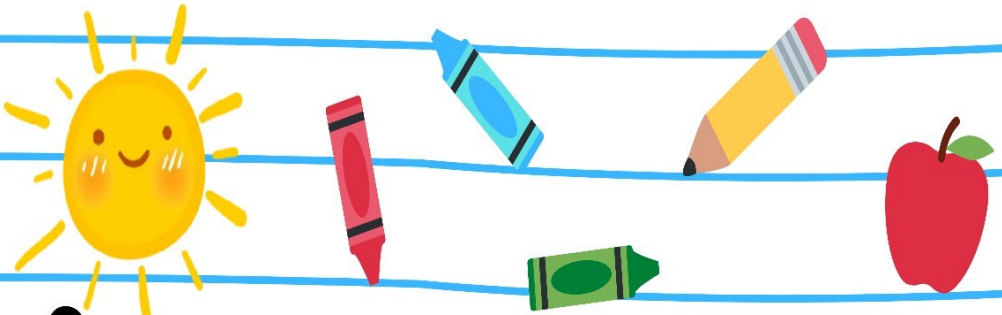




hello



Kindergarten!



SIS Canada

STUDENT HANDBOOK

KG 2024.3-2025.2

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HEAD TEACHER'S MESSAGE

Dear Kindergarten Families,

Welcome to an exciting year of learning and growth at SIS Canada Kindy! We are thrilled to have your child join us for a year filled with exploration, discovery, and fun. This handbook is designed to provide you with important information about our kindergarten program, school policies, and procedures to ensure a successful and enriching experience for your child.

At SIS Canada Kindy, we believe in fostering a nurturing and supportive environment where every child feels valued, respected, and empowered to reach their full potential. Our dedicated team of educators is committed to creating a safe and engaging learning environment that promotes curiosity, creativity, and a love for learning.

In this handbook, you will find details about our educational philosophy, daily routines, curriculum highlights, communication channels, school calendar, and important contact information. We encourage you to review this handbook carefully and reach out to us with any questions or concerns. Together, we can work hand in hand to provide the best possible educational experience for your child.

We are looking forward to a fantastic year ahead, filled with memorable experiences and meaningful learning opportunities. Thank you for entrusting us with your child's education, and we are excited to partner with you on this incredible journey.

Warm regards,

Ms. Megan Farrell

Kindy Head Teacher

ACCREDITATION

SIS Canada Inc. is fully accredited by the National Council for Private School Accreditation (NCPSA) and Ai (Accreditation International), MSA-CESS(Middle States Association of Colleges and Schools).

<https://ncpsaschools.org/>

<http://www.aiaccredits.org/>



**ACCREDITATION
INTERNATIONAL (Ai)**



**NATIONAL COUNCIL FOR
PRIVATE SCHOOL ACCREDITATION**

SIS CANADA KINDY FACULTY 2023-2024

Name	Position
Ms. Megan Farrell	Kindy Head Teacher Red Class Homeroom Teacher Subjects: Advanced Group English Language Arts, Theme Education, Center Time Certified Teacher Kindy and Elementary English teacher (17 years of experience)
Mr. Gregory Foote	Yellow Class Homeroom Teacher Subjects: Intermediate Group English Language Arts, Theme Education, Story Time Kindy and Elementary English teacher (21 years of experience)
Mrs. Dagmar Anderson	Blue Class Homeroom Teacher Subjects: Beginner Group English Language Arts, Theme Education, Daily Physical Activity Kindy and Elementary English teacher (8 years of experience)
Mrs. Eunsuk Lee	Blue Class Teaching Assistant Korean Kindergarten teacher's certificate (30 years of experience)
Mrs. Soonhwa Jung	Yellow Class Teaching Assistant Kindy and Elementary English teacher (30 years of experience)

ADVANTAGES AND STRENGTHS OF THE SIS CANADA KINDY PROGRAM

SIS Canada Kindy is an internationally accredited K-6 educational institution by Accreditation International (AI) and National Council for Private School Accreditation (NCPSA).

SIS Canada Kindy offers innovative education that integrates technology and follows a whole-child approach through theme and project-based learning.

SIS Canada Kinder Curriculum focuses on providing a hands-on, student-centered, theme-based, and project-based learning experience. Our approach is well-balanced and aims to build confidence in students, both in their academic and personal lives. By combining academics, physical skills, socio-emotional development, and technology, we offer a well-rounded and inspired learning environment that fosters academic and personal success throughout a student's life.

- Theme and Project-based Learning
- Whole-child Approach
- English immersion Kinder program
- Experience a stress-free learning environment
- Focus on the process rather than the result
- Strong focus on social and emotional development
- A student-centered environment that is kind, caring, and respectful
- An enthusiasm for teaching language, literature, and music using creative methods.
- Daily structured English Language Arts lesson
- Natural exposure to English through varied indoor/outdoor activities
- Center time - Small group activities
- Outdoor recess and/or Daily Physical Activity(DPA)
- Fun Fridays - special events, field trips, or theme days
- New students adapt easily with the support of Korean assistant teachers in each class.

SIS CANADA MOTTO



**ACTIVE LEARNING TOGETHER
FOR THE FUTURE**

SIS CANADA VISION

As we are committed to equipping our students for the demands and opportunities of the 21st century, we provide an environment that nurtures innovative thinking, fosters positive social and self-awareness, and builds effective communication skills by offering instruction and curricula that are sensitive to each student's individual needs and allows for personalization of learning.

OUR GUIDING PRINCIPLES

1. Innovative Thinking

At SIS Canada we build Innovative Thinking Skills by instilling in each student the ability to think creatively and critically.

a. Creative Thinking

Students are enabled to think creatively through opportunities that allow them to take initiative, exercise choice, explore ideas and options, question and challenge, make connections, and imagine and visualize the possibilities.

b. Critical Thinking

Students become critical thinkers when they are asked to formulate questions and gather relevant information. They are taught to consider different points of view, and then determine a judgment or conclusion based on criteria, evidence, and experience.

2. Personal Positive Awareness

We believe that Positive Personal Awareness is essential to lead a healthy and happy life. Students are guided to set goals, monitor progress, regulate emotions, respect their rights and the rights of others, manage stress, and persevere in difficult situations. They keep themselves healthy and physically active, are financially literate, demonstrate self-respect, and express a sense of personal well-being.

3. Social Responsibility

We believe that Social Responsibility provides the foundation for healthy relationships and a compassionate society. Students develop social awareness and responsibility through an environment that values cooperation and collaboration and in which students experience empathy and social well-being. Our students learn to make decisions based on the benefit of all, show respect for everyone's rights, and show empathy, and a sense of ethical care as they consider differing views.

4. Effective Communication Skills

a. Language Skill

We believe that strong Language Skills are a fundamental tool for effective communication. Students become competent language and symbol users through activities that allow them to see how language and community are inextricably related. They learn how language shapes culture and culture shapes language.

b. Digital Literacy

We believe that fluency with Digital tools is essential for success in the 21st Century. Students develop digital literacy through activities across the curriculum that incorporate digital literacy and are provided opportunities to engage critically and creatively with digital media. They are also instructed about the privacy, ethical, and personal safety issues related to digital media and the implications of these for their futures.

What makes SIS Canada Kindy Different?

1. Whole-Child Approach

We cultivate solid academic, socio-emotional, and physical roots that will nourish students throughout their lives. All three belong in education and shouldn't be neglected. Our approaches empower children to be their most confident and authentic selves.

2. Theme & Project-Based Learning

Since we learn best when topics are interwoven themes and project-based learning allow students to blend knowledge in a meaningful and holistic way, as well as apply critical thinking, problem-solving, and creativity.

3. Life and Leadership Skills

From important executive and organizational to social-emotional skills, students will learn planning, focus, self-control, time management, perseverance, growth mindset, tech ability, leadership, empathy, sympathy, ethics and morals, and self-esteem.

4. Daily Physical Activity

Students receive physical activity each day. Students will learn about human kinetics, strategy, teamwork, leadership, and perseverance in this fully integrated approach.

5. Higher-Level Thinking

Critical thinking, problem-solving, and creativity are central to our teaching philosophy and style. We find opportunities to include them in each instructional day.

6. Technology Integration

Our faculty, teachers, and students make use of modern technology to design, code, enhance, and expand learning and understanding.

7. Meaningful Learning

We strive to make learning immediately relevant and important by connecting it to the real world at every stage. Students' education is not just theoretical; rather, it's practical and useful in their current and future lives. Although we live in an interconnected world, we ensure that students can appreciate the world at large by knowing, understanding, and respecting the world on their doorstep.

8. Learning How to Learn

We teach our students to move beyond simple memorization, to fully understand what they are learning, and to be able to apply, critique, compare, and synthesize knowledge.

Our Approach

How do we build confidence?

SIS Canada Kinder Curriculum emphasizes hands-on, student-centered, theme-based, and project-based learning. Our balanced approach reinforces confidence-building for students in both their school and personal lives. By integrating academics, physical skills, socio-emotional development, and technology, we offer well-rounded, inspired learning that cultivates each student's academic and personal lifelong success.

Students will:

- Work collaboratively and individually in small classes.
-
- Be mentored by teachers to be inquisitive, think critically, and engage with their peers to draw on other perspectives.
-
- Be taught through themes rather than subjects, which means that learning is more engaging, meaningful, and challenging.
-
- Being in combined grade classes enhances learning, helps children develop stronger socio-emotional skills, and provides natural leadership opportunities.
-
- Develop real-world abilities and learn how to learn.
-
- Explore diverse knowledge, tackle complex problems to achieve common goals, and develop projects that demonstrate learning, innovation, and creativity.
-
- Have daily physical activity, including individual and team-based experiences, and numerous sports and recreational activities.

What is a Theme-Based Curriculum?

Theme-based curriculum, students experience an almost unlimited variety of amazing real-life topics, which makes learning much more fun and challenging. Let's talk about theme-based learning, what it offers, and why it is almost certainly the best method of education for your child.

Theme-based learning is very different from how you learn. Essentially, theme-based learning treats learning very differently from traditional subject-based learning.

Firstly, theme-based learning emphasizes the necessity of applying academic skills. Language Arts, Math, and the Arts are skills that enable us to understand and express thoughts; they can be applied to any theme, regardless of the topic. In a theme-based classroom, activities such as writing, reading, and drawing are not pursued for their own sake. Subject-based learning often treats education as learning for the sake of learning, something acquired primarily for taking tests. True theme-based learning eliminates the concept of 'subjects.' In a school fully embracing this approach, the daily schedule would not mention 'math' or 'science' explicitly, because these skills are integrated into the themes.

Secondly, in theme-based learning, education should be directly applicable to real-world situations, empowering students to use their knowledge to effect changes in their own lives, their communities, and potentially even on a global scale.

Lastly, theme-based learning views factual knowledge as interconnected and complex. When studying environmental pollution, one must consider not only scientific aspects but also those related to social studies, such as issues impacting people.

Benefits of Theme-Based Learning

Higher Intelligence Levels

To truly understand a topic and apply one's knowledge to solve real-life problems, it's essential to connect knowledge with skills. A theme-based approach enables children to consistently make connections, thereby developing a deeper and broader understanding than what is typically achieved through traditional learning methods. This approach significantly enhances critical thinking skills, as students regularly engage in exploring ideas, comparing and evaluating viewpoints, applying knowledge, and even generating new ideas. As a result, it leads to advanced creative thinking (thinking outside the box) and enhances problem-solving skills.

More Challenging Than Other Methods

Forget 'accelerated learning' approaches!

When we learn through real-life situations, learning gets complex, just like life itself. Numbers start to have real-life uses, language becomes more interesting but also more challenging, and we need to find problems on our own rather than being told what they are. There are many different answers, not just one. Thinking critically and being able to communicate well are very important.

Theme-based learning is much more challenging than traditional learning because the level of complexity, breadth, and depth is far greater. Traditional learning puts too much emphasis on textbooks, lectures, exams/quizzes with multiple choice questions, and prescribed answers, which severely restricts any learning.

Fun

Theme-based learning is so much fun for children! They are learning about topics that are meaningful and relevant to their own lives. This creates what is known as 'intrinsic motivation'; in other words, **children learn because they *want* to learn, not because they *have* to learn.** When children want to learn, the quality of their learning is unquestionably superior. Theme-based learning also requires hands-on approaches, including project-based learning, which makes it an active style of learning – again, enhancing the level of engagement.

SIS CANADA KINDY GOALS

SIS Canada Kindy Kids believes that to be successful, children need to develop in all areas of human development. A well-rounded liberal arts approach to our program ensures that children have the opportunity to discover what they are good at and to be encouraged to stretch and try new activities that they may enjoy in the future. For this reason, teachers provide daily options in all of these areas, allowing children to choose their favorites while facilitating and challenging them to extend these choices over time. The major areas of development include:

1. Aesthetic and Artistic Development

Through the arts, young children explore and express ideas and feelings, and use imagination and creativity, which are essential components of future problem-solving skills. The arts encourage global, nonlinear thinking and give children the opportunity to express their learning in different ways. Children who are visually or rhythmically adept often learn best through music and art activities.

2. Social and Emotional Development

Pre-school is a time in which children explore their feelings, identities, and social relationships with others. Play helps build confidence for interacting with peers and adults. Sharing, showing empathy, and caring for others are important lifelong social skills. Feeling safe and secure with adults and other children gives children increased strength and energy to give to their learning.

3. Intellectual and Academic Development

Hands-on experiences, exploration, investigation, and play rather than simply listening to a teacher propel children to grow. During dramatic play, children practice using objects and actions abstractly, which is essential for language, literacy, and numeracy. Through the use of technology, children are taught appropriate and safe use of technological tools. Kinesthetic learning, when children manipulate objects and spaces physically, enhances and complements the learning of abstract concepts.

4. Physical Development and Well-Being

Most young children are full of energy and enjoy physical activities. Time is set aside for indoor and outdoor active play every day. Active play contributes to children's health and helps to prevent childhood obesity. Active play assists with a child's sensorimotor development as a precursor for more precise academic and vocational pursuits later in life. Too much focus on fine motor activities, such as printing on small lines, at a young age, before a child is developmentally ready may cause frustration and more harm to the child in the long run. Running, jumping, and learning rules of cooperative games all contribute to intellectual learning capacity and social adeptness.

5. Social Responsibility

Social responsibility includes self-regulation, independence, and the ability to work cooperatively and respectfully with others. Children must understand how to self-monitor their learning and social relationships. They must actively practice respect for themselves, others, and the environment. Through modeling appropriate interaction with others, guiding actions, and generous amounts of positive reinforcement, children begin to understand the importance of other people in their lives, and to be able to extend their personal, self-centered view to include friends and adult caregivers.

Why SIS CANADA KINDY?

1. Learning at SIS Canada Kindy is fun!

Our qualified staff plans programs that engage students' interest and insert learning activities into the program so that students feel like they enjoy themselves all day! Each day passes quickly because students are engaged, challenged, and encouraged to express their thoughts and ideas.

2. Students experience success!

The program is planned to meet the learning needs of each student. The learning activities are intended to be developmentally appropriate yet challenging to encourage learning and growth. Positive reinforcement and behavioral support help students to recognize when they are doing well. Staff members respond personally to students, encourage them to try again, and celebrate when they succeed.

3. Students feel connected to others.

The program ensures that all children are included and able to participate at their level. For students who have not yet begun to speak English, Korean-speaking teaching assistants are on hand to make sure they feel comfortable and can express their ideas and needs. Group work and cooperative learning strategies ensure that children make friends at Kindy.

4. Parents are included in their child's education.

Regular newsletters and teacher consultations are provided to ensure that parents, their child's first teachers, remain an important part of their education. The school recommends appropriate resources so that parents who wish to do so can support their child at home in appropriate ways.

5. Students go on to become excellent academic and social learners.

Successful preschool experiences help children to become confident and capable learners later in life.

How is SIS Canada Kindy Different?

1. High-quality learning materials and programs imported from Canada are colorful, current, interesting, and designed to encourage higher-level thinking and analysis skills.
2. Experiences teachers from English-speaking countries understand how to organize play-based programs and how to facilitate student independence while remaining organized and intentional about teaching important skills.
3. There is increased student choice, which results in high student engagement. Students are not bored, inactive, or withdrawn.
4. The flexible, fluid learning is based on the teacher's assessment of student's needs. Therefore, students who need more time to complete something are given it, while there are always many choices so that children rarely have to wait until someone else is finished.
5. There is more active learning. The program focuses on hands-on, practical activities, which minimizes the need for drill and practice worksheets.
6. Learning is based on the student's developmental readiness for a particular skill. Therefore, students do not experience frustration and failure that can seriously lessen their achievement in later years. All students are not expected to do the same thing at the same time; therefore, learning centers occupy a large part of the day.
7. Independent, self-directed learning is modeled, supported, and encouraged by staff as a student develops. There is more interpersonal contact, and more student input into conversations because teachers facilitate rather than lecture.
8. More attention is paid to the student's social and emotional development, as well as their physical well-being. Students learn English quickly because there are high levels of interaction with teachers and peers all day in English.
9. The program provides opportunities for training of local workers to enhance program delivery and ensure the stability of the program over time. Local teaching assistants are taught strategies that will enable them to work with children expectedly.
10. Assessment of students is based on what they can do, rather than on what they CAN'T do. Students are appraised based on a set of standards and skills, not by comparison to their classmates.
11. Discipline provides positive behavior supports that help a student recognize when a behavior is not appropriate and how they can do better in the future. Students are treated with respect and kindness at all times.
12. Daily physical activity and focus on nutrition and healthy life choices give young children the start towards living a healthy lifestyle. Overall health is highly valued as an important part of education.

SIS Canada Kindy Program – Learning Areas

English Language Arts (ELA)

English Language Arts (ELA) is a subject that emphasizes the development of language skills. It includes phonics, reading, writing, and speaking, which are crucial for children to build important literacy and communication skills. Depending on the level, the skills can range from learning to control a pencil and recognize the alphabet, blending sounds and reading sight words, and finally to independent reading, writing, and fluent conversation. Our teachers use various teaching methods such as visual aids, hands-on activities, and technology to help students learn and practice new skills.

Theme Education

Theme-based learning involves a central topic that integrates multiple academic subjects. Each month, we conduct classes with children based on a new theme. All the lessons, activities, and projects are linked back to this central topic in an interdisciplinary way. For example, an "ocean" theme might include math activities focused on counting fish, literacy lessons focused on marine life, and arts and crafts projects such as making a paper plate jellyfish. This cross-curricular teaching approach encourages students to make deeper connections across subject areas. Most importantly, students find this approach much more enjoyable than traditional schooling methods, and it's undoubtedly the best way to keep their interest! Themed classes offer opportunities to explore science, art, STEM, and society.

Center Time

Center time provides children with opportunities to learn and achieve specific learning goals through theme-based activities. Teachers prepare three to four centers each week, and children are divided into small groups that change weekly. This allows for a variety of social interactions, leadership development, and learning through observation. The centers operate on a rotating basis, so students are assigned to a different center each day. Some centers are teacher-led, while others are independent. This hands-on learning experience includes a variety of centers on fine motor skills, early math, literacy, art, vocabulary games, crafts, sensory activities, STEM, discovery, dramatic play, building blocks and manipulatives, and more.

Storytime

Storytime is a crucial activity in kindergarten education. It provides numerous benefits for children, such as improving their language skills, enhancing their imagination, fostering their emotional and social development, and increasing their attention span and listening skills. By listening to stories, children learn new words and sentence structures, which are vital for their language development. Additionally, storytime encourages children to use their creativity and imagination, which are essential for their cognitive development. During storytime, children can connect with their peers and teachers emotionally and socially, and they can learn valuable lessons about empathy, respect, and kindness through the stories they hear.

Daily Physical Activity(DPA)

At SIS Canada, children participate in daily physical activity as part of a holistic education approach. In daily physical activity (DPA), children participate in a variety of activities including fitness, stretching, yoga, outdoor games, group sports, and hiking. Although children's physical development and abilities can vary, most young children are energetic and enjoy physical activity. A healthy, active body is important to support cognitive, emotional, and social development, and moving your body every day is essential. At DPA, we focus on improving gross motor skills, hand-eye coordination, and basic gymnastics skills, and promoting teamwork. Outdoor group DPA improves self-confidence and self-esteem and is vital for goal setting, moral development, leadership, and cooperation with others.

Daily Expression Activity (DEA)

Encouraging children to engage in daily short drawing or writing activities can aid them in developing fundamental graphic skills that are essential for learning to print letters and numbers. Additionally, writing and drawing can be a means of expressing emotions, and experiences and reflecting on what has been learned. Regular drawing, writing, coloring, tracing, and cutting activities also help to develop strong hands. These activities can also facilitate interesting conversations between teachers and students, helping to build relationships and reinforce learning concepts.

Technology & Digital Education

Schools must give students the skills and knowledge they need to be able to influence their future. SIS Canada Technology Education Class supports students' technological literacy, i.e. understanding how the world around us is constructed from a technological point of view. Kindy's technology education classes start at the age of 7 and serve as an introductory course that helps children understand technology as a tool for both life and learning. SIS Canada Kindy utilizes the RAZ-Kids program as a digital library. Technology and digital education are integrated into other major subjects in the elementary school curriculum to broaden its scope.

Enhanced English Reading Program

It is widely known that there are four major areas of learning English: listening, speaking, reading, and writing. Listening and speaking skills can be improved over time with exposure to the language environment. However, reading and writing skills require practice and training to develop. Reading books is not only a great way to acquire knowledge but also to improve one's reading ability and fluency. Reading ability is a crucial competency that underpins all studies.

At SIS Canada, children enhance their English reading skills by extensively reading at home using the online program Raz-Kids and reading paper books in class with the guidance of their teacher.

Fun Friday

At SIS Canada, we organize various activities for our students to improve their interest in learning, leadership, confidence, consideration for friends, creativity, and tension relief. Every Friday, we have thematic group activities, field trips, spirit days, sports days, event days, dojo parties, etc., all of which are linked to the theme of the month. Additionally, kinder children regularly participate in activities such as market days (donation collection), science fairs, and carnivals organized by SIS Canada elementary students. These activities not only provide valuable learning opportunities but also enable our students to spend quality time with their seniors. We believe that such activities help raise awareness and contribute to the overall development of our students.

Monthly Field Trip

Once a month, children from SIS Canada participate in field experience activities in an area near Sokcho. Through visits to museums, libraries, fire stations, botanical gardens, art galleries, and other locations, the children can engage in a variety of activities such as observing, touching, and experiencing things firsthand. These experiences help to spark the children's interest in learning and provide them with a unique and engaging way to explore the world around them.

SIS Canada Spirit Day

SIS Canada organizes a Spirit Day every quarter to encourage a sense of togetherness and friendship among students. This day offers a variety of enjoyable activities, including Pajama Day, Mismatch Day, Crazy Hair Day, and Crazy Hat Day. These events provide an opportunity for all children to connect and make memories, irrespective of their differences. For instance, Crazy Hair Day and Crazy Hat Day allow children to wear their hair and hats in unusual ways, and provide a chance to have fun and empathize with each other, even without special costumes.

SIS Canada Sports Day

Children must take part in sports because it is essential for their fitness, health, and positive overall development. When children participate in sporting activities, it has a positive impact on their overall growth. Moreover, playing team sports has many added benefits such as the following;

- Playing team sports enables children to learn about teamwork. When they play in a team, they learn to work with others to achieve a particular goal. This will have a positive impact on their overall growth and is beneficial when they start working in a team and not just as individual professionals.
- Team sports also help them to build stronger relationships. When children play sports, they learn how to conduct themselves in social situations. Along with that, they also learn how to bond with people and build relationships.
- It teaches them respect. When children play team sports, they learn to respect other people, the rules, authority as well as their opponents. They learn to respect the rules and understand the consequences of not following the rules.
- Finally, it also helps them learn about leadership skills. When children play team sports, they learn to be accountable and responsible for their actions. They understand that they are accountable for their actions and this instills in them leadership skills.

SIS Canada Event Day

- Valentine's Day, 100th Day, Christmas, Market Day, Career Day, SIS Carnival, Science Fair, Dojo Party, etc.



STUDENT RELATED POLICIES AND GUIDELINES

SIS Canada Code of Conduct Policy

SIS Canada wishes to establish and maintain a safe, caring, and orderly environment in which all learners can learn effectively, achieve personal and social growth, and practice responsible citizenship. All members of the SIS Canada community have the right to know what is expected of them, to be protected from discrimination, physical harm, or verbal abuse, to have their positive behavior recognized, and to have their personal property respected. In return for these rights, SIS Canada believes that all members of the community have a responsibility to respect themselves, others, SIS Canada, and the environment.

Students demonstrate respect by conducting themselves properly on SIS Canada premises while traveling to and from SIS Canada, and while attending an SIS Canada-sponsored activity. A bus or any vehicle transporting students is deemed to be an extension of SIS Canada for this policy and therefore all rules apply. A copy of the Elementary Behavior Policy is shown below and will be displayed in each homeroom. A matrix of SIS Canada-wide expectations is also shown below.

Behaviors that interfere with learning or create unsafe conditions are considered disrespectful and unacceptable. All students are expected to be responsible for their learning and their behavior. As students mature, they are expected to make more responsible choices about their behavior and to accept the consequences of those choices.

The Head of Instruction has paramount authority to ensure the health and safety of students and to preserve order within SIS Canada.

Summary of Interventions

Levels	Interventions	Type of Offence
Level 1	Reminder/ correction	Minor but unsafe or disruptive
Level 2	One to One Conference	Challenging
Level 3	Parent Conference	Serious
Level 4	Suspension	Very Serious
Level 5	Suspension (Possible Expulsion)	Unacceptable

Note: These interventions may not occur in order.



KINDY Student Behavior Policy

Level 1 : Teacher speaks with student.

Level 2: Spend recess breaks separated from class for 1 days/call home to inform parents

Level 3 : Spend recess breaks separated from class for 2 days and meet with Parents.

Level 4 : Spend recess breaks separated from class for 3 days and meet with Parents.

Level 5 : Parents will be contacted and come for a meeting.

Students are suspended for the next half day of school.

These rules are in effect from the moment you step on the SIS bus in the morning, the entire learning day and until you step off the SIS bus in the afternoon at home.

	Level 1	Level 2	Level 3	Level 4	Level 5
Using bad language 나쁜 말을 사용함	O	O	O	O	O
Stealing 훔치는 행동		O	O	O	O
Disrespecting other's belongings 타인의 소유물을 존중하지 않는 행동	O	O	O	O	O
Being dishonest 부정직함	O	O	O	O	O
Physically hurting others 다른 사람을 아프게 하는 행동(신체적)	O	O	O	O	O
Bullying others (verbally---) 다른 사람을 괴롭히기(언어로..), 왕따 행동	O	O	O	O	O
Inappropriate touching 부적절하게 터치하는 행동(신체적)	O	O	O	O	O

Attendance Policy

Students are expected to attend SIS Canada every day. Students who do not attend every day do not perform as well in their studies. Therefore, students should be away only if necessary.

CLASSIFICATION OF ABSENCES/TARDIES

Excused: SIS Canada policy excuses students from compulsory attendance for all or part of a school day for the following reasons:

- Illness
- Prior approved trips/vacations
- Religious observance/instruction
- Family death/emergency

Unexcused: Any absence that is not covered under the above definition of an excused absence is classified as unexcused.

Prior approval Required: Parents should inform the school of all absences, early dismissal, and tardies in advance. If a student must be absent or late, parents must call the office before 8:40 a.m. to leave a detailed message.

Tardy: Tardies are classified as excused/unexcused using the same criteria for general absences. Students arriving at school after the start of homeroom/first block will be recorded as tardy. Three (3) unexcused tardies are equivalent to one (1) absence.

Early Dismissal: Early dismissals where students miss two or more hours will be recorded as a half-day absence.

Vacations and Family Trips: All trips and vacations are unexcused unless prior approval is obtained and the child is in the company of an adult for the entire trip. Up to five (5) days each year may be classified as excused for time spent on a vacation or trip. Approval must be requested before the trip.

Medical & Dental Appointments: Medical/dental appointments should not be scheduled during the instructional day whenever possible. When no other arrangements can be made, parents should inform the school in advance of the appointment. Students will not be dismissed without parents' permission. Before leaving, and after returning, students shall report to the office.

Absence Make-Up Policy: If parents request an extended leave of absence, the student is responsible for arranging for and completing all work that has been or will be missed. While SIS Canada will try to accommodate parents' requests for homework, 7 days' notice must be given for the teacher to prepare the work.

Dress Code

Students are required to wear a uniform (gym clothes) on Mondays, Wednesdays, and Fridays. On Tuesday and Thursday, students may wear their clothing. Their clothing should be comfortable, appropriate for Kindy, and allow them to move their bodies easily. We discourage wearing costume jewelry, nail polish, excessive hair accessories, and cosmetics. Please bring sneakers for outside activities and indoor shoes for use in the classroom, and wear socks with indoor shoes throughout the year.

Personal Information Privacy Policy

Safeguarding the personal information of parents, students, and employees is a fundamental concern of SIS Canada. SIS Canada is committed to meeting or exceeding the privacy standards established by Canada's Personal Information Protection Act (PIPA) and any other applicable legislation.

This Personal Information Privacy Policy describes the policies and practices of SIS Canada regarding the collection, use, and disclosure of personal information, including the steps SIS Canada has taken to ensure personal and financial information is handled appropriately and securely. SIS Canada may add, modify, or remove portions of this Personal Information Privacy Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy.

"Personal information" means any information about an identifiable individual, as further defined under Canada's Personal Information Protection Act or other applicable laws. Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or a public registry.

SIS Canada uses personal information as follows:

- To communicate with parents and students, process applications, and ultimately provide students with educational services and co-curricular programs.
- To enable SIS Canada to operate administratively, including reporting to the Ministry of Education, payment of fees, and maintenance of non-educational programs.
- Health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.
- To communicate with family members and alumni.

Progress Reports – Assessment of and for Learning

Progress report cards are issued twice throughout the official academic year and are distributed at the end of each semester. Parent-teacher counseling calls take place about once a month with the Korean assistant teachers to provide continuous feedback and support. SIS Kindy Parents may request a conference with their child's homeroom teacher and/or the head teacher at any time during the year providing they contact SIS Canada to make an appointment at least a week in advance.

The primary purpose of reports is to improve student learning. They are intended to improve communication with parents about the student and their learning. Students are evaluated over a wide criterion of skills and learning outcomes as they progress through the kindergarten years and become more independent and adept over time.

Communication about assessment should be ongoing, clear, purposeful, and respectful. Therefore, reports sent home should balance areas of growth and areas of strength and, where possible, provide examples to demonstrate both.

Parents are asked to refrain from comparing their student's scores with those of other students in the class. Students learn at different rates and can express their learning in many different ways. Students enroll in SIS Canada with a variety of levels of proficiency in English. Particularly for English Language Learners, adaptations may need to be made to adjust the reading level of material, and this is an expected part of providing for individualized learning experiences at SIS Canada.

Homeroom teachers strive to write a highly personalized overall comment. Please pay close attention to their observations and recommendations.

Speaking English

We believe that students who practice speaking English constantly throughout their day will learn better in all of their courses and will become fluent speakers of English more quickly. We also believe that learning should be fun and that students enjoy learning from each other. The guidelines for speaking English are as follows:

1. We understand that the students' English-speaking abilities will vary so we ask that they speak English as much as possible to the best of their ability and respect the designated English-only zones in the building.
2. To assist a student who does not know how to say a word in English, students may on occasion ask, "How do you say _____ in English?"

Theme Classroom Library

Each month we run a Theme Classroom Library where students are invited to bring in any books from home that connect to the theme. The teacher will set up an in-classroom library where the children have easy access to these books to enjoy with their classmates. English and Korean books are acceptable.

INFORMATION FOR PARENTS

Back to SIS Canada Supplies List:

- ☐ Backpack (SIS Canada Kindy provided backpack only)
- ☐ Personal water bottle
- ☐ Chopsticks and spoon set
- ☐ Indoor shoes (Not slippers)
- ☐ Outdoor sneakers
- ☐ Daily healthy snack (Kindy club students only)

Labeling Items: All items on this list need to be clearly labeled with your child's name, please

Counseling

After admission to SIS Canada Kindy, your student's teacher will deal with all counseling related to your student's learning progress. Please schedule a meeting with your child's teacher if you have any questions or concerns. If a meeting is required, please schedule a meeting by contacting SIS Canada or sending a letter with your child indicating the date and time(s) you would be available to meet and the concerns or questions you wish to address at the meeting. The Head and teachers are not available for a drop-in consultation.

SIS Canada will provide translation services for all meetings with staff.

Tel. 033 637 8817 / 010 6757 8817

Shuttle Bus

Once your child's shuttle pick-up schedule has been decided, it cannot be changed. Please do not ask to change pick-up times or areas once the schedule is in place. In the event you move to a different address, please notify the office at least two weeks in advance, and we will make the necessary arrangements for shuttle pick-up.

Please let the office know if your child will not be taking the shuttle on any specific day due to illness, absence, or other family matters. If you intend to pick your child up from SIS Canada on any given day, please let the office know 2 hours in advance.

There is no shuttle bus fee. If the shuttle bus is unable to operate due to natural disasters, illness, or unavoidable circumstances within SIS Canada issues, we may ask you to pick up your students. Shuttle buses are available within the currently defined shuttle bus routes. Shuttle buses are not available in outlying areas or remote areas of the city.

Completion of the school year

- One school year is completed in 12 periods, and 1 period has 19 class days.
- Class days are study days except Saturdays, Sundays, school holidays, national holidays, etc.
- If there are more than 2 days when classes are not available due to natural disasters, infectious diseases, etc., extended classes will be held by reducing the vacation time from Day 3. In other words, 2 days is included in the number of school days.
- 1st Semester: March to August of the next year (Summer vacation: August)
- 2nd Semester: September to February March to July (Winter Vacation: February)
- The exact dates of the vacations can be found in the yearly calendar.

Tuition fees

- Tuition fees are paid monthly. (Please refer to the payment schedule)
- Please observe the payment date indicated on the payment schedule. (Envelope sent monthly)
- There is no deduction for absenteeism.
- There is no tuition discount.
- Student admission is on a semester-by-semester basis, so if you have not been enrolled for at least 1 period, a progress report will not be issued that semester.
- We issue a cash receipt when paying to the bank. Please inform the front desk of your preferred cash receipt issue number.

SIS Canada Kindy 9:20am~2:10pm 290분

교육청 등록 1일 230분수업 (1달 19일수업)

19일 x 230분 x 224원 = 979,000원 / 오후클럽 190,000원(45분 2:20~3:05)

Refund Policy

Before the commencement of classes = 100% refund.

After the commencement of classes:

- **1-6 class days – 2/3 refund of tuition fees**
- **7-9 class days – 1/2 refund of tuition fees**
- **After 9 class days – No Refund.**
- SIS Canada offers free meals and shuttle buses. Therefore, even if you do not use the lunch and shuttle bus, the tuition fee you will pay is the same.

Meals

Lunch is provided free of charge. Children with allergies or food sensitivities can bring their own side dishes. Please let us know in advance if your child has any food allergies. If we are unable to operate meals due to natural disasters, illness, or internal circumstances at SIS Canada, we may ask you to prepare a lunch box for your child.

Healthy Snacks for Brain Food Break

Children enrolled in Kindy Club classes need to bring their afternoon snacks. We encourage healthy snacks such as fruit, cheese, yogurt, etc. Snacks to avoid include sugary foods, such as candy and chocolate. Please send snacks that are easy to clean up after they are finished, and send snacks in Ziplock bags or small plastic containers so that children can open them easily. Only send one portion please i.e., as much as your child needs. Please be aware that individual refrigeration of snacks is not possible.

No Food Sharing

SIS Canada Kindy has adopted a “No Food Sharing” Practice. Students and parents need to ensure no food sharing or trading during snack time or lunchtime. All school community members need to be aware that students are not to swap or share food and can only eat food provided or approved by their parents.

Personal Liability Insurance

Please purchase daily life insurance for compensation in case of your children may cause any damages to others and/or other people's property while attending SIS Canada. Even though teachers do their best to prevent accidents, accidents could happen anytime and anywhere. In certain incidents, things cannot be covered and resolved by SIS Canada insurance alone. Therefore, we highly recommend you consider personal liability insurance to cover your child.

Guidelines for Gift Giving

Gifts for Teachers

The teachers appreciate receiving a thank you and recognition for good work from parents and students. However, we suggest that appropriate gifts are small and relatively inexpensive. In English, we would say, “It’s the thought that counts, not the size of the gift!” Please do not send expensive gifts to SIS Canada, as teachers have been asked not to accept them.

Gifts or treats for your child’s class

No additional food or drink is required to be sent for your child’s birthday and we do not allow the exchange of birthday gifts for friends at Kindy. Each class will prepare a group ‘card’ for the birthday boy or girl on their special day.



KINDY DAILY SCHEDULE

Time	Activity
9:20-09:45	Greetings and Morning Play
09:45-10:00	Opening Circle Time
10:00-10:30	English Language Arts (ELA)
10:30-11:00	Theme Education
11:00-11:25	Theme Activity & DEA
11:25-11:50	Lunch
11:50-12:20	Recess
12:20-1:00	Storytime
1:00-1:30	Center Time/DPA
1:30-2:00	Center Time/DPA
2:00-2:10	Closing Circle Time
2:10-2:20	Snack
2:20-3:10	Kindy Club

- SIS Canada has two class organizations: level-based and age-integrated, aimed at enhancing learning for each subject.
- SIS Canada Kindy operates a combined homeroom class and subject system.
- Each teacher has 3 subjects to teach for all classes.
- The weekly timetable will be distributed in the event of a change in course time on a per-semester basis and will not be distributed if a change is not made. This may change during the semester from time to time.



SIS CANADA 2024 CALENDAR - KINDY

Period 1 <2/28~3/26>

교육비납부 2/8

1 - Holiday (No Classes)

MARCH 2024						
S	M	T	W	Th	F	S
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

SEPTEMBER 2024						
S	M	T	W	Th	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

Period 7 <8/27~9/25>

교육비납부 8/22

16~18 Holiday (No Classes)

Period 2 <3/27~4/22>

교육비납부 3/22

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30				

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

Period 8 <9/26~10/24>

교육비납부 9/22

3.9 - Holiday (No Classes)

Period 3 <4/23~5/22>

교육비납부 4/22

1 - Labor Day (No Classes)
6,15 - Holiday (No Classes)

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

Period 9 <10/25~11/20>

교육비납부 10/22

Period 4 <5/23~6/19>

교육비납부 5/22

6 - Holiday (No Classes)

JUNE 2024						
S	M	T	W	Th	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

DECEMBER 2024						
S	M	T	W	Th	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

Period 10 <11/21~12/17>

교육비납부 11/22

25 - Holiday (No Classes)

Period 5 <6/20~7/16>

교육비납부 6/22

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	

Period 11 <12/18~1/15>

교육비납부 12/15

1 - Holiday (No Classes)
28~30 - Holiday (No Classes)

Period 6 <7/17~8/26>

교육비납부 7/22

2 - Completion Party
Progress Report Home
5~16 - Summer Vacation

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

FEBRUARY 2025						
S	M	T	W	Th	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

Period 12 <1/16~2/14>

교육비납부 1/15

14 - Completion Party/
Progress Report Home
17~8 Winter Vacation

Spirit Day

P.E & Activity

Field Trip

Event Day