administrator.
- not plagiarize or make use of information without giving due credit.
- not use or install illegal or pirated software into my computer.
- keep the taskbar visible on the bottom of my laptop screen,
- not use or take part in instant messenger services unless given permission by a teacher or administrator.
- not make us of online gaming sights during school hours, unless given permission by a teacher or administrator.
- browse and visit websites with the understanding that it is a public event and open and available for anyone to see.
- respect the school and its community by not taking part in hacking, cracking, and virus related activities.
- NOT TAKE PART IN ANY ONLINE BULLYING (through email, websites, blogs, or any other online form of communication).

GSIS Technology "Acceptable Use" Agreement

The technology culture at our school helps us accomplish daily a variety of activities and everyday tasks. Students use their laptops in school as an educational tool for research, online textbooks, communication, word and file processing; therefore, participation in the GSIS Laptop Program is mandatory for all grade 6-8 students. This agreement is designed with the following goals in mind:

- Computer usage should be aimed at enhancing student learning and thus laptops should be well-maintained and cared for.
- Computer usage should be a positive experience and not used against another person or entity.
- Computer usage is a privilege, not a right, and that privilege comes with certain responsibilities.

Code of Responsible Computing

Respect for Privacy

I will respect others' right to privacy. I will only access, look in or use other individuals', organizations' or companies' information on computer or through telecommunications if I have the permission of the individual, organization or company who owns the information.

Respect for Property

I will respect others' property. I will only make changes to or delete computer programs, files or information that belong to others, if I have been given permission to do so by the person, organization or company who owns the program, file or information.

Respect for Ownership

I will respect others' rights to ownership and to earn a living for their work. I will only use computer software, files or information which I own or which I have been given permission to borrow. I will only use software programs which have been paid for or are in the public domain. I will only make a backup copy of computer programs I have purchased or written and will only use it if my original program is damaged. I will only make copies of computer files and information that I own or have written. I will only sell computer programs which I have written or have been authorized to sell by the author. I will pay the developer or publisher for any shareware programs I decide to use.

Respect for Others and the Law

I will only use computers, software and related technologies for purposes that are beneficial to others, that are not harmful (physically, financially or otherwise) to others or others' property, and that are within the law.

Due to the importance of technology, students who do not follow GSIS's Technology Agreement are held accountable for any violation of this agreement. It is mandatory that all students, parents, faculty and administrators sign this agreement prior to receiving a laptop from or using a laptop computer within GSIS.

Usage is considered from two perspectives - (1) programs and software which, while legal and widely available to the general computing public, may interfere with or otherwise slow access within the school network and (2) programs and software which is either illegal (pirated or in violation of the license agreement) or may otherwise compromise the security, integrity, or privacy of the school network.

I have read and understand the above stated policies and agree to abide by them.

Signature of Student

Signature of Parent/Guardian

Date

Date

GSIS Recommended Laptop Care

- Students should keep a copy of their documents and other important data in their network folder. This network folder serves as a backup in case something should happen to the laptop.
- Students should keep a minimum of 15% of their hard disk space free ('C'). This allows Windows to operate at maximum efficiency.
- Students should protect their laptops and the GSIS network from damage with a virus protection program. All laptops should have protection with a 'definition' less than two weeks old.
- Students are not to open file attachments unless the author names the file in the body of the email message.
- Students should always use a carrying case to transport their laptops from classroom to classroom.
- Students should label their carrying case and component parts.
- Students should never load their laptops in book bags filled with heavy texts.
- Students should never run with their laptops.
- Students should come to school with charged batteries.
- Students should always shut down their laptops properly.
- Students should never leave CD's in the CD-ROM Drive when shutting down.
- Students should protect their laptops from moisture and condensation [during cold months].



SCHOOL-WIDE EXPECTATIONS

ABSENCES

If your child is absent for any reason, please contact the school office at 695-2800. This notification is important for the safety of your child. If not notified, the school will check to see if the child is safe at home. These checks cannot be made until later in the morning. This may pose a hazard to your child's safety if he/she is not safely at home.

Required number of days for academic credit: To obtain full academic credit a student cannot have missed more than 10% of the instructional school days or more than 10% of classes in a specific course.

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

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

Planned Trips: These absences must be requested in writing at least 1 week in advance for absences greater than 2 days. One or two day absences should be requested at least 24 hours in advance. Details should be given on why the absence is occurring. Students' previous attendance record may be taken into account to determine whether the absence will be excused or unexcused.

CLOSED CAMPUS

GSIS elementary students are expected to remain on the school grounds during the school day and school sponsored activities.

DISMISSAL POLICY

Parents are asked to sign-out their child in the appropriate office for early dismissals of their child. We will call the child from his/her classroom to the office. Children are **NOT** to meet their parents/guardians in the parking lot if leaving school **early**. Teachers have been requested to not release a child to any adult without permission from the office. This policy is in effect during regular school hours. Please advise the school if the child is to be picked up by someone other than a parent/guardian. Send a note if you intend to pick up your child at school for a doctor's or dentist's appointment. Also, allow yourself enough time to have your child called to the office for dismissal after you arrive.

DRESS CODE

GSIS is a Christian school seeking to honor God even through the way students and teachers dress. We express ourselves through the clothes we wear and the example it sets for others. As such, the following standards are provided for neat, appropriate, and modest personal appearance while students are attending GSIS:

1. Hats, bandanas, and sunglasses will not be worn indoors with the only exception being on special announced occasions (Spirit Week, SEW, etc.)
2. The general rule for hair color/style is that it will not be disruptive to the classroom or school

- environment.
3. Body piercing for all students will be limited to ears only. Earrings should be modest and of the nature that will not be disruptive in the classroom.
 4. Skirts and shorts should be no shorter than fingertip length when the arm is extended down the side of the body.
 5. Jewelry or clothing depicting profanity, satanic, drug, alcohol, or tobacco symbols are not permitted.
 6. Shirts and blouses should cover the midriff when arms are held out parallel to the ground. Tops may be cut no lower than what would be considered modest. Halter-tops, tube tops, and spaghetti straps should not be worn.

ELECTRONIC DEVICES

Students are asked not to use any electronic devices including cell phones, hand-held video games, or laser pointers from 8:10 a.m. to dismissal of school. Please be sure that students leave toys, radios, CD/MP3 players, hand-held video games, etc., at home. The school cannot be responsible for lost, stolen or damaged toys that students bring from home. Some exceptions to this rule are allowed, with prior permission. Students can listen to MP3 players during lunch and lunch time recess.

Cell Phones on Campus

Cell phones are not to be **used, seen or heard** during school hours. Students should turn their cell phones "OFF" and put them in their backpacks during school hours. If a student needs to call home they may use the school phone in the office or make the phone call from the classroom under supervision of the teacher.

Consequences of failure to follow this policy:

- 1) **First violation:** Teacher may confiscate the phone and the student will be able to pick up the phone after school from the office. The parents will be notified by the teacher of this action.
- 2) **Second violation:** Cell phone is confiscated. Parents are contacted by the office and arrangements for the parent to come in and pick up the phone will be made. Parents informed of the next consequence.
- 3) **Third violation:** Cell phone is confiscated until the last day of school.

LANGUAGE USE POLICY

As English is the language of instruction and to enhance student's language development English will be the only language used on campus and during school activities, except in world language classes.

LIBRARY

At the GSIS Library we do our best to maintain a well-balanced selection of library books for our students. Books are bought to enhance the curriculum for each grade level and subject area. Books are also purchased for pleasure reading. Students may check out books provided they have returned their previously checked-out items. Students may go to the library at anytime their teacher permits to return/check-out additional books beyond their library times. The library is also open after school for parents and students to access it until 4:00 p.m. Students must have parent supervision to visit the library after school. Overdue fines are applied to late books for Middle School and High School students. Bound library books are expensive with the average cost being approximately \$25.00 per book. Students are required to pay for damaged or lost books. We appreciate parent/guardian interest in their child's reading habits and those who encourage and read to their children.

LOCKERS

Lockers are assigned to each student as a place of security for books, and supplies. **MONEY AND OTHER VALUABLE ITEMS ARE NOT TO BE LEFT IN LOCKERS, BUT SHOULD BE KEPT ON THE STUDENT'S PERSON. LOCKERS SHOULD BE KEPT LOCKED AT ALL TIMES.** The security of stored items can only be possible if lockers are properly closed and locked and the padlock combination is kept confidential. All student lockers are the property of GSIS. They are loaned to students to use. Therefore, if there is probable cause, lockers can be subject to a reasonable search at any time. It is the student's responsibility to keep the lockers neat and clean. The school will issue padlocks for the lockers. No personal padlocks will be allowed on lockers.

Padlocks must be returned at the end of the school year or the student will be required to pay for a replacement lock.

Locker Guidelines

1. Students should not switch lockers with another student. If a student uses a locker, it must be the one to which the student was assigned. Students who violate this rule will be subject to disciplinary action.
2. Students must not share their own locker combination with any other student. This combination is given in confidence. Allowing others – even friends – to know a locker combination is the greatest cause for loss of personal items from lockers.
3. Lockers may be inspected and searched at any time by the administration.
4. Lockers must be kept clean inside and out.
 - a. Stickers are not allowed on any part of the lockers.
 - b. Students must not place anything on the outside of their locker.
 - c. Writing or painting on any part of the locker is prohibited.
5. Students are responsible to pay for any locker damage.
6. Any problems with a locker should be reported to the Division secretary immediately.

STUDENT VALUABLES

Students are encouraged not to bring items of value to school. Large amounts of money and items such as jewelry, expensive clothing, shoes, and electronic equipment are tempting targets for theft. Although GSIS is a Christian school, not all of our students and individuals who pass through our halls are immune to stealing. The school will do its best to assist the student in finding lost or stolen items; however, the school cannot be responsible for their safekeeping and will not be liable for loss or damage to personal valuables.

TELEPHONE CALLS

Office or classroom telephones are not to be used for personal student calls. Except in an emergency, students will not be called to the office to receive a telephone call. Office personnel will initiate all calls on behalf of a student seeking permission to leave school. Cellular phones are not to be used in the classrooms during school hours. Messages will be delivered promptly. We will discourage students from phoning parents/guardians from school for trivial reasons. We encourage the making of arrangements for after school activities that affect the transportation home, before the student leaves home that morning or earlier in the week.

STUDENT CODE OF CONDUCT & DISCIPLINE

BEHAVIOR MANAGEMENT PLAN

It is the desire of Gyeonggi Suwon International School to provide each student with the educational environment, quality instruction and learning opportunities that promote classroom success, personal growth and responsible citizenship. To effectively achieve these educational objectives there needs to be a cooperative effort between the student, school, and home. Therefore, the GSIS staff will follow a discipline policy that establishes clear and specific principles regarding school standards for student behavior. Students from different countries and cultural backgrounds are welcomed and included as they study, participate in activities, and socialize together in an

atmosphere of Christian love, harmony, respect, and understanding. GSIS is dedicated to developing young people of Christian character and integrity. Our faculty and staff promote a loving, positive attitude toward disciplining the students in our care. We believe that discipline means to direct or change a person's behavior in an effective and non-degrading manner. Discipline is a process; therefore, our goal is to help students conduct themselves at all times in a manner becoming of a Christian.

GSIS recognizes that while Scriptures do not provide specific teaching regarding all social practices, they do advocate self-restraint in that which is harmful (1 Corinthians 6:19) or offensive to others (1 Corinthians 8:9). ***Christian conduct is expected of students at all times (both on and off campus).*** As we commit ourselves to a code of conduct that glorifies the Lord no matter where we are, it will benefit others as well as ourselves. Within the school setting there are certain character traits, which please God and promote positive relationships. Those traits are:

1. **Courtesy** "Finally, all of you, live in harmony with one another; be sympathetic, live as brothers, be compassionate and humble." (1 Peter 3:8, NIV) Our actions and our speech quickly convey to others the factors, which motivate us in our relationships. We must daily practice being courteous to those we associate with, and go out of our way to live in harmony with them. Simple action and words can go a long way to express our love and concern for others. Our desire to be courteous is also a desire to show respect for those that God has placed in a position of leadership or authority over us.
2. **Self-Control** "Let your moderation be known unto all men. The Lord is at hand." (Phil 4:5, NIV) The quality of our school community is largely affected by our desire to practice moderation in our behavior. We function best in a calm, safe environment. We must constantly recognize that our failure to practice moderation in words, actions, and lifestyle, impacts the success of those around us. Practicing self-control as a student body will create an environment that is conducive to learning.
3. **Integrity** "The man of integrity walks securely, but he who takes crooked paths will be found out." (Prov. 10:9 NIV) A school environment that is based on integrity provides a setting of peace and trust. We must maintain a school that is based on honesty of word and action. Our actions must always be open to public scrutiny.
4. **Love / Respect for Others** "Dear friends, let us practice loving each other, for love comes from God and those who are loving and kind show that they are the children of God, and that they are getting to know Him better." (1 John 4:7 LB) Loving others first is not a character trait that comes easily to us. Our first desire is to put ourselves first. We must constantly strive to "practice" loving one another and to put the needs and well-being of others first.

We expect students to meet the following standards:

- to **observe** Biblical morality in all relationships, words, and deeds. "Now you are light in the Lord. Live as children of light, for the fruit of light consists of all goodness, righteousness and truth." (Eph 5:8-9)
- to **act** with integrity. "I know my God that you test the heart and are pleased with integrity." (1 Chron. 29:7)
- to **practice** self-control. "Live self-controlled, upright and godly lives in this present age." (Titus 2:12)
- to **preserve** personal purity. "Keep yourself pure." (1 Tim. 5:22)
- to **approach** the school and its program with a positive Christian attitude and refrain from negativism either in action, word, or appearance. "Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable--if anything is excellent or praiseworthy, think about such things." (Phil 4:8)
- to **respond** properly to the authority of the home and school. "Obey your leaders and submit to their authority." (Heb. 13:17)
- to **regard** others with courtesy. "So in everything do to others what you would have them do to you." (Matt. 7:12)

In the event that an administrator finds mitigating or aggravating circumstances to justify a different consequence for discipline, he or she shall so specify the circumstances in his/her Letter of Disciplinary Action to the Headmaster. Repeated violations to the Code of Conduct shall be considered an aggravating and disruptive factor and may result in consequences beyond the recommended, printed actions. With the aforementioned circumstances, the administrator is granted the authority to exercise his/her good judgment to apply a greater or lesser consequence than those specified herein.

GSIS School-wide Behavior Management Plan

School-wide Behavior Management Plan Philosophy: The school community, including students, parents, teachers, administration, and others, must work together to create and maintain a safe and supportive environment that promotes teaching, learning, and student responsibility. Our school-wide behavior management plan is in alignment with the GSIS Mission Statement and Educational Philosophy.

Student behavior is the responsibility of each and every employee on the elementary faculty and staff. Individually and collectively we teach appropriate behaviors and expectations, monitor our students' success in carrying out those expectations, and provide opportunities for students to correct their misbehaviors when necessary. Classroom teachers and specialist teachers will create, teach, and implement their own classroom management plan that is in line with our school's philosophy of education. Teachers will communicate and provide copies of their classroom management plan to the principal, parents, and students so that everyone knows their expectations. The principal may be included as a step in the progression of consequences for individual teacher's plans. Clear communication between the classroom teachers and the principal is necessary so that student behaviors are taught, monitored, and appropriately maintained by the students.

The School-wide Management plan is designed to support teachers in their efforts within their classrooms, serve as a support system to their plans for teachers, and serve to maintain appropriate student behaviors in the common areas of the school campus.

STUDENT BEHAVIOR EXPECTATIONS

Non-Compliance Policy

Non-compliance refers to behaviors that show no effort to follow and abide by the expectations of the classroom teacher and the school. If a teacher has followed the steps of their classroom behavior management plan, but the non-compliant behavior continues, then the administration may become involved in addressing the non-compliant behavior.

Consequence for non-compliance could include:

Extra homework assignment assigned by Teacher

Lunch time detention with Teacher

After school detention with Teacher

After school detention with Administrator

In school suspension

Out of school suspension

Long-term suspension

Throughout the campus and on buses: All individuals in the school are expected to act responsibly and treat others with respect, empathy, and cooperation.

Bus Procedures and Rules:

GSIS provides transportation for day students that have paid a bus fee. Buses normally run at 3:15 P.M. and 4:30 P.M., However during the Varsity Athletic seasons a later bus will be provided that will leave at the conclusion of practice or matches. High School students are expected to leave the school premises at the end of the school day and return home on the 3:15 bus. If a student is involved with a teacher supervised activity then they can sign up for a **late bus** before the end of the school day. If a student does not take the 3:15 bus and does not sign up for a **late bus** then the expectation is that the student will make their own arrangements to return home.

For reasons of safety, courtesy, and protection of equipment, **students who do not abide by the rules and are disorderly on the bus will be unable to use the GSIS busing services.** Parents should contact the school office for bus schedules and routes. Bus fees must be paid with tuition fees and kept current throughout the year. GSIS is **not liable for injuries or loss of property** that may result from a school bus accident or related damage. The contracting bus company shall solely be liable for all injuries and loss of property. Parents in effect, enter into a contract with the bus company. The school has installed video cameras on board all of its buses to monitor behavior.

The following are the Bus Conduct Rules:

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

Cafeteria Rules:

1. Eat quietly until dismissed by the class/duty teacher.
2. Use eating voices in the lunchroom (loud enough for your table only i.e. 24-inch voices).
3. Walk in the lunchroom.
4. Raise hand to get out of seat.
5. Use manners, such as: (Please..., Thank you...May I please have some more...etc.)
6. Take only food that will be eaten. Eat the food taken. Don't waste it.
7. Food is to be eaten in the lunchroom.
8. Remain seated until dismissed to empty trays.
9. Following lunch, students must WALK to the playgrounds with a teacher, assistant, or parent. No running please!

Chapel/Assembly Rules:

1. Walk in quietly and sit down in an area designated by the teacher.

2. Participate appropriately whether listening, singing, standing, praying, or clapping.
3. Look at the speaker and model appropriate listening behavior.

Classroom Rules:

1. Teachers will display and teach their expectations to their students.
2. Students are to follow each teacher's classroom management plan.
3. Students should never be in a classroom unless supervised by a teacher.

Playground Rules:

1. Remain within the playground boundaries as defined at the beginning of the year.
2. Include other students in their games.
3. Refrain from hitting, pushing, kicking, pinching, or any other physically hurtful behaviors towards students.
4. Play safely and respectfully with students.
5. When the whistle is blown: Stop activity immediately, gather equipment, and line up in designated area quickly, ready to listen to your teacher's directions.
6. Students must get permission to use the bathrooms.
7. Student helpers will help set out and return the playground equipment to its containers and store room.

Snow Rules

1. Students may build snowmen and snow forts, etc.
2. It is not all right to throw snow at anyone or anything.
3. It is all right to run and play in the snow on the grass.
4. It is not all right to slide on ice that is on the paved or concreted areas.
5. Please have your child wear appropriate clothing for the cold weather (hats, coats, gloves, and boots).

Walking between classes:

1. Adult supervision will help maintain safety and appropriate behaviors.
2. Students must use voices that are quiet enough so as not to disturb other classes in hallways or in nearby buildings.

LANGUAGE POLICY (DRAFT)

Gyeonggi Suwon International School **Language Policy (Draft)**

Introduction

Standard B1.20 – The school has a written language policy (including its provision for second-language teaching and mother-tongue language support) that meets the needs of the students and reflects the principles of the programme.

A Language Policy is an action statement.....It is concerned less with where the students in a school are going, and more with how they are going to get there.

Language Policy in Schools, David Corson (1999).

Philosophy Statement

Language is a medium of inquiry and central to our student's intellectual, social and emotional development. Language plays an essential role in all learning areas. Regardless of specialty, all teachers at GSIS are language teachers. Language is seen as involving learning language itself, learning about language and learning through language and it is the major connecting element across the curriculum.

GSIS is committed to the development of additional languages for our students, as we strongly believe that this aids in the development of intercultural awareness and open-mindedness. In an environment where many different languages are used we believe that the use of a common language is essential to ensure inclusion for all and to enhance understanding of the many different cultures represented.

Language of Instruction

Our goal and commitment at GSIS is to produce positive contributing and academically capable students with ongoing language development. In relation to language acquisition, we recognize these basic principles:

- Language has purpose and function and is acquired through meaningful use and interaction.
- Language and culture are interrelated; to learn language is to learn culture.
- Language varies and changes according to person, situation, purpose, and needs of language users.
- Native language proficiency contributes to social and academic second language acquisition.

Language development and use is a complex process, with shared responsibility among school faculty, students and parents. We understand that the mother-tongue of a child serves as the foundation on which English proficiency is built. We are committed to enabling students to continue to increase literacy and proficiency in their mother-tongue language.

As English is the language of instruction at GSIS we provide extensive opportunities for students' meaningful social and academic interaction in English. English is used as students' primary means of academic and social communication in school buildings and classrooms. We promote the ability to code-switch from one language to another, according to the situation or need. Outside of the buildings and in recreational areas, students are expected to model inclusion and use English to communicate when the group of speakers includes more than one language. Thoughtful and reflective language usage also includes:

- Using a primary language in any class where the teacher gives permission, so that the student may better understand instructions or a concept.
- Speaking and practicing a world language when it directly relates to academic world language instruction or study programs.
- Using another language in an emergency or life-threatening situation.

Support for Language of Instruction

The school community strives to provide a nurturing environment for each individual student. The language profile of each student is determined by a variety of assessments upon admission. The faculty chooses effective strategies to ensure that each child continues to make progress in the achievement of English proficiency in listening, speaking, reading, writing, and viewing. ESL specialists use a range of methods in the elementary, middle, and high school divisions assist students in the acquisition of the skills they need to access the curriculum and to be socially involved in all the school's programs. In the elementary school, ESL specialists work with students individually and in groups both in and out of the classroom. In the secondary school, students can receive direct instruction in content-based ESL instructional settings. More advanced English learners are enrolled in sheltered instruction classes where the goal is to integrate language and content while infusing sociocultural awareness. Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks, and by providing appropriate background information and experiences. Primarily, the sheltered instruction classes are taught by mainstream teachers who have been trained in the use of effective language instruction strategies. Each semester the English language proficiency levels of each student are assessed using a variety of assessment tools. GSIS has maintained an active database documenting each individual's progress since the school began in 2006. Appropriate placement is a primary goal throughout our school system. Parents are continually

informed of their child's progress through parent workshops, conferences, school grading reports, and Edline postings.

The elementary and secondary libraries are keys to the success of our language learners. Each library has sections dedicated to fiction and nonfiction in a variety of languages and at different reading levels. The school subscribes to a variety of databases and hosts software which enable the students at any grade level to research at home and at school information written at a comprehensible level. Literacy in the language of instruction is supported through the emphasis on individual reading habits. Reading classes are required to devote time each block period to independent reading and reflection; GSIS uses the Accelerated Reading program to collect data on each student's independent reading progress.

Additional Languages

The majority of students from K-10 will study an additional language, while students who enter the Middle Years Programme with low levels of English (LoI) will receive specific ESL/Sheltered instruction that will enable them to study English as their Language A and Korean (or Mother-tongue where applicable) as their Language B. The provision for additional languages is as follows:

K-5

Korean (Foundation, Standard, and Advanced)

6-10

Korean (Foundation, Standard, and Advanced)

Mandarin (Foundation, Standard, and Advanced)

Spanish (Foundation, Standard, and Advanced)

Mother-tongue Support

GSIS will develop a language profile for students moving from 5th into 6th (Year 1 of the MYP) grade and also for students entering into all years of the MYP from different schools/countries. To develop these profiles we will administer a language proficiency test similar to our current English language proficiency test that is used as part of our admissions process. Results from these tests will enable our students to be placed in 2nd language or Mother-tongue classes at the appropriate level.

Students who fall into the ESL category (2 or more grade levels behind) in their Mother-tongue will automatically be placed into their Mother-tongue language class at the beginning level - Korean, Spanish, Mandarin, Japanese at GSIS. Students whose Mother-tongue is not formally offered at the school will have the option to be *".....registered in one Language B, and a language programme approved by the IBO as a suitable replacement for a language A course."* (MYP Second-language Acquisition and Mother-tongue Development: A guide for schools, 2004).

Mother-tongue will also be supported through the provision of library resources. The library will purchase Mother-tongue translations of popular texts, as well as popular host-culture authors in both English and the host country language. The library will make a commitment to develop and grow an international section that contains well known authors from various nationalities, as well as a range of popular texts in a variety of languages. The school will also endeavor to establish links with embassies in Seoul in an effort to procure resources such as books, magazines, and journals that can be loaned to the library for use by our school community.

Language Across the Curriculum

The components of the standards-based curriculum design, implementation and assessment at GSIS are the collaborative responsibility of all the members of the learning community. Our curriculum is

continually evaluated and revised from the learner's perspective to ensure that our students are challenged at appropriate academic and developmental levels to prepare them for success in university and in the twenty-first century as described in our Expected Student Learning Results (which is the IB learner profile.)

The dynamic and rigorous curriculum at GSIS is designed to kindle a passion for inquiry, to recognize diverse intellectual talents, to seek areas of service and to cultivate a Christian worldview. We believe that our students experience individual achievement most effectively in a safe, nurturing and inclusive learning environment. Our PreK-12 educational plan is a continuum of carefully designed, standards-based courses in which students are introduced to and guided through to master the skills and attitudes of specific learning goals. Our comprehensive curricular and co-curricular learning experiences are responsive to the intellectual, physical, social and spiritual development of each student. The efforts of our total GSIS learning community focus on the development of productive, contributing global citizens equipped to lead lives of integrity and to exert influence for Christ.

Language across the curriculum is supported by all teachers using a common approach - 6 Traits of Writing. This is further enhanced through the development of interdisciplinary units, as well as the inclusion of a 'communication' criteria in all subjects. Through our grade level and interdepartmental collaborations, all teachers, regardless of content area, take on the responsibility of helping students to improve their oral and written language skills.

Admissions Testing and Requirements

General

Gyeonggi Suwon International School welcomes students representing diverse languages and cultures. The school is committed to appropriately placing students in programs where they will be able to comprehend the language of instruction (LoI) and a 2nd or additional language to experience success. It is necessary to complete all sections of the Home Language Survey and the Educational Background section. Initially, all applicants complete diagnostic reading, math, and writing assessments.

If a student scores two or more grade levels lower on the reading comprehension assessment than his/her targeted entry grade level, he/she is referred to the ESL department for additional English language diagnostic assessment to ensure accurate placement. Emphasis is placed on the academic reading evaluation; this is the primary indicator of the student's probability of success in the academic class. Prospective students requesting ESL services will need to plan to return to GSIS for a second day of diagnostic assessment.

ESL Diagnostic Assessment

The ESL coordinator reviews the home language survey, the educational background information, the transcripts, and the initial reading, math, and writing assessment results. At this point, an ESL examiner conducts an informal interview with the applicant to begin informally to assess the oral proficiency levels of speaking and listening. Next, a trained ESL specialist will administer an age-appropriate oral assessment. Based on the results of the individualized oral test, the student will be scheduled for additional ESL assessments to evaluate English grammar, reading, and writing skills.

GSIS Middle School ESL Program Placement

In the ESL program, GSIS identifies five levels of English language proficiency. Students who demonstrate English language skills at Level 1 or Level 2 will be enrolled in content-based ESL courses. Students who demonstrate English language skills at Level 3 or Level 4 will be enrolled in sheltered instruction courses. All students in the middle school ESL program will be enrolled in an Oral

Communication course each semester. Students who demonstrate English language skills at Level 5 will be placed in mainstream courses and monitored for two semesters by the ESL department for consistent progress in English language proficiency. After two academically successful semesters in mainstream courses, students will be officially exited from the ESL program. In some cases, highly motivated ELLs at Level 4 may be placed in some mainstream classes with teacher recommendations. At the eighth grade level, GSIS offers ESL services only to Levels 3, 4, and 5; beginning level ESL students are only accepted in grades six and seven.

GSIS High School ESL Program Placement

Ninth and tenth grade students who demonstrate English language skills at Level 3 or Level 4 will be enrolled in ESL Reading 9 or 10, ESL Writing 9 or 10, sheltered English 9 or 10 and other sheltered instruction courses in science and social studies. Students who demonstrate English language skills at Level 5 will be placed in mainstream courses and monitored for two semesters by the ESL department for consistent progress in English language proficiency. In some cases, highly motivated ELLs at Level 4 may be placed in some mainstream classes with teacher, ESL coordinator, and administrator recommendations.

Language Use

A large percentage of the student population at GSIS is ethnically Korean, and a deciding factor for families joining our school community is the desire for the students to become proficient in the language of instruction, English. To be a successful participant and contributor, students will be required to use English (or the L1 for World Languages) with their teachers and peers in the classroom. GSIS encourages an English-speaking environment while at the same time fostering additive bilingualism through the promotion of awareness of one's environment and use of the language that is most inclusive and appropriate for any given situation. The success of this incorporates the use of positive and negative consequences for using language that is inappropriate and/or exclusive and does not promote intercultural awareness.

Rationale for a Language Use Policy

- To help students prepare for college and university in English speaking countries
- To reinforce the language of instruction
- To ensure clear communication and understanding with and by students in the classroom
- To encourage inclusiveness of all students via a common social language
- To provide an environment where appropriate language and behavior is reflected and a safe and healthy community is maintained

Gyeonggi Suwon International School Language Use Policy

In an effort to promote and enhance students English speaking skills and promote a true sense of community, all students at GSIS are expected to speak in English at all times while on the GSIS campus (except during lunch recess) and during GSIS activities off campus. We believe strongly that student use of the English language throughout the day will enhance their ability to speak effectively in a variety of settings and prepare them appropriately for their future.

Students will be encouraged by staff members to follow the Language Use Policy at all times. Staff members will issue a verbal reminder to the students and will follow their individual class behavior management plan before sending documentation to the administration. Report the violation to lup@gsis.sc.kr. Include the name of the student, where the infringement took place, and the date of the infringement. The following policy will then be followed.

Step	Consequence	Parent Contact
1	Recorded infringement	
2	Recorded infringement	
3	Recorded infringement Student referred to administration 4W as part of this conference	Letter and email sent home
4	Recorded infringement	
5	Recorded infringement	
6	Recorded infringement Student referred to administration After school detention	Letter sent home Parent conference with Home Room Teacher to discuss strategies for ensuring that no more infringements are recorded
7	Recorded infringement	
8	Recorded infringement	
9	Recorded infringement Student referred to administration After school detention	Letter sent home Parent conference with Home Room Teacher and administrator
10	Recorded infringement	Parent - phone to inform the parents that the next step will result in a 1 day suspension
11	Recorded infringement Student referred to administration 1 day suspension	Parent conference with administrator
12	Recorded infringement	Parent contact – phone to inform the parents that the next step will result in a 2 day suspension
13	Recorded infringement Student referred to administration 2 day suspension	Parent conference with administrator
14	Recorded infringement Student referred to administration 3 day suspension	Parent conference with administrator
15	Recorded infringement Student referred to administration	Meeting with student, parents, Principal and Headmaster to discuss future enrollment

The administrator will administer these steps using discretion based on the time elapsed between infringements.

Teacher responsibilities:

- Talk with each student they hear speaking a language other than English to explain the importance of following the LUP, and ensuring that the student knows that this instance will be recorded as an official infringement
- Report students to the LUP email address within 3 working days of the infringement – reporting on the same day would be preferred
- Exercise understanding and empathy when implementing the policy – sometimes a conversation can be more productive than a punitive punishment
- **Home Room Teachers** will be kept up to date regarding at risk students – ie students who are moving through the steps at an alarming rate

PROFANE LANGUAGE

Profane or obscene words or gestures in any language is unacceptable and will not be permitted on school grounds, on the bus, on clothing, or at any school-sponsored activity.

BULLYING

All forms of bullying are prohibited, including **cyber bullying**. Cyber-bullying involves the use of information and communication technologies such as email, cell phone and pager text messages, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate repeated, and hostile behavior by an individual or group, that is intended to harm others.

All reports of bullying are to be handled by the administrative staff in an expedient and timely manner. When necessary, appropriate disciplinary actions are to be taken and reports are to be written on the activities and actions taken. Parents/guardians are to be contacted by phone, letter, or in person. All incidents are to be written and copies of said incidents are to be forwarded to the Headmaster. Disciplinary action may include suspension.

SEARCH AND SEIZURE

GSIS is a private school, which has a right to conduct a reasonable search of student's person or his/her property or locker. GSIS will attempt to protect the student's rights by searching only when and where there is "probable cause" and in the presence of the student and at least one other staff member. A reasonable search will be conducted to ascertain whether the student is or has been in possession of stolen property or materials that are restricted from the campus. The school reserves the right to seize or take possession of any and all restricted materials found during the reasonable search.

DISCIPLINE & INFRACTIONS

Out-of-school Suspension (OSS): No academic penalty shall result from an out-of-school suspension other than what is inherent in any excused absence.

DISCIPLINE INFRACTIONS and VIOLATIONS OF THE CODE OF CONDUCT

The following rules for conduct apply to all students and violation of the rules will result in consequences as described below. In appropriate circumstances, the administrator is granted the authority to exercise his/her good judgment and apply a greater or lesser consequence than those stated here.

Acts or behaviors, which are deemed disruptive to the general learning environment.	
Disruption of class Dress Code Disruptive and inappropriate behavior on campus or school-sponsored event Electronic Devices Failure to serve a detention Flagrant Tardy (more than 5 minutes late to class) Lying/Dishonesty Obscene/profane language Unexcused tardiness to class	Up to Out-of-School Suspension (OSS)

Non-compliance Possession of printed or audio-visual pornography Unauthorized leaving of school grounds Violation of bus rules	Up to OSS
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Acts of assault, threat of violence, intimidation, hazing, or extortion of individual students or adults.

<u>VIOLENT PHYSICAL ASSAULT UPON AN ADULT OR STUDENT, HAZING, OR THREAT OF ASSAULT AGAINST AN ADULT OR STUDENT:</u> Rationale such as "tradition" or "custom" is <u>never</u> a valid excuse for the abuse of individuals under the school's care. Students shall not threaten younger students, strike younger students, extort from younger students, or in any way create or attempt to create fear from a size or age advantage. Students shall not cause, attempt to cause, or verbally (written or oral) threaten to cause injury or loss of any kind to any student or who have knowledge of such actions or threats and fail to report them at anytime while the student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school owned or operated vehicle, off-school property at any school-sponsored or school approved activity or function or during any period of time when students are subject to the authority of school personnel and at any time when the student's behavior has direct and immediate effect on maintaining a quality school environment. Students shall not cause or attempt to cause physical or bodily harm to any school employee or other adults at any time. Students shall not, through written or oral communications, threaten to cause, cause or attempt to cause harm to any school employee or other adult at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school owned or operated vehicle, off-school property at any school-sponsored or school approved activity or function or during any period of time when students are subject to the authority of school personnel and at any time when the student's behavior has direct and immediate effect on maintaining a quality school environment.	Up to Expulsion.
<u>EXTORTION:</u> Student shall not extort through verbal, written or physical threats, coercion or intimidation anything of value (personal property, money, or information) from any other student or school employee.	Up to 5 Days OSS to Expulsion
<u>FIGHTING AMONG STUDENTS:</u> Students shall not fight or attempt to cause bodily harm to another student through physical contact. If a student is attempting to involve another student in a fight, the other student should walk away and report it to a teacher, counselor, or administrator. Students who instigate fights will be subject to the same consequences as those who are actually involved in the fighting.	Up to 5 Days OSS to Expulsion
<u>INSULTING, ABUSIVE, HARASSING, PROFANE, OBSCENE, OR SERIOUSLY DISRESPECTFUL WORDS, ACTS OF TOUCHING, GESTURES, SIGNS, VERBAL THREATS OR OTHER ACTS:</u> Students shall respect other students, visitors, school employees and other persons by using appropriate language and behavior at all times. Any action which is insulting, abusive, harassing, profane, obscene or seriously disrespectful and which disrupts the learning process for any student or which demeans or degrades another person is specifically prohibited.	Up to 5 days OSS.

Acts or behaviors, which jeopardize the safety of the student body as a whole.

<u>DISRUPTION OF SCHOOL:</u> (Inciting or Participating in Student Disorder): Students shall not lead or participate in any activity that has as its purpose the disruption of school business or which significantly affects the educational process.	Up to Expulsion.
<u>UNWARRANTED ACTIVATION OF A FIRE OR OTHER ALARM SYSTEM:</u> Students shall not activate any fire or other alarm system unless authorized to do so by school employees or unless there are reasonable grounds to believe that an actual emergency situation exists.	Up to Expulsion
<u>MAKING OR POSSESSING EXPLOSIVE OR INCENDIARY DEVICES:</u> Students shall not possess or ignite firecrackers, explosives, pyrotechnic, incendiary (capable of producing flame or fire) or smoke-creating devices or materials or facsimiles thereof.	Up to Expulsion.
<u>POSSESSION OF A FIREARM, DANGEROUS WEAPON, OR OTHER INSTRUMENT:</u> Students shall not possess or conceal or transport any gun (weapon capable of firing a projectile of any kind) or any gun facsimile, or incidental items relating to firearms use, such as bullets, magazine clips, or any other weapon or other instrument including laser pointers that could cause or that is intended to cause bodily injury or harm to another or misuse otherwise acceptable objects in a manner intended to cause harm to others at any time while a student is at school in any school building	Up to Expulsion. Possible Reasonable Search

and on any school premises, attending school-sponsored activities, on or about any school owned or operated vehicle, off-school property at any school-sponsored or school approved activity or function or during any period of time when students are subject to the authority of school personnel and at any time when the student's behavior has direct and immediate effect on maintaining a quality school environment.	Treatment Program may be required for re-entry
<u>POSSESSION, USE, SALE, DELIVERY OR DISTRIBUTION OF MARIJUANA, NARCOTICS, STIMULANTS, ALCOHOLIC BEVERAGES, AND ANY OTHER UNAUTHORIZED OR ILLEGAL SUBSTANCES OR DRUG PARAPHERNALIA:</u> Students shall not possess, use, sell, transmit, deliver, distribute marijuana, narcotics, stimulants, alcoholic beverages or any other controlled or unauthorized or illegal substances or drug paraphernalia at any time while the student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school owned or operated vehicle, off school property at any school-sponsored or school approved activity or function or during any period of time when students are subject to the authority of school personnel and at any time when the student's behavior has direct and immediate effect on maintaining a quality school environment.	Up to Expulsion. Possible Reasonable Search
<u>NONCOMPLIANCE WITH DIRECTIVES FROM ADMINISTRATORS, TEACHERS, AND OTHER SCHOOL PERSONNEL:</u> Students shall comply with the directions of all administrators, teachers, substitute teachers, counselors, media specialists, teacher assistants, student teachers, coaches, advisors, bus drivers, bus supervisors, and any other authorized school personnel at all times while a student is at school in any school building and on any school premises, attending school sponsored activities, on or about any school owned or operated vehicle, off-school property at any school-sponsored or school approved activity or function or during any period of time when students are subject to the authority of school personnel and at any time when the student's behavior has direct and immediate effect on maintaining a quality school environment.	Up to 5 days OSS
<u>USE OF TOBACCO PRODUCTS:</u> Students shall not use or possess tobacco products on any school property at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off-school property at any school-sponsored or school approved activity or function or during any period of time when students are subject to the authority of school personnel and at any time when the student's behavior has direct and immediate effect on maintaining a quality school environment.	Up to 3 days OSS Possible Reasonable Search
<u>BUS MISBEHAVIOR:</u> Students, at all times while riding a school bus or other school-owned or operated vehicle, shall observe the directives of the school bus driver and/or school bus supervisor. The following conduct is specifically prohibited and may result in revocation of bus privileges: delaying the bus schedule, fighting, smoking, and using profanity or refusing to obey the driver's instructions, tampering with or willfully damaging the school vehicle, getting off at an unauthorized stop, distracting the driver's attention by participating in disruptive behavior while the vehicle is in operation, throwing objects from the bus, failing to observe and obey safety regulations, willfully trespassing on a school-owned or operated vehicle, or violating any other Code of Conduct rule while on the school bus. If a violation of this Code also violates other rules; consequences in addition to those listed below may be implemented.	Up to 10 days suspension from bus plus other applicable consequences, depending on infraction

Acts, which violate community trust and jeopardize individual integrity.

<u>ROBBERY, BURGLARY, TAKING or DESTROYING PROPERTY, USING VIOLENCE OR THREAT OF VIOLENCE:</u> Students shall not steal or attempt to steal, damage or destroy property of others using threats of bodily harm.	Up to Expulsion. Possible Reasonable Search Restitution may be required
<u>THEFT OR DESTRUCTION OF SCHOOL OR PERSONAL PROPERTY:</u> Students shall not steal or attempt to steal or knowingly be in possession of stolen property or intentionally damage or attempt to damage any school or private property while under school jurisdiction. Students shall not vandalize or damage or attempt to damage property belonging to others.	Up to Expulsion. Possible Reasonable Search Restitution may be required
<u>FORGING NOTES / DOCUMENTS:</u> Students shall not provide false information to school officials and or parents or guardians with regard to any report card, attendance matter, grades or progress reports, discipline matters or any other school business.	Up to 5 days OSS

GAMBLING: Students shall not engage in any form of games of chance or gambling for money and/or things of value.	Up to 5 days OSS
INAPPROPRIATE INTERPERSONAL BEHAVIOR: Students shall conduct their personal and social relationships according to acceptable community standards. Inappropriate public displays of affection as determined by the faculty will not be allowed.	Up to 3 days OSS
CHEATING/PLAGIARISM: Students shall not engage in any act of deception or falsification of work product. This includes cheating by receiving any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work, plagiarism by copying the language structure, idea and/or thought of another and representing it as one's own work, and verbal or written statement of untruth.	Up to 3 days OSS Zero on assignment Possible reasonable search Possible notification of universities
ATTENDANCE: Students shall follow the school attendance guidelines and attend classes in a timely and regular fashion. Skiping: Student shall be on campus and in their assigned homeroom and/or their assigned classroom unless they have been authorized to be absent by the principal or his/her designee or unless they have an absence that is excused pursuant to the school attendance guidelines. Unexcused Tardy in Homeroom / and or Assigned Classes or Activities: Students shall not be tardy to homeroom and/or assigned classes or activities.	Detention OSS Possible loss of credit for the course

APPEAL OF A DISCIPLINE ACTION

Any teacher or administrative actions involving any action less severe than expulsion cannot be appealed. A parent/student may ask to have an out-of-school suspension recommendation of a principal reviewed by the Headmaster. A parent may ask the principal to review a teacher discipline action.

If the parent feels that the employee has violated the professional code of conduct as an educator they may file in writing an employee grievance concern with the employees direct supervisor. This should be filed within 5 school days and an investigation and response from the supervisor will be returned in writing within 10 school days upon receipt of the grievance concern.

A recommendation from the Headmaster for expulsion may be appealed to the Board of Directors. The guideline for an appeal of an expulsion recommendation follows:

1. Parent within five school days of Headmaster's action should place in writing a notice of appeal to the Chairperson of the Board of Trustees.
2. The Board will schedule a hearing with a quorum of Board of Trustee members no later than 10 school days after the receipt of the notice of appeal.
3. The Board will hold an official hearing to hear the parental/student appeal of the administrative recommendation for expulsion and to hear the administrative documentation supporting the appeal.
4. The Board will meet in executive session and render a decision to:
 - a. Uphold the administrative recommendation or
 - b. Overturn the administrative recommendation
5. The Board will notify the parent in writing no more than 5 days after the hearing as to their decision.

** It should be noted that the student would remain on extended out-of-school suspension status until the appeal process has been completed.**





SAE

Schools Against Violence Everywhere

어디서든 폭력을 반대하는 학교

PLEDGE TO NON-VIOLENT LIVING AND SUPPORT OF A NON-VIOLENT LEARNING ENVIRONMENT

As a () student, () parent of a student, () employee of Gyeonggi Suwon International School, I pledge to not act in a physically violent way nor threaten physical violence toward any fellow student, employee, or community member of Gyeonggi Suwon International School while a part of the GSIS community whether on or off the campus at anytime. I also pledge to report as soon as possible to the school administration any actions of physical violence and/or threats thereof toward any community member at anytime while a part of the GSIS community. I understand that by agreeing to this pledge of non-violence and support of a non-violent school community and failure to abide by this pledge could lead to my immediate loss of GSIS community privileges.

폭력 없는 생활과 폭력 없는 학습환경을 지지하는 선언문

나는 경기수원외국인학교 공동체(사회)의 학생(), 학부모(), 교직원()의 일원으로써 경기수원외국인학교의 동료학생이나, 교직원 또는 구성원 어느 누구에게든, 경기수원외국인학교 내외 교정 밖에서 어느 때를 막론하고 신체적 폭력을 위협하는 어떠한 행동도 가 하지 않을 것을 선서 합니다.

나는 또한 경기수원외국인학교 공동체(사회)의 한 일원으로써 언제든지 어느 공동체 일원에 대한 어떠한 신체적 폭력 행위나 위협 행위도 학교 당국에게 (가능한 한) 즉시 신고할 것을 선서합니다. 나는 비폭력과 비폭력 학교 공동체(사회)를 지지 하는 이 선언문의 동의 하에, 이 선서대로 실천하지 않을 경우 GSIS의 모든 특권이 즉각 상실된다는 것을 알고 있습니다.

Student Printed Name: _____
학생 실명

Grade: _____
학년

Signature: _____
서명

Date: _____
날짜

Parent Printed Name: _____
학부모 실명

Signature: _____
서명

Date: _____
날짜